

ROMAN-GERMAN TILLARI FAKULTETI

“NEMIS TILI VA ADABIYOTI” KAFEDRASI

“ASOSIY O`RGANILAYOTGAN TIL”

**(kommunikativ grammatika, integrallashgan til ko`nikmalari, mustaqil ta`lim
ko`nikmalari aspektlari bo`yicha) FANIDAN**

O`QUV-USLUBIY

MAJMUA

SAMARQAND – 2015

Asosiy o'rganilayotgan til (ingliz tili) fanidan o'quv-uslubiy majmua- Samarqand: SamDCHTI. 2015.

ANNOTATSIYA: Ushbu o'quv-uslubiy majmuada asosiy o'rganilayotgan til (ingliz tili) fani bo'yicha ta'lim standartlarida bakalavr yo'nalishi talabalarining kommunikativ grammatika, integrallashgan til ko'nikmalari, mustaqil ta'lim ko'nikmalari aspektlari bo'yicha bilim, malaka va ko'nikmalarini oshirish maqsadida ushbu fan mashg'ulotlari sifatini oshirish, darslarni zamonaviy axborot va pedagogik texnologiyalar asosida olib borish, eng yangi o'quv adabiyotlari asosida interfaol uslublardan foydalanish usullari va vositalari, talabalar bilim, malaka va ko'nikmalarini yanada rivojlantirish borasida qo'llaniladigan vositalar, uslub va usullar hamda ulardan foydalanish tizimi o'rin olgan. Majmuadan oliy o'quv yurtlari talabalari, shu soha bo'yicha mutaxassis o'qituvchilar, ilmiy tadqiqotchilar va chet tilini o'qitishga qiziqadiganlar foydalanishi mumkin.

Tuzuvchilar:

Aminova N.I. - “Nemis tili va adabiyoti” kafedrası ingliz tili o'qituvchisi

Azizova D.B. - “Nemis tili va adabiyoti” kafedrası ingliz tili o'qituvchisi

Yakubova M.K. - “Nemis tili va adabiyoti” kafedrası ingliz tili o'qituvchisi

Taqrizchilar:

Shermatov A.A. – Roman-german tillari fakulteti dekani, dots.

Begmatov M.B. – “Nemis tili va adabiyoti” kafedrası mudiri, dots.

КИРИШ

Oliy ta'lim tizimida yuksak malakali, ijodkorlik va tashabbuskorlik qobiliyatiga ega, kelajakda kasbiy va hayotiy muammolarni mustaqil hal qila oladigan, yangi texnika va texnologiyalarga tez moslanishga layoqatli kadrlarni tayyorlashda ta'lim jarayonini zamonaviy o'quv-metodik majmualar bilan ta'minlash muhim ahamiyatga ega.

O'quv-uslubiy majmua – davlat ta'lim standarti va fan dasturida belgilangan talabalar tomonidan egallanishi lozim bo'lgan bilim, ko'nikma, malaka va kompetensiyalarni shakllantirishni, o'quv jarayonini kompleks loyihalash asosida kafolatlangan natijalarni olishni, mustaqil bilim olish va o'rganishni hamda nazoratni amalga oshirishni ta'minlaydigan, talabaning ijodiy qobiliyatlarini rivojlantirishga yo'naltirilgan o'quv-uslubiy manbaalar, didaktik vositalar va materiallar, elektron ta'lim resurslari, o'qitish texnologiyasi, baholash metodlari va mezonlarini o'z ichiga oladi.

Fanning o'quv-metodik majmuasi komponentlarining mazmuni Davlat ta'lim standarti asosida tuzilgan fan dasturiga muvofiq hamda shaxsga yo'naltirilgan, rivojlantiruvchi va mustaqil ta'lim olish texnologiyalari, tamoyillari va talablari asosida ishlab chiqiladi. Ushbu o'quv-uslubiy majmua ham yuqorida ta'kidlangan me'yorlar va me'zonlarga asoslangan holda ishlab chiqildi. O'quv-uslubiy majmua asosiy o'rganilayotgan til fanining kommunikativ grammatika, integrallashgan kurs hamda mustaqil ta'lim ko'nikmalari aspektlarini o'z ichiga qamrab olgan. Majmua zamonaviy o'quv vositalari, interfaol ta'lim texnologiyalaridan foydalangan holda ishlab chiqilgan.

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:
№ BD-3.01
2013 йил 28 август

Олий ва ўрта махсус таълим
вазирлигининг 2013 йил
28 августдаги 319-сонли буйруғи
билан тасдиқланган



АСОСИЙ ЎРГАНИЛАЁТГАН ТИЛ

ФАНИНИНГ

ЎҚУВ ДАСТУРИ

Билим соҳаси:	100 000 - Гуманитар соҳа
Таълим соҳаси:	120 000 - Гуманитар фанлар
Таълим йўналишлари:	5120100 - Филология ва тилларни ўқитиш (тиллар бўйича) 5120200- Таржима назарияси ва амалиёти (тиллар бўйича)

Тошкент – 2013

Фаннинг ўқув дастури Олий ва ўрта махсус, касб-хунар таълими йўналишлари бўйича ўқув-услубий бирлашмалар фаолиятини мувофиқлаштирувчи Кенгашнинг 2013 йил 13 августдаги 3–сонли мажлис баёни билан маъқулланган.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

Исамухаммедова Н. – “Инглиз тилини интеграллашган ҳолда

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Иргашева С. – “Инглиз тилини интеграллашган ҳолда

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Носирова Г. – АнДУ, катта ўқитувчи;

Алимова К. – “Инглиз тилини интеграллашган ҳолда

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Мухаммедова Н. – “Инглиз тилини интеграллашган ҳолда

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Ниязова З. – “Инглиз тилини интеграллашган ҳолда

ўқитиш” кафедраси ўқитувчиси;

Эшонқулова Н. – “Иккинчи чет тилини интенсив ўқитиш”

кафедраси ўқитувчиси

Бош маслаҳатчи:

Род Болайто – Буюк Британия, Норич тил ўқитиш институти

Такризчилар:

Вест Р. – Буюк Британия, мустақил эксперт

Ирискулов М. – ЎзДЖТУ профессори, ф.ф.н.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чиқилган ва тавсия қилинган (2013 йил 27 июндаги 11-сонли баённома.)

КИРИШ

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

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

таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар” тўғрисидаги 124-сонли қарори билан тасдиқланди.

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

Фаннинг мақсад ва вазифалари

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

функционал шакллари ва услубларини, тил тўғрисидаги амалий ва назарий

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

Фан бўйича талабаларнинг билим, кўникма ва малакаларига

қўйиладиган талаблар

Мазкур дастур бўйича таълим олган талабанинг:

- ❖ чет тилини эгаллаш Умум Европа стандартларига кўра С1 даражасида (даражалар тавсифи иловада келтирилган) ўрганилаётган чет тилида ўқиш, тинглаб тушуниш, гапириш ва ёзиш кўникмаларига эга бўлиши;
- ❖ ўрганилаётган чет тилининг халқаро мулоқотдаги роли;
- ❖ тил ўрганиш жараёнлари ҳамда уларнинг тил ўрганишдаги роли ва аҳамияти;
- ❖ ўқув материалларини танқидий таҳлил қилиш, баҳолаш, маҳаллий шароитга мослаштириш ва янгиларини ярата олиш;
- ❖ дарсни режалаштиришда изчилликни таъминлаш ҳамда машғулот олиб бориш;
- ❖ чет тилини ўқитишнинг турли услублари ва тил ўқитишдаги турли ёндашувлар;
- ❖ тил ўқитиладиган гуруҳ ва шароитга мос равишда ўқитиш услубларини танлаш ва тўғри қўллай олиш;
- ❖ таълим олувчилар билимини баҳолашнинг турли шакл ва методлари;
- ❖ эгаллаган билимлардан касбий ва илмий фаолиятда унумли фойдаланиш бўйича билим, малака ва кўникмаларга эга бўлиши талаб этилади.

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва

услубий жиҳатдан узвийлиги

Чет тил амалий курси (немис, француз, испан тиллари) фани мазкур

таълим йўналиши ўқув режасидаги бошқа ихтисослик фанлари билан ўзаро

боғлиқ бўлиб, модулар кетма-кетлиги ва мазмунига мос равишда 1-8 семестрлар давомида ўқитилади. Мазкур фан умумкасбий фан ҳисобланади ва тўрт йил давомида модуларга ажратилган ҳолда ўргатилади. Ўқув режанинг адабиётшуносликка, методикага, мамлакатшуносликка оид курслари ва ўрганилаётган чет тилининг назарий курслари умумий тилшунослик, стилистика ва матн таҳлили, назарий фонетика, қиёсий типология, назарий грамматика фанларидан зарурий билимларни эгаллашда ушбу фан модуллари бўйича ўзлаштирилган кўникма ва малакалар муҳим аҳамият касб этади.

Фаннинг ишлаб чиқаришдаги ўрни

Чет тил амалий курси (инглиз, немис, француз, испан тиллари) фани ишлаб чиқариш жараёни билан бевосита боғланмаган. Ушбу фан филология__ва тилларни ўқитиш таълим йўналишининг асосий ихтисослик фани ҳисобланади. Олий таълим

муассасасини ушбу таълим йўналиши бўйича тамомлаган бакалаврлар Республикамиз узлуксиз таълим тизимида ўқитувчилик фаолияти билан шуғулланадилар. Шунингдек, хорижий қўшма корхоналар, халқаро ташкилотлар ва уларнинг республикамиздаги бўлимлари, элчихона ва консулликлар, сайёҳлик агентликлари, нашриёт ва таҳририятлар, нотариал идоралар, таржимонлик бюрolariда касбий фаолият олиб борадилар.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

Фанни ўқитишда шахсга йўналтирилган таълим методи ва чет тилини

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

Фан бўйича талабалар билимини баҳолаш

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

АСОСИЙ ҚИСМ

Фаннинг амалий машғулотлари мазмуни

Чет тил амалий курси (инглиз, немис, француз, испан тиллари) фани икки асосий – лингвистик ва методик курсга бўлинади.

Лингвистик курс қуйидаги модулларни ўз ичига олади:

- интеграллашган тил кўникмалари;
- оғзаки нутқ амалиёти (тинглаш ва гапириш);
- ўқиш;
- ёзма нутқ амалиёти;
- коммуникатив грамматика;
- коммуникатив лексика (сўз бойлигини ошириш);
- дискурс (матн) таҳлили;
- ўрганилаётган чет тили халқаро мулоқот тили сифатида;
- мустақил таълим кўникмалари;
- аудиторияда ўқитувчи нутқи.

Методик курс қуйидаги модуллардан таркиб топади:

- ✚ чет тилини ўрганиш жараёнлари;
- ✚ чет тилини ўқитиш тамойиллари ва ёндашувлар;
- ✚ тил кўникмаларини интеграллашган ҳолда ўқитиш;
- ✚ тил сатҳ (ярус) ларини ўқитишга коммуникатив ёндашув;
- ✚ тил бўйича билимларни баҳолаш турлари ва мезонлари;

- ✚ ўқув материалларини танлаш ва янгиларини яратиш;
- ✚ махсус йўналиш (соҳа) ларда чет тилини ўқитиш;
- ✚ дарсни режалаштириш;
- ✚ аудиторияни ўрганиш (тадқиқ) этиш;
- ✚ маданиятлараро мулоқот компетенциясини ривожлантириш;
- ✚ турли ёшдагиларга чет тилини ўқитиш.

Лингвистик курс: коммуникатив грамматика модули

Коммуникатив грамматика модули талабаларга 1- курсда ўқитилади.

Фаннинг асосий мақсади:

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

Коммуникатив грамматика модули бўйича билим, малака ва кўникмаларга қўйиладиган талаблар

Талабалар 1 курс якунига келиб:

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

Коммуникатив грамматика модули мазмуни

- артиклар ва аниқловчилар;
- от (қўшма отлар, саноқли/саноқсиз отлар);
- олмошлар;
- феъл (м.н.: феъл замонлари, феъл майллари, нисбатлари, модал феъллар, феълли бирикмалар, феълнинг ноаниқ шакллари: инфинитив, ҳозирги/ўтган замон равишдошлари, ҳ.к.);

- сифат (қиёсий даража, орттирма даража);
- равиш (равиш ясалиши);
- боғловчилар;
- синтаксис: содда, мураккаб ва қўшма гаплар: эргашган қўшма гаплар;
- грамматик категориялар: ўзлаштирма гаплар, фараз маъносини ифодалаш

- грамматик формалар/функциялар;
- сўроқ сўзлар, савол\жавоб ва инкор
- сон

Дастурнинг информацион-методик таъминоти

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

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

Кутилаётган натижалар

Талабалар:

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

Талабалар билимини баҳолаш турлари ва мезонлари

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

жорий назорат (аудиторияда бажариладиган машқ ва топшириқлар, уй вазифалари, портфолио, кундалик, лойиҳалар, интервью ва роли ўйинлар);

оралиқ назорат (матнга асосланган вазифалардан иборат турли тест методларидан фойдаланиб тузилган тестлар, интервью ва роли ўйинлар);

якуний назорат (матнга асосланган вазифалардан иборат турли тест методларидан фойдаланиб тузилган тестлар, интервью ва роли ўйинлар);

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

Лингвистик курс: коммуникатив лексика (сўз бойлигини

ошириш) модули. 1 – курс

Коммуникатив лексика 1-4 семестрлар давомида ўқитилади.

Фаннинг мақсади:

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

Коммуникатив лексика модули бўйича билим, малака ва кўникмаларга қўйиладиган талаблар

1- курс сўнггида талабалар қуйидаги:

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

Коммуникатив лексика модули мазмуни

1- курсда ўрганиладиган мавзулар доирасида:

- синонимлар, антонимлар, омонимлар;

- сўз оилалари (мас., ҳайвонот оламига оид сўзлар);
- турғун бирикмалар;
- идиомалар;
- адабий тил ва шева (диалект) ўртасидаги фарқлар;
- фразеологик иборалар;
- лексик системалар;
- сўз ясаши хусусиятлари;
- қисқартмалар;
- предлоглар

Дастурнинг информацион-методик таъминоти

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

Кутилаётган натижалар

Талабалар:

- ✓ 1-курсда муҳокама этилган мавзуларга тегишли актив ва пасив лексикани ўзлаштирадilar;
- ✓ маълум мавзулар бўйича мулоқот олиб бориш учун етарли даражада луғат бойлигига эга бўладilar.

Талабалар билимини баҳолаш турлари ва мезонлари

- баҳолаш предмети:
курс мазмунида келтирилган луғат бирликлари
- баҳолаш усуллари ва методлари:
турли методлардан фойдаланиб тузилган тестлар (матнга асосланган вазифалар (мас., матнни тўлдириш, хатони топиш ва ҳ.к.) интервью, ролли ўйинлар, портфолио ва ҳ.к.); талабаларнинг ўз-ўзини баҳолаш жараёни (сўровномалар, портфолио, кундалик тутиш ва ҳ.к.);

- баҳолаш турлари:

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

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

Якуний назорат - матнга асосланган вазифалардан ташкил топган тестлар.

Лингвистик курс: коммуникатив лексика (сўз бойлигини

ошириш) модули. 2 – курс

Фаннинг мақсад ва вазифалари:

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

Кутилаётган натижалар:

Иккинчи курс якунига келиб талаба:

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

Коммуникатив лексика модули мазмуни

2 курсда ўтиладиган мавзулар доирасида:

- услубларни бир-биридан фарқлашга йўналтирилган қатор идиоматик ифодалар ва оғзаки сўзлашувдаги сўзлар;
- жаргон ва идиомаларни қўллаш;
- ибора ва ифодаларни мулоқотнинг турли вазиятларида ишлата олиш (мулоқотга киришиш учун сўз навбати олиш, вақтдан ютиш мақсадида муқаддима ва хулоса ибораларини ишлатиш каби);
- тингловчини чалғитмаган ҳолда сўзларга эквивалент бўлган терминларни қўллаш;
- лексик боғлиқлик - синоним, антоним, омонимларни ўринли қўллай олиш;

- лексик бирликлар;
- маълум мавзуга доир сўзлар йиғиндиси (*атроф-муҳит, инсон характери ва б.*);
- ўзгармас иборалар ва лексик бирликлар;
- маълум бир сўзнинг диалектларда турлича қўлланилиши;
- фразеологик бирликлар, феъллар;
- сўз ясалишининг ўзига хос хусусиятлари;
- қисқартма сўзлар;
- сўз бирикмалари;
- кариндош ва бир оилага мансуб сўзлар;
- профессионал ва академик терминология
- контекстга мос бўлган ҳамда корпус-анализ базасидаги сўзларни тўғри ишлатиш;

- луғат билан ишлай олиш (бир ва икки тилли, китоб/электрон/онлайн луғатлар);

- нотаниш сўз маносини контекстдаги маъносига кўра тахминан аниқлай олиши;

- ўрганишнинг турли усуллари (ёдлаш, кунлик режа, ассоциация орқали ўрганиш ва ҳоказо) дан тўғри фойдалана олиши лозим.

Ўқитиш ва ўрганиш методлари

- сўзларнинг маъносини контекstdан топиш учун ёзма машқлар;
- сўзларни контекstdа ишлатиш учун матнга асосланган вазифалар;
- ўзлаштирилган билимларни мустаҳкамлаш ва такомиллаштиришга мўлжалланган топшириқлар;

- луғатдан тўғри фойдаланишга асосланган машқлар;
- сўзларни турли матнда ишлатиш усуллари.

Талабалар билимини баҳолаш турлари ва мезонлари

Жорий баҳолаш

- дарсда қатнашиш;
- сўзларни контекstdа ишлатиш учун машқлар (матн/жадвал тўлдириш, муайян феълларни қўллаш учун сахна кўринишлари);

- нотаниш матндан сўзларнинг маъносини топишга йўналтирилган машқлар (сўз ясалиши, мослаштириш, сўзларнинг контекstdа

қўлланилган маъносини фарқлай олиш учун манбалардан фойдаланиш

(луғатлар)

Оралик баҳолаш

- билимни ўзгарганини аниқлайдиган тест 1 (билим ҳам стратегияга асосланган)

- тест 2

Якуний баҳолаш

- якуний тест(билим ҳам стратегияга асосланган)

Дастурнинг инфор­мацион – методик таъминоти

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

Фойдаланиладиган адабиётлар рўйхати

Инглиз тили бўйича тавсия этиладиган асосий адабиётлар:

1. Cambridge English Skills Real Listening and Speaking 2 with Answers and Audio CD: Level 2
2. Cambridge English Skills Real Writing 2 with Answers and Audio CD: Level 2 [Paperback]
3. Cambridge English Skills Real Reading 2 with answers: Level 2 [Paperback]
4. The writer's workplace with readings (6th ed.). Student edition
5. Diana L. Fried-Booth. Project work.
6. Exploring Grammar in Context. CUP 2000
7. Developing Grammar in Context. Grammar Reference and Practice. Intermediate.
8. English Pronunciation in Use Advanced Book with Answers and 5 Audio CDs [Paperback]
9. English Vocabulary in Use – Cambridge University Press
10. Friel M., Abduraimova Ya. Get in Touch. "Philolog". -Т., 2004
11. Barclay M., Ibragimova, Y.Abduraimova. Keep in Touch. - Т.: Филолог, 2004
12. Бакиева Г.Х., Ирискулов М.Т. и др. Stay in Touch. -Т.: Филолог, 2005.
13. Бакиева Г.Х., Ирискулов М.Т. Touch the Future. Т.: Филолог, 2005.
14. Exploring Classroom Discourse: Language in Action (Routledge Introductions to Applied Linguistics) [Paperback]

Қўшимча адабиётлар

1. Materials Evaluation and Design for Language Teaching (Edinburgh Textbooks in

Applied Linguistics)

2. Woodward, T. (2001). *Planning Lessons and Courses*. Cambridge, CUP
3. Tanner, R & C.Green (1998). *Tasks for Teacher Education: a Reflective Approach*. Longman
4. *Cottrell, S. (1999) *The Study Skills Handbook*. Hampshire: Palgrave
5. *ELA Guide (2009) Tashkent: British Council
6. Thornbury, S. (1999) *How to teach grammar*. Longman Pearson
- 52
7. Thornbury, S. (2002) *How to teach vocabulary*. Longman Pearson.
8. Ur, P. (1996) *A Course in Language Teaching: Practice and Theory*. Cambridge: CUP

Интернет сайтлари:

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

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

1 - илова

ЯНГИ ДАСТУРНИНГ АНЪАНАВИЙ ДАСТУР БИЛАН ҚИЁСИЙ

ТАҲЛИЛИ

АНЪАНАВИЙ ДАСТУР	ЯНГИ ИШЛАБ ЧИҚИЛГАН ДАСТУР
Тил ўқитиш асосан маъруза ва семинар машғулотлар тарзида, кўпгина ҳолларда ягона дарсликка асосланган ҳолда олиб борилади ва уларнинг мазмуни мунтазам равишда янгиланиб бориб бормайди	Тил ўқитиш интерфаол усулларга асосланган бўлиб, асосан амалий машғулотлар тарзида олиб борилади ва биргина дарсликка таяниб қолинмаганлиги сабабли ўқитишнинг турли манбаларидан фойдаланилган ҳолда мос равишда янгилик ва ўзгартиришлар киритиб борилади.
Тилни ўрганишда асосий эътибор лексика грамматика ва фонетика назариясини ўрганишга қаратилиб тил кўникмаларини ривожлантириш эътибордан четда қолган. Тил ўрганишнинг асосий усуллари қуйидагилар: ёд олиш; овоз чиқариб ўқиш; ўқиб гапириб бериш, конспект; маърузалар тинглаш; рефератлар ёзиш (ўз фикрини баён	Тил кўникмаларини жаҳон таълим стандартларига мос равишда, амалда кенг қўллаш орқали ривожлантириш асосий мақсад қилиб олинган. Шундан келиб чиққан ҳолда тил ўрганишнинг асосий усуллари: ☐ лойиҳа иши; ☐ баҳс- мунозара/дебат; ☐ иншо; ☐ презентациялар; ☐ муаммоли вазиятларга ечим топиш;

қилмаган ҳолда) ва бошқалар.	☐ кичик ҳажмдаги тадқиқот иши ва бошқалар. (Ҳар бир фан учун мос келадиган тил ўрганиш усуллари ишчи ўқув дастурларида батафсил келтирилади)
Ўқитувчи ҳар 3 йилда бир марта режабўйича малака ошириш курсларини ўтайди.	Ўқитувчи 1 йилда 2 марта дастурдоирасида уюштириладиган семинар-тренингларда қатнашади. Шу билан бир қаторда ўз таълим муассасаларидаги дастур координаторлари билан ҳамжиҳатликда фаолият юритиб, ўз малака ва билимларини такомиллаштириб борадилар.
Ўқитувчи ўз вазифасини белгиланган дастур бўйича анъанавий методларбўйича дарс ўтиш ва берилган тайёр тестлар воситасида талабалар билимини баҳолашдан иборат, деб ҳисоблайди ва шу билан чегараланиб қолади.	Ўқитувчи нафақат дарс бериш билан шуғулланади, балки дарс учун зарур бўлган ўқув материаллари устида ишлайди ва талабалар билимини баҳолаш учун мос равишда баҳолаш усуллариини ишлаб чиқади ва амалга татбиқ этади.
Дастур қатъий белгилаб қўйилганлиги, янгиланмаслиги сабабли ўқитувчида турғунлик кайфиятини уйғотади ва янги билим ва кўникмаларни эгаллаштиришнинг сўндиради	Янги дастур ўқитувчидан ўз устида мунтазам равишда ишлашни тақозо этади ва бу ўз навбатида касб маҳоратини ошириш билан бир қаторда янги билим ва кўникмаларни ривожлантиришга хизматқилади.
Дастурда талабаларнинг мустақил таълимига соатлар ажратилган бўлсада аниқ ишлаб чиқилган кўрсатма ва йўриқномалар мавжуд эмас.	Янги дастурда талабаларни мустақил таълимга олишга ўргатувчи махсус модул (мустақил таълим кўникмалари) киритилган бўлиб, талабалар биринчи курсдан бошлаб мазкур фанни ўрганадилар. Шунингдек, ҳар бир ишчи ўқув дастурида талабанинг мустақил ўқиб ўрганишига вазифа ва топшириқлар кўрсатиб ўтилади ва уларни бажариш учун аниқ кўрсатмалар

	мисолларёрмада берилади.
Тилни ўрганиш жараёнида талаба учун ўқитувчи асосий билим берувчи сифатида намоён бўлади. Талабанингбилим олиш имкониятлари фақатгинаўқитувчи даражасида чекланиб қолган ва талаба мустақил тарзда билим олишдан чекиниб, ўқитувчига тўлиқ тобе бўлибқолган.	Тилни ўрганиш жараёнида талаба интерфаол усуллар воситасида мустақил таълим олишга рағбатлантирилади ва мустақил фикрлаш талаб қилинади. Бунда талаба ўқитувчини билим берувчи ва баҳоловчи сифатида эмас балки фасилитатор (инглизча facilitate сўзидан олинган бўлиб, бирор бир жараённинг боришига яхши таъсир этувчи ва унга мос шарт-шароитлар яратиб берувчи) ролида кўради.
Талабалар тил ўрганиш билан бир қаторда тил ўқитиш методикаси фанидан маърузалар тинглаб, ажратилган соатлар доирасида семинар машғулотларида қатнашадилар.	Талабалар тил ўрганиш билан бир қаторда тил ўқитиш методикаси фанидан 3 ўқув йили давомида ўқитиладиган, 12 модулни ўз ичига олган махсус амалий дастур орқали бўлажак чет тили ўқитувчиси учун зарур бўлган билим ва кўникмаларни ўрганадилар.
Талаба асосан тил ўрганиш билан чегараланиб қолган бўлиб, танқидий фикрлашни ривожлантириш биров эътибордан четда қолган.	Талаба тил кўникмаларини ривожлантириш билан бир қаторда бир неча трансферебл кўникмалар (инглизча transferable skills, танқидий фикрлаш, бошланғич илмий тадқиқот кўникмалари, гуруҳ бўлиб ишлаш кабилар) ни эгаллайди.

2-илова

“Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрларга

кўра чет тилини эгаллашдаги асосий кўникмалар ва босқичлар тавсифи

(The Common European Framework of Reference)

Тил кўникмалари	A1	A2
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Тинглаб тушуниш	Кишилар секин ва аниқ гаплашишганда ўзим ва оилам ҳақидаги сўз ва ибораларни тушунаман	Ўзимга таниш мавзуларга (масалан, содда баён қилинган оила, харид, маҳаллий ҳудудлар, касб, иш) оид кўп ишлатиладиган сўз ва ибораларни тушунаман. Қисқа, аниқ, содда хабар ва эълонларнинг асосий мазмунини тушуна оламан.
Ўқиш	Ўқиш жараёнида сода гаплар (жой номлари) билан баён этилган сўз ва ибораларни тушунаман. (м.н., харид қилинган буюмларни қўллаш бўйича кўрсатмалар, белгилар, жадваллар ва ҳ.к.)	Жуда қисқа, сода матнларни (қайдлар, эслатмалар, кўрсатмалар) ўқиб тушуна оламан. Кундалик ҳаётга тааллуқли (эълон, реклама, меню) матнлардан ўзимга керакли бўлган маълумотларни топа оламан. Қисқа ва содда ёзилган шахсий хатларни ўқиб тушунаман.
Оғзаки мулоқот	Зарурат туғилганда содда саволлар бера оламан ва шундай саволларга жавоб қайтара оламан. Сухбатдошим мен гапирган гапларни такрорлаганда/ тўғрилаганда менга катта ёрдам бўлади.	Кундалик ҳаётга тааллуқли мураккаб бўлмаган ва таниш мавзуларда мулоқотга кириша оламан. Баъзида яхши тушуна олмасамда мулоқотни давом эттириш учун ўзимга ёққан ва ёқмаган нарсалар ҳақида гапира оламан, истакларимни содда тилда баён эта оламан.
Монолог	Яшаётган манзилим ва таниш кишиларни содда гаплар билан таърифлай	Оила, кундалик ҳаёт, турмуш тарзи, таълим олган муассасаларим ва касбимни

	оламан. Шунингдек, дўкон ва меҳмонхоналарда ишлатилиши мумкин бўлган гапларни гапира оламан.	таърифлаш учун сўзлар танлай оламан ва иборалар туза оламан.
Ёзиш	Содда ва қисқа жумлаларни, масалан почта орқали жўнатиладиган хат (открытка) ларга ёзиладиган гапларни ёза оламан. Шахсий маълумотлар (исм, фамилия, миллат ва манзилим) киритилиши талаб этиладиган махсус бланкларни тўлдира оламан.	Қисқа ва сода қайдларни ёза оламан. Масалан, дўстимга сода гаплар асосида хат ёза оламан.

“Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэтироф этилган халқаро меъёрларга кўра чет тилини эгаллашдаги асосий кўникмалар ва босқичлар тавсифи (The Common European Framework of Reference)		
Тил кўникмалари	B1	B2
Тинглаб тушуниш	Ўзимга таниш бўлган мавзулар бўйича (иш, мактаб, ҳордиқ ва б.) аниқ айтилган гапнинг асосий мазмунини англай оламан. Бунда асосан матндаги муҳим сўзларга аҳамият қаратган ҳолда бутун гап мазмунини тушунишга ҳаракат қиламан.	Маъруза ва телевидение орқали бериладиган катта ҳажмдаги нутқни, таниш мавзулардаги қийинроқ нутқни тушунаман. ТВ ва радио орқали бериладиган янгиликларни тинглаб, томоша қилиш жараёнида муҳокама қилинаётган мавзуларнинг асосий ғоясини англай

		оламан. Адабий тилда намоиш Қилинадиган фильмлар мазмунини яхши тушунаман.
Ўқиш	Кундалик турмуш ва ишга тааллуқли сўзлар асосида тузилган матнларни тушуниш мен учун қийинчилик туғдирмайди. Хатларда баён этилган воқеа-ҳодисалар, жойлар, ҳиссиётлар ва тилакларни тушунаман.	Долзарб мавзулардаги мақолаларни ўқиб тушуна оламан. Замонавий насрий асарларни ўқиб мазмунини тушунаман. Чунки асарни ўқиётганимда унинг сўзма- сўз таржимасига эмас, балки асосий ғоясига эътибор қаратаман.
Оғзаки мулоқот	Мен ўрганаётган чет тилида худи она тилида гаплашгандек гаплаша оладиган кишилар билан кундалик мавзуларда суҳбат қура оламан. Оила, хобби, касбий фаолият каби мавзулардаги суҳбатларга осонликча қўшила оламан ҳамда ўз фикр-мулоҳаза, ҳис-туйғу ва таасуротларимни билдира оламан.	Тил соҳиблари билан эркин мулоқот олиб бора оламан. Таниш мавзулар муҳокамасида фаол иштирок эта оламан. Шунингдек, тил соҳибларидан интервью олиш ва ўз навбатида уларнинг саволларига жавоб қайтариш менга қийинчилик туғдирмайди.
Монолог	Содда гаплар билан воқеа- ходисалар, орзу-истак ва Ниятларимни ифодалай оламан. Бадий асар ёки фильм сюжетларини гапириб,	Мени қизиқтирган мавзулар бўйича аниқ ва батафсил гаплар туза оламан, тегишли мавзуларга оид воқеа- ходиса, нарсаларни таърифлай

	таасуротларимни билдира оламан.	оламан. Мавзу юзасидан фикримни билдириб, ютук ва камчиликларни кўрсатиб, ўз нуқтаи назаримни баён эта оламан.
Ёзиш	Таниш ёки мени қизиқтирган мавзуларда содда гаплар билан мазмунли матнлар ёза оламан. Гувоҳи бўлган воқеалар юзасидан олган таассуротларим ҳақида хат ёза оламан	Мени қизиқтирган мавзулар бўйича маълумотлар бера оламан ва улар юзасидан ўз фикрларимни баён эта оламан Мавзу бўйича ўз қарашларимни, салбий ёки ижобий жиҳатларни аниқ ифода эта оламан.

“Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэтироф этилган халқаро меъёрларга кўра чет тилини эгаллашдаги асосий кўникмалар ва босқичлар тавсифи (The Common European Framework of Reference)		
Тил кўникмалари	C1	C2
Тинглаб тушуниш	Равон баён қилинмасада, давомий нутқни тушуниш мен учун қийинчилик туғдирмайди. Радиоэшиттириш, фильм ва теледастурларни қийинчиликсиз тушунаман.	Нотаниш кишилар билан эркин мулоқот қила оламан. Шу жумладан телефон орқали ҳам. Ҳар қандай оғзаки (жонли ёки ёзиб олинган) нутқни тил соҳиблари томонидан тез гапирилганда ҳам тинглаб тушуна оламан. Нутқ тезлигидан қатъий

		назар (м.н., теледастурлар) ҳар қандай нутқни тушунаман. Шевага кўникишимга бироз вақт кетади.
Ўқиш	Катта ҳажмдаги мураккаб бадиий матнларни ва ашёвий далилларга асосланган информатив характердаги матнларни ўқиб тушуна оламан. Стилистик хусусиятларига кўра матннинг қайси жанрга тегишли эканлигини аниқлай оламан. Соҳамга оид махсус мақолалар ва йирик ҳажмли техник кўрсатмаларни тушунаман.	Матндаги маълумот қай даражада муҳимлиги ва матн мазмунига мос баён қилинганлигини баҳолай оламан. Тез ўқишнинг турли усуллари (асосий ғояни англаш учун ўқиш, керакли маълумотни матндан қидириш усули ва б.) фойдаланиб, деярли барча турдаги ёзма матнларни, уо'zma matnlarni, хусусан тезислар, тузилиши ва баён этилган тили мураккаб бўлган қўлланмалар, илмий мақола ва бадиий асарларни қийинчиликсиз ўқиб тушуна оламан.
Оғзаки мулоқот	Мулоқот учун зарур бўлган ибораларни излашга кўп вақт сарфламасдан фикримни ифода эта оламан. Шахсий ва касбий фаолиятимда чет тилидан эркин ва самарали фойдалана оламан. Муқобил вариантлар бера оламан, эҳтимол ва эҳтиёжни	Ҳар қандай мулоқот ва мунозарада иштирок эта оламан. Ибора, идиома ва сўз бирикмаларини мулоқотда ўринли қўллайман. Мулоқот жараёнида сўз ва ибораларнинг яширин, кўчирма маъноларини ҳам қўллаган ҳолда ўз фикримни эркин билдира оламан.

	баҳолай оламан.	
Монолог	Воқеа-ҳодисалар, учрашув, йиғилишларнинг аниқ ҳисоботини ва мураккаб мавзулар бўйича изчил таъриф бера оламан. Киноя, ҳазил, англашилмовчиликларни ўз вақтида илғаб, шунга мос жавоб қайтара оламан.	Сухбатдош муҳим маълумотларни англай олиши учун гапларни мазмунга мос услуб ва мантиқий кетма- кетликда самарали ва аниқ ифодалай оламан.
Ёзиш	Ўз фикрларимни баён этиб, турли қарашларнинг салбий ва ижобий жиҳатларини таърифлаб аниқ ва равон матн ёза оламан. Асосий эътиборни муҳим масалаларга қаратиб, мураккаб мавзулар юзасидан хат, ҳисобот, баён ва мақолалар ёза оламан. Ўз ёзма нутқимда тилнинг стилистик воситаларидан кенг фойдаланаман.	Мантиқий изчилликни таъминлаган ҳолда маълум бир услубга мос аниқ матнлар ёза оламан. Муҳим маълумотларни ўзида акс эътирувчи мураккаб хатлар, ҳисобот ва мақолаларни ишончли далиллар келтирган ҳолда изчил ва самарали ёза оламан. Бадиий, илмий, шунингдек соҳага оид адабиётларга тақриз ёза оламан.

GRAMMAR IN CONTEXT

Introduction

Compulsory for English majors, 160 hours over semesters 1 and 2

Aims

- to develop students' awareness of the relationship between form and meaning of grammar structures in context
- to enable students to use grammatical forms appropriately in communication

Objectives

By the end of Year 1 students will:

- be able to use grammatical structures to convey meaning in communication
- be able to recognise and use structures appropriately both in spoken and written English
- be able to understand the link between form and meaning of new grammar structures in different communicative settings
- be able to notice the characteristic features of English grammatical patterns and structures and compare them with those in L1 to enhance learning of those patterns and structures
- be able to understand the importance of accuracy in communication
- be able to use grammar reference books independently.

Indicative content

Communicative views of grammar

- form vs. function
- notions and functions
- communicative grammatical categories e.g. expressing hypothetical meaning, ways of reporting speech, modal meaning, ways of comparing and contrasting, ways of linking ideas etc.

The grammatical system

- parts of speech
- articles and determiners
- the verb phrase
- conjunctions
- syntax
- questions, answers, negatives
- quantifiers
- areas of L1 interference

Strategies

- effective use of grammar reference books
- noticing and awareness raising

Approaches to teaching and learning

The teaching in this course should focus on the use of grammar for communicative purposes and not on grammatical structures as isolated objects of study. This is likely to involve:

- Text based tasks
- Seminar discussions
- Awareness raising activities
- Training in use of grammar reference books
- Student led question and answer sessions
- Activities to compare English with L1

Learning outcomes

By the end of Year 1 students should have developed:

- their ability to communicate effectively and accurately using appropriate grammatical forms
- increased awareness of the relationship between grammatical form and communicative function
- autonomous learning strategies in the area of grammar

Assessment profile

<u>Semester 1</u>	
Continuous Assessment	40 %
• Participation	10%
• use of grammatical structures in spoken context	10%
• use of grammatical structures in written context	10%
• text analysis tasks	10%
• matching form with function	5%
	5%
Mid-course Assessment	30%
Text-based tasks	
task 1	10%
task 2	10%
task 3	10%
Final assessment	30%
Grammar test	

Semester 2

Continuous Assessment	40%
Participation	10%
• use of grammatical structures in spoken context	10%
• use of grammatical structures in written context	10%
• text analysis tasks	5%
• matching form with function	5%
Mid-course Assessment	30%
Text-based tasks	
• task 1	10%
• task 2	10%
Reflective writing (reflection)	10%
Final assessment	30%
Grammar test	

Indicative bibliography

*Carter, R. & Hughes, R. (2000) *Exploring Grammar in Context*. Cambridge: CUP

Doff, A. & Jones, C. (2007) *Language Links*. Cambridge: CUP.

Murphy, R. (2004) *English Grammar In Use*. Cambridge: CUP

*Nattle, M. & Hopkins, D. (2003) *Developing Grammar in Context*. Cambridge: CUP

*Quirk R. Et al. (1989) *A Comprehensive Grammar of the English Language*. Longman

Swan, M. (2005) *Practical English Usage*. Oxford: OUP

*Zaorob, M.L. & Chin, E. (2001) *Games for Grammar Practice*. Cambridge: CUP

GRAMMAR IN CONTEXT

Assessment specifications

Assessment criteria for continuous assessment

- **Accuracy (based on the degree to which a student speaks/writes without grammatical mistakes).**
- Task response (in tasks such as story telling, describing a picture (use of grammar structures in context), story-telling, e.g. chain story (using correct tense forms and time adverbs (use of functions for communication, e.g. by recognition tasks) etc.
- Appropriate use of grammar structures in different communicative settings
- Showing clear understanding of the link between form and meaning

The impact of the grammar course will be felt in the assessment of Speaking and Writing where accuracy will also be a criterion.

Assessment criteria for text-analysis task

- Students' ability to make a connection between grammatical choice and meaning
- Students' understanding of the use of a certain grammatical form and its link with meaning
- Students' familiarity with the grammar of different genres

Sample Text-analysis Task

Look at the following short text and answer the questions, which follow:

Man Pulled Alive From Trent

After yesterday's heavy rain, a man was pulled from the swollen River Trent in Nottingham and taken to the General Hospital where his condition was last night described as stable. His identity has not yet been established, but he is believed to be a visitor to the city and in his thirties. A police spokesman appealed for the man's rescuers to come forward, saying "When this man recovers, he will want to know who saved his life." The spokesman went on to say that the police will want to interview the man when he is well enough as they need to find out how he came to be in the water.

1. Look at the headline. Which words do you need to add to make it into a complete sentence? Why are they missing here?
2. Who pulled the man from the river?
3. Who took him to hospital?
4. Who described his condition as stable?
5. Who believes that he is a visitor to the city?

know, but they can't to understand what the actors are saying. _____Q1

There are two ways for movie makers to solve this problem – _____Q2

subtitles and dubbing. Neither method is not perfect. The disadvantages _____Q3

of subtitles are that they are not accurate or is too short. _____Q4

That is, the actor's words are do not translated correctly, or only _____Q5

part of what he says is translated. In than older films, especially, _____Q6

the subtitles are hard very to read because the words are the same _____Q7

color as the background.

Test specification

- Focus: grammar points (Mistakes which students make frequently: using "to" after modals;)
- Topic: foreign films
- Test method: spot the error
- Appropriate instruction
- Number of words: 62
- Number of items: 7 + 2 examples
- Scoring: 1 item 1score
- Source
- Key

Task 2

Read the text and complete the gaps with the words from the box. There are more words than you need. There is an example at the beginning (0).

a) are/is	b) books	c) from	d) live
e) on	f) parents	g) sleep	h) their
i) uniforms	j) where		

Where do princes go to school?

Prince William and Prince Henry, the sons of Prince Charles, attended Eton College, one of the oldest and most famous private schools in England. (0) h father and grandfather attended a very different private school, Gordonstoun in Scotland.

Both Eton and Gordonstoun (8) _____ boarding schools, which mean that pupils (9) _____ at the school and only see their (10) _____ during the school holidays. Pupils board at Eton and Gordonstoun (11) _____ the age of 12 or 13, but there are some boarding schools (12) _____ the pupils are only five years old.

Pupils at Eton wear very old-fashioned (13) _____. Eton boys wear tailcoats, waistcoats, pinstripe trousers and they used to wear top hats.

Test specification

- **Focus: noun; verb; preposition; vocabulary; conjunction**
- Topic: education
- Test method: banked gap filling
- Appropriate instruction
- Number of words: 115
- Number of items: 5 + an example
- Scoring: 1 item 1score
- Source
- Key

Task 3

Read the text below. Some words are missing from the text. Change the words in the brackets to complete each gap in the text. Write only one word on each line. There is an example at the beginning (0).

A new language has been invented in Nicaragua. The first school for deaf

(0) children (child) was set up in the late 1970s with 80 (Q14) _____ (pupil). Until they started their education the pupils (Q15) _____ (do) not know how to communicate with signs. US psychologist, Ann Senghas, has (Q16) _____ (study) this community and discovered that not only did the children develop their own (Q17) _____ (sign) for words but they also have a complex grammar like all languages. This one has evolved as new generations of pupils join the school.

Test specification

Focus: one point =noun (singular and plural forms); or verb tenses;

- Topic: language
- Test method: word formation
- Appropriate instruction
- Number of words: 88
- Number of items: 4 + an example
- Scoring: 1 item 1score
- Source:
- Key:

Final Use of English (grammar) Test Specification

- **Authentic and semi-authentic text**
- **Length: number of words: 250-350**
- **Text type: more than 1 text; max 3 texts: fiction/article/advert/interview**

- **Topic:** (avoid sensitive, discriminative texts)
- **Test method:** more than one test method per a text
- **Focus:** grammar points (see Indicative Content)
- **Number of items:** 36-40 items
- **Appropriate instructions + example if necessary**
- **An answer sheet if necessary**
- **Develop key**
- **Time:** 80 min
- **Score:** each item 1 score
- **Results should be announced within a day**

Reflective writing specification

Students write reflection (about 200 - 250 words) on their use of English. It should address the following:

- Your strengths and weaknesses in grammar
- Strategies that helped you to improve your grammar
- What grammar reference book(s) you found helpful and why.
- How you are going to improve your grammar further

Assessment Criteria for reflective writing - 10%

Task fulfillment	3%
Accuracy	4%
Ability to reflect on own learning	3%

Integrated Skills 1

Compulsory for English majors

80 hours for practical classes over Year 1, semesters 1- 2

Aims

By the end of Year 1 students will

- be able to use the four language skills in integrated ways to a level equivalent to Band B1 in the CEFR
- have developed intercultural awareness and learned how to communicate appropriately across cultures

Objectives:

In Year 1 students will

- develop an ability to utilize the skills of listening, speaking, reading and writing for the purposes of obtaining and providing information
- be able to initiate and sustain discourse in role-plays, discussions, pair and group work on the targeted topic areas

- be able to read/listen, comprehend, and respond to authentic materials when the topic and language are reasonably familiar
- be able to express themselves clearly but at a basic level in oral presentations
- develop writing, reading, listening, and speaking skills in integration through accomplishing a wide range of project work built around the topic.
- develop a number of transferable skills.
- develop an ability to compare and contrast their native culture and the target culture
- develop awareness of how cultural contexts influence language use.
- develop tolerance and empathy towards otherness.

Indicative content:

This course will complement the other skills courses, reinforcing the use of language for intercultural communication. Emphasis will be on developing students' fluency and confidence in language use. Intercultural awareness is considered as an integral part of language learning in this course.

Topics	Suggested Intercultural Awareness Activities	Suggested Projects
People and Personalities	1. Ss write a Cultural Autobiography describing their family origins including information on numbers of family members, cultural identity, neighbourhood and others. 2. Ss read dialogues that describe how British/American people greet each other and compare these customs with customs in Uzbekistan by answering questions like, Who makes the introduction?, Who should be introduced to whom?, What should you say?, What body language should a person use?, etc. Optional: Then Ss can compare acceptable and unacceptable topics people usually talk about after meeting for the first time in Great Britain/USA with those in Uzbekistan	1. "Our Book of People" (book about famous people, group mates, parents, friends) 2. "First encounters" (poster presentation)
National Identities and English Speaking Countries	1. Ss compare different samples of national symbols and what they represent. 2. Ss describe in diagram form the political systems of Great Britain and Uzbekistan and discuss the similarities and differences.	1. "National Symbols" (poster presentation) 2. System of Government of Great Britain

		(quiz contest)
Food	1. Ss fill in a Venn diagram stating what people eat and do not eat in different cultures and discuss the reasons for doing that 2. Ss compare and contrast Uzbek and English recipes and discuss what a British/American visitor to Uzbekistan would probably find strange in Uzbek cuisine and vice versa	1. “Ten tips for healthy eating” (handbook) 2. “Recipe book” (book of recipes with illustrations)
Health	1. Ss read a text about the British way of keeping fit and conduct a comparative survey to find out what Uzbek people do to keep fit. 2. Ss search for information about policies on regulating smoking in different countries and compare them to smoking policy in Uzbekistan	1. “How to develop a healthy life style” (poster presentation) 2. “How to give up smoking” (brochure)
Family values	1. Ss are given pictures of a British nuclear family and Uzbek extended family and asked to write a written comparison 2. Ss watch a British/American film (e.g. “My Big, Fat Greek Wedding”, “Bride and Prejudices”, etc.) describing the multinational family and work out possible suggestions that may help to avoid cultural clashes in multinational families	1. “Family album” (short film) 2. “Family rules” (poster presentation)
Education	1. Ss look at the images of a British classroom and compare it with their own classroom focusing on seating arrangement, how walls are decorated, etc. Ss discuss what would surprise a British student coming to Uzbekistan in a typical classroom or what would surprise an Uzbek student in a British classroom 2. Ss watch a British/American film (e.g. “Dead Poets’ Society”) or read a text describing	1. “An ideal school” (poster presentation)

	teacher –student relationships and compare and contrast it with teacher – student relationships in Uzbekistan.	2. “Staff portrait gallery” (compiling a broadsheet)
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Cities and country life	1. In addition to the project work students can produce a guidebook, poster or webpage for visitors to their town, country or region. This should not only describe famous sites and places to visit, stay or eat, but also give visitors advice about what they may find strange or unusual about their own culture. 2. Ss are given statistics about the percentage of people living in cities and in the countryside in different countries to stimulate discussion on the topic "Where do people prefer to live: in a city or country? (in Great Britain and Uzbekistan)" Ss may also state the reasons for people's preferences.	1. "Visit my town" (a brochure advertising the city) 2. "City plan" (an illustrated city plan)
Leisure and Sport	1. Ss first analyse one of the popular Uzbek soap operas and then state the themes that are common in foreign soap operas. Ss can also discuss attitudes toward soap operas in different cultures. 2. Ss are given the following situation: "If you had an international visitor, what sport would you like to take him or her to watch? (e.g. "Kurash", "Football") Why?"	1. "Soap operas" (writing a script) 2. "Sports in different cultures" (factsheet)
Technology and Communication	1. Ss are given the following information: To begin a telephone conversation, there are different conventions in different cultures: Americans verify the number they reach; French people make an apologetic statement first; Germans identify themselves without being asked to do so; Egyptians seem to be unwilling to be the first to be identified... Westerners living in Egypt found this behaviour strange, and even offensive. (Wolfson 1989) Ss are asked to continue the given list (can be done as homework) Optional: Ss can be required to prepare a role play, e.g. Telephone conversation between British/German and Uzbek/Russian.	1. "Consumer report" (research on mobile phones) . 2. "Our group profile" (creating your own Web page/blog)

	1. Ss are asked to respond to the following situation: “Imagine an American or Japanese finds your group’s webpage/blog in the Internet. What things they may found unusual or strange in your webpage/blog. Are there any cultural elements that are known only to the residents of Uzbekistan? If there are, so what adjustments should you make to make it understandable to foreigners?”	
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Approaches to teaching and learning:

- Task-based practical work
- Process-oriented learning
- Discussion
- Project work
- Self study
- Presentation
- Writing portfolio entries
- Conducting survey
- Role play
- Internet searches and other means of investigating topics
- Work on transferable skills, e.g.
 - problem solving (through a variety of tasks)
 - team work (through group work and pair-work)
 - research skills (through preparation of projects)
 - presentation skills (through practice in class)
 - critical thinking (through engaging with ideas in texts, internet etc.)
 - development of intellectual awareness (through multiple perspectives on topics in Year 1 syllabus)
 - reasoning (through planning arguments and expressing opinions)
- Work on intercultural awareness skills, e.g.
 - observing, identifying and recognising
 - comparing and contrasting
 - negotiating meaning
 - dealing with or tolerating ambiguity
 - effectively interpreting messages
 - limiting the possibility of misinterpretation
 - defending one’s own point of view while acknowledging the legitimacy of others
 - accepting difference

Learning outcomes:

By the end of Year 1 students should have

- developed an ability to use skills in conjunction with each other in ways that correspond to real-life situations
- improved fluency in expressing themselves in speech and writing through task-based sessions and project-based assignments
- developed a range of transferable skills
- developed a basic level of intercultural awareness

Assessment profile

Semester 1:

Continuous Assessment:

Participation

Student participation is assessed based on teacher's observations. 10%
(see introduction for the specified criteria)

Project

Four projects in semester 1 based on the indicative content. Students may select three projects out of four to be assessed.

Project 1 75%

Project 2

Project 3

(see the specified criteria for assessment of project) 25 %

25 %

25 %

Final Assessment

Reflective writing 15%

Submitted by students at the end of a semester

(see the specified criteria for reflective writing)

Semester 2

Continuous Assessment

Participation

Student participation is assessed based on teacher's observations.

(see the specified criteria for participation) 10%

Project

Five projects in semester 2 based on the indicative content. Students may select three projects out of five to be assessed.

Project 1 75%

Project 2

Project 3

(see the specified criteria for assessment of project work) 25 %

25 %

25 %

Final Assessment

Reflective writing 15%

Submitted by students at the end of a semester

(see the specified criteria for reflective writing)

Materials and resources

Fried-Booth D. L. (1986) *Project work*, Oxford, Oxford University Press

Newspapers (e.g *Newsweek*, *UzTEA Newsletter*, etc) and magazines (e.g. *Uzbekistan Today*, *National Geographic*, *The Economist*, etc)

Web-sites

- www.macmillanenglish.com/readers
- www.bbc.co.uk/radio
- www.climatecrisis.net
- www.friendsunited.co.uk
- www.encyclopedia.com
- [http: //wikipedia.org](http://wikipedia.org)
- [http: // info.britannica.co.uk](http://info.britannica.co.uk)
- [http: // liveearth.org](http://liveearth.org)

INDEPENDENT STUDY SKILLS (ISS)

Aim

By the end of the course students will be aware of the practical implications of the concept of learner autonomy at higher educational institutions.

Objectives

By the end of the course students will:

- be aware of the concept of learner autonomy and its importance in higher education
- raise their own self-awareness of their learning styles and preferences
- raise their awareness of the importance of reflection in learning
- be able to self-assess, set goals and plan further actions for improvement
- be able to adapt to higher educational environment by managing their time and stress effectively, learning how to deal with tasks and prepare for exams
- have an understanding of developing skills needed not only for learning but also for future work.

Indicative content

The Independent Study Skills (ISS) course introduces the study and transferable skills required in higher educational environment. It covers many areas of university study such as reflection, ability to make independent decisions, self awareness, becoming autonomous, managing university life and studies and many others. Independent study skills then continue to be part of other courses of the curriculum, for example Vocabulary, Integrated Skills and Reading.

- Becoming more autonomous
 - Difference between studying at a school and at University
 - Moving from teacher dependency to learner autonomy
 - The importance of being autonomous
- Learning styles and preferences
 - Sensory learning styles (visual, auditory, kinesthetic, tactile)
 - Honey and Mumford Learning styles (theorist, activist, reflector, pragmatist)
 - Introverts and Extraverts
 - Making best use of the learning styles to study better
- Self-assessment
 - Assessing your language skills using CEFR
- Setting goals
 - SMART goals
 - Setting your goal in learning English
- Becoming more reflective
- Managing time at a University and beyond
- Managing stress
- Working on tasks
 - Identifying and personalising the task
 - Making the most of the library
 - Making the most of Internet
 - Avoiding plagiarism
- Improving memory
- Preparing for exams and tests
- Planning further actions

- Study skills achievements
- Transferable skills
- Planning towards becoming more autonomous

Approaches to teaching and learning

- Task-based practical work
- Self-study
- Mini-lectures in key areas
- Shared critical discussion of texts/articles/video materials
- Reflection on learning experience
- Learner Portfolio

Learning outcomes

By the end of the course students should have:

- developed an awareness of the concept of autonomous learning
- developed an ability to apply different autonomous learning strategies in their study

Assessment profile

Continuous Assessment	40 %
• Participation	10%
• Learner Portfolio: ○ Entry 1 ○ Entry 2 ○ Entry 3	30%
	10%
	10%
	10%
Mid-course Assessment	
• Library research	30 %
Final Assessment	30%
• Learner Portfolio Entry 4	15 %
• Case study	15%

Materials and resources

Cottrell, S. (1999) *The Study Skills Handbook*. Hampshire: Palgrave

Cottrell, S. (2003) *Skills for Success*. Hampshire: Palgrave

ELA Guide (2009) Tashkent: British Council

OZBEKISTON RESPUBLIKASI
OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI
SAMARQAND DAVLAT CHET TILLAR INSTITUTI

ROMAN-GERMAN FILOLOGIYASI FAKULTETI
NEMIS TILI VA ADABIYOTI KAFEDRASI

“Tasdiqlayman”

Ro'yxatga olindi:
№ _____
2015 yil “ ____ ” _____

O'quv ishlari bo'yicha prorektor
_____ A.R.Ismailov
2015 yil “ ____ ” _____

CHET TILI AMALIY KURSI (Ingliz tili)

(Kommunikativ grammatika) fanining

ISHCHI O'QUV DASTURI

(1-kurs)

Bilim sohasi: 100 000 - Gumanitar soha

Ta'lim sohasi: 110 000 - Pedagogika

Ta'lim yo'nalishi: 5111400 - Filologiya va tillarni o'qitish (ingliz tili)

Semester: I va II

O'quv soati: 154

Shu jumladan:

Amaliy mashg'ulot – 82 soat

Mustaqil ta'lim – 72 soat

Samarqand – 2015

Ushbu ishchi o'quv dastur O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2013 yil 28-avgustdagi 319-sonli buyrug'i bilan tasdiqlangan Chet tili amaliy kursi fanining namunaviy o'quv dasturi, o'quv va ishchi o'quv rejaga muvofiq ishlab chiqildi.

Tuzuvchi:

Aminova N.I. – Sam DChTI “Nemis tili va adabiyoti” kafedrasida o'qituvchisi

Azizova D. B. – Sam DChTI “Nemis tili va adabiyoti” kafedrasida o'qituvchisi

Taqrizchilar:

Shomurodova Sh.J. – Sam DChTI “Ingliz tili o'qitish metodikasi va amaliyoti” kafedrasida mudiri, f.f.n.

Obruyeva G.H. – Sam DChTI “Ingliz tili fonetikasi” kafedrasida mudiri, f.f.n.

Fanning ishchi o'quv dasturi Sam DChTI “Nemis tili va adabiyoti” kafedrasining ____yil _____-son majlisida muhokama etildi va fakultet Kengashida muhokama uchun tavsiya etildi.

Kafedra mudiri:

M.B. Begmatov

Fanning ishchi o'quv dasturi Roman-german filologiyasi fakulteti Kengashida muhokama qilingan va foydalanishga tavsiya etilgan.

(____ yil « ____ » _____dagi 1- son bayonnoma).

Fakultet Kengashi raisi:

dots. A.A. Shermatov

Kelishildi:

O'quv-uslubiy bo'lim boshlig'i:

dots. M. B. Xoliqov

KIRISH

Fan, texnika va texnologiyalar yutuqlari asosida ta'lim tizimini isloh qilishda davr sinovlaridan o'tgan ilg'or tajribalarni o'rganish hamda milliy va umuminsoniy qadriyatlarni e'tiborga olgan holda ularni joriy etilishini ta'minlash raqobatbardosh kadrlar tayyorlashning muhim omili sanaladi. Amaldagi Davlat ta'lim standartlari, o'quv reja va fan dasturlarini takomillashtirish ehtiyoji ham ana shu islohotlar natijasida yuzaga keldi. Xususan, O'zbekiston Respublikasi Prezidentining 2012 yil 10 dekabrda "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-1875-son qarorida belgilangan vazifalar ijrosini ta'minlash maqsadida "[Oliy ta'lim muassasalarida chet tillarni o'qitish tizimini yanada takomillashtirish chora-tadbirlar dasturi](#)" ishlab chiqilgan bo'lib, unda chet tillar bo'yicha Davlat ta'lim standartlari, o'quv rejalari va dasturlarini takomillashtirish va bosqichma-bosqich o'quv jarayoniga tatbiq etish ustuvor vazifalardan biri sifatida belgilangan.

Yevropa Kengashining “Chet tilini egallash umumevropa kompetensiyalari: o’rganish, o’qitish va baholash” to’g’risidagi hujjatida til egallashga qo’yiladigan talablar va mezonlar e’tiborga olingan holda O’zbekiston uzluksiz ta’lim tizimida chet tillarini o’rganishning yagona maqsad va vazifalari belgilanib, chet tillari bo’yicha ta’limning barcha bosqichlari bitiruvchilari tayyorgarlik darajasiga qo’yiladigan Davlat ta’lim standarti talablari ishlab chiqildi. Chet tilini egallash darajalarini o’zida aks ettirgan mazkur standart O’zbekiston Respublikasi Vazirlar Mahkamasining 2013 yil 8 maydagi “Chet tillar bo’yicha ta’limning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qo’yiladigan talablar” to’g’risidagi 124-sonli qarori bilan tasdiqlandi.

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

Fanning maqsad va vazifalari

Mazkur fanning maqsadi talabalarga kasbiy yoʻnalish doirasida tilning ogʻzaki va yozma shakllarini oʻrgatish, ularning ijtimoiy-madaniy muloqot malakalarini rivojlantirish, xususan oʻrganilayotgan chet tilining funksional shakllari va uslublarini, til toʻgʻrisidagi amaliy va nazariy bilimlarini takomillashtirish hamda egallangan bilim, koʻnikma, malakalarini kasbiy va ilmiy faoliyatda erkin qoʻllay olishlarini taʼminlashdir. Fanning **asosiy vazifasi** umumeʼtirof etilgan xalqaro meʼyorlarga koʻra talabalarining oʻrganilayotgan chet tilini C1 darajada egallashlari uchun zaruriy bilimlarni integrallashgan tarzda oʻrgatish va muloqot malakalarini rivojlantirishdir.

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

Fanni o'qitish jarayonida ta'limning ananaviy va interfaol o'qitish usullardan foydalaniladi. Amaliy mashg'ulotlarda har bir mavzuni og'zaki, yozma, ko'rgazmali qurollar, audio va video tasmlar orqali tushuntirish yo'li bilan bayon etiladi. Amaliy mashg'ulotlarini o'qitish jarayonida ilg'or pedagogik texnologiyalardan, xususan ko'rgazmali qurollar orqali namoyish etish, elektron materiallarni proyektor orqali tasvirga chiqarish vositalaridan foydalaniladi.

Fanning tegishli amaliy mashg'ulotlarida talimning innovasion, interfaol metodlari, jumladan aqliy hujum, ajurli arra, munozara, kichik va katta guruhlarda ishlash, debat kabi metodlarini qo'llash nazarda tutiladi.

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

Mazkur dastur bo'yicha ta'lim olgan talabaning:

- chet tilini egallash Umumyevropa standartlariga ko'ra C1 darajasida (darajalar tavsifi ilovada keltirilgan) o'rganilayotgan chet tilida o'qish, tinglab tushunish, gapirish va yozish ko'nikmalariga ega bo'lishi;
- o'rganilayotgan chet tilining xalqaro muloqotdagi roli;
- til o'rganish jarayonlari hamda ularning til o'rganishdagi roli va ahamiyati;
- o'quv materiallarini tanqidiy tahlil qilish, baholash, mahalliy sharoitga moslashtirish va yangilarini yarata olish;
- darsni rejalashtirishda izchillikni ta'minlash hamda mashg'ulot olib borish;
- chet tilini o'qitishning turli uslublari va til o'qitishdagi turli yondashuvlar;
- til o'qitilayotgan guruh va sharoitga mos ravishda o'qitish uslublarini tanlash va to'g'ri qo'llay olish;
- ta'lim oluvchilar bilimni baholashning turli shakl va metodlari;
- egallagan bilimlardan kasbiy va ilmiy faoliyatda unumli foydalanish bo'yicha bilim, malaka va ko'nikmalarga ega bo'lishi talab etiladi.

Fanning o'quv rejadagi boshqa fanlar bilan o'zaro bog'liqligi va

uslubiy jihatdan uzviyligi

Chet til amaliy kursi (ingliz tili) fani mazkur ta'lim yo'nalishi o'quv rejasidagi boshqa ixtisoslik fanlari bilan o'zaro bog'liq bo'lib, modular ketma-ketligi va mazmuniga mos ravishda 1-2 semestrlar davomida o'qitiladi. Mazkur fan umumkasbiy fan hisoblanadi va bir yil davomida modullarga ajratilgan holda o'rgatiladi.

O'quv rejaning adabiyotshunoslikka, metodikaga, mamlakatshunoslikka oid kurslari va o'rganilayotgan chet tilining nazariy kurslari – umumiy tilshunoslik, stilistika va matn tahlili, nazariy fonetika, qiyosiy tipologiya, nazariy grammatika fanlaridan zaruriy bilimlarni egallashda ushbu fan bo'yicha o'zlashtirilgan ko'nikma va malakalar muhim ahamiyat kasb etadi.

Fanning ishlab chiqarishdagi o'rni

Chet til amaliy kursi (ingliz tili) fani ishlab chiqarish jarayoni bilan bevosita bog'lanmagan. Ushbu fan "Xorijiy til va adabiyoti" ta'lim yo'nalishining asosiy ixtisoslik fani

hisoblanadi. Oliy ta'lim muassasasini ushbu ta'lim yo'nalishi bo'yicha tamomlagan bakalavrlar Respublikamiz uzluksiz ta'lim tizimida o'qituvchilik faoliyati bilan shug'ullanadilar.

Shuningdek, xorijiy qo'shma korxonalar, xalqaro tashkilotlar va ularning respublikamizdagi bo'limlari, elchixona va konsulliklar, sayyohlik agentliklari, nashriyot va tahririyatlar, notarial idoralar, tarjimonlik byurolarida kasbiy faoliyat olib boradilar.

Fanni o'qitishda zamonaviy axborot va pedagogik texnologiyalar

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

Fan bo'yicha talabalar bilimini baholash

Chet til amaliy kursi (ingliz tili) fani bo'yicha talabalar bilimi reyting tizimi asosida baholanadi. Dasturda modullar bo'yicha o'zlashtirilgan bilimlarni baholash turlari va shakllari keltirilgan. Ular o'quv materiallari to'liq va samarali o'zlashtirilganligini nazorat qilishda yagonalik va tizimlilikni ta'minlaydi.

ASOSIY QISM

◆ Lingvistik kurs: Kommunikativ grammatika”moduli

“Chet til (Ingliz tili) amaliy kursi” fanining **“Kommunikativ grammatika”** moduli talabalarga 1- kursda 1-4 semestrlar davomida o'qitiladi.

Fanining maqsad va vazifalari

- o'rganilayotgan til grammatikasini muloqotda to'g'ri qo'llashni o'rgatish;
- muloqot jarayonida grammatik formalarni to'g'ri qo'llay olish ko'nikmalarini shakllantirish;
- talabalarining til modellari va strukturalari haqidagi bilimlarini oshirishdan iborat.

“Kommunikativ grammatika” moduli bo'yicha bilim, malaka va ko'nikmalarga qo'yiladigan talablar

Talabalar 1 kurs yakuniga kelib:

- grammatik strukturalar (sodda, murakkab va qo'shma gaplar va h.k.) ni muloqotda qo'llash;
- strukturalarni farqlay olish, ularni og'zaki va yozma nutqda to'g'ri ishlatish;
- o'rganilayotgan til grammatikasi model va strukturalarining o'ziga xos xususiyatlarini ajrata olish va ularni o'zlashtirish uchun o'z ona tili tizimi bilan taqqoslash;
- muloqotda grammatik xatolarga yo'l qo'ymaslik;
- mustaqil ravishda o'rganilayotgan til grammatikasiga oid o'quv adabiyotlaridan unumli foydalana olishlari lozim.

“Kommunikativ grammatika” modulining amaliy mashg’ulotlari mazmuni

- artikllar va aniqlovchilar;
- ot (qo’shma otlar, sanoqli/sanoqsiz otlar);
- olmoshlar;
- fe’l (m.n.: fe’l zamonlari, fe’l mayllari, nisbatlari, modal fe’llar, fe’lli birikmalar, fe’lning noaniqshakllari: infinitiv, hozirgi/o’tgan zamon ravishdoshlari, h.k.);
- sifat (qiyosiy daraja, orttirma daraja);
- ravish (ravish yasalishi);
- bog’lovchilar;
- sintaksis: sodda, murakkab va qo’shma gaplar: ergashgan qo’shma gaplar;
- grammatik kategoriyalar: o’zlashtirma gaplar, faraz ma’nosini ifodalash
- grammatik formalar/funktsiyalar;
- so’roq so’zlar, savol/javob va inkor;
- son.

Dasturning informatsion-metodik ta’minoti

Grammatik bilimlar faqat nazariyaga asoslangan ma’lum qolipdagi qoidalardan iborat bo’lmay, balki grammatik hodisaning kommunikativ nutqda aynan qanday va qaysi o’rinlarda qo’llanilishi orqali tushuntiriladi. Bunda asosan quyidagilarga:

- til o’rganishga qaratilgan mashqlarda ijtimoiy-madaniy muloqot e’tiborga olinishi;
- vazifalarga asoslangan mashqlarda grammatika va til funktsiyalari tabiiyroq qo’llanilgan va talabalar ularni o’z kundalik nutqlarida ham qo’llay olishlari;
- matnga asoslangan mashqlar ham o’qish ham tinglab tushunishni o’z ichiga olishi, shu orqali talabaga grammatikani va funktsiyalarni qo’llay olishni o’rgatish;
- o’rganilayotgan chet tili grammatikasi modellarini ajrata olish va ularni o’z ona tili grammatik tizimi bilan taqqoslashga e’tibor qaratiladi. Bu maqsadlarga esa tinglab tushunish va o’qishga mo’ljallangan kattaroq hajmdagi matnlar ustida ishlash orqali erishish mumkin.

“Kommunikativ grammatika” modulidan kutilayotgan natijalar

Talabalar:

- muloqot mazmunli va jarangdor chiqishi uchun grammatik shakllarni to’g’ri qo’llay olishlari;
- grammatika bo’yicha mustaqil til o’rganish strategiyalarini egallaydilar.

“Kommunikativ grammatika” moduli bo’yicha talabalar bilimini baholash turlari va mezonlari

- baholash predmeti: o’tilgan grammatik modellar va mavzular.
- baholash usullari va metodlari: turli test metodlaridan tashkil topgan testlar (matnlarga asoslangan mashqlar: matnni to’ldirish, xatolarni aniqlash va h.k.)

Joriy nazorat (auditoriyada bajariladigan mashq va topshiriqlar, uy vazifalari, portfolio, kundalik, loyihalar, intervyu va rolli o’yinlar);

Oraliq nazorat (matnga asoslangan vazifalardan iborat turli test metodlaridan foydalanib tuzilgan testlar, intervyu va rolli o'yinlar);

Yakuniy nazorat (matnga asoslangan vazifalardan iborat turli test metodlaridan foydalanib tuzilgan testlar, intervyu va rolli o'yinlar);

Kommunikativ grammatika moduli davomida egallangan bilim va ko'nikmalar so'zlashish va yozuvni baholash mezonlarida ham o'z aksini topishi mumkin.

“Kommunikativ grammatika” moduli bo'yicha mashg'ulotlarning

T/r	Mavzular nomi	Jami soat	Amaliy mashg'ulot	Mustaqil ta'lim
I.	People and Personalities. Nouns. Adjectives and Adverbs	18	10	8
II.	National identities of Uzbekistan and English speaking countries. Articles in context.	18	10	8
III.	Food. Verbs. The indefinite tenses. (present, past, future)	18	8	10
IV.	Health. Word order (sentence structure)	14	8	6
V.	Family values. Attribute and object	14	8	6
	Jami I semester uchun:	82	44	38
VI.	Education. Questions and Answers (tag, who-questions, short answers)	16	8	8
VII.	City and country life. Modal verbs. Modal verbs in past.	16	8	8
VIII.	Leisure and sports. Non- finite forms of the verbs	14	8	6
IX.	Technology and communication. Conditionals (general)	14	8	6
X.	Revision. Mixed conditionals.	12	6	6
	Jami II semester uchun:	72	38	34
	JAMI:	154	82	72

mavzular va soatlar bo'yicha taqsimlanishi:

“Kommunikativ grammatika” moduli bo'yicha mashg'ulotlarning

KALENDAR-TEMATIK REJASI

1-semester				
T/r	Mavzu nomi	Grammatik tushunchalar	Amaliy mashg'ulot	Bajarish Muddati
1.	Introduction to the course: Course syllabus and assessment specifications	Learning grammar - general advice	2	Sentabr 1-hafta
2.	People and Personalities: <i>People's appearance and character</i>	Parts of speech	2	Sentabr 2-hafta
3.	People and Personalities: <i>Talents and in-born talents, genes</i>	- Modifying noun phrases - Roots and Abstract nouns - Word order in noun phrases	2	Sentabr 3-hafta
4.	People and Personalities: <i>Horoscopes, stereotypes</i>	- Demonstratives in discourse - Possessive structures.	2	Oktyabr 4-hafta
5.	National identities of Uzbekistan and English speaking countries: <i>Uzbekistan and Great Britain</i>	- Adjectives and participles. - Comparatives. Comparison of degrees - Students' presentations	2	Oktyabr 5-hafta
6.	National identities of Uzbekistan and English speaking countries: <i>Political system, national symbols of Uzbekistan and UK</i>	- Articles in context. - Using articles in context .	2	Noyabr 1-hafta
7.	National identities of Uzbekistan and English speaking countries: <i>Traditions and holidays, customs of Uzbekistan and UK</i>	- Articles in context. - Using articles in context	2	Noyabr 2-hafta
8.	National identities of Uzbekistan and English speaking countries: <i>Sightseeing, language of</i>	Present time Frame. Using Simple Present Verses. No progressive verbs.	2	Noyabr 3-hafta

	<i>Uzbekistan and UK</i>			
9.	National identities of Uzbekistan and English speaking countries: <i>Sightseeing, language of Uzbekistan and UK</i>	Progressive tenses (usage)	2	Noyabr 4-hafta
10.	National identities of Uzbekistan and English speaking countries: <i>Sightseeing, language of Uzbekistan and UK</i>	- Using prepositions in context. - Students' presentations	2	Noyabr 4-hafta
11.	Feedback on mid-term paper. Working on mistakes.	- Sentence, connects, forms use meaning - Using and problems of using coordinative conjunctions	2	Dekabr 1-hafta
12.	Food: <i>National foods, cooking and recipes.</i>	Object (Direct, indirect and complex).	2	Dekabr 1-hafta
13.	Food: <i>Eating places: cafes restaurants, pubs, choyhonas.</i>	- Future time frame. Using Future verses - Past time frame (forms/use/meaning) - Progressive aspect in past time frame	2	Dekabr 2-hafta
14.	Food: <i>Healthy food, fast food, keeping diet and fasting.</i>	- Perfect progressive tenses(usage) - Using Perfect and perfect progressive aspects Time frame. - Students' presentations	2	Dekabr 2-hafta
15.	Health: <i>Visiting a doctor.</i>	Reported Speech and change of time Frame(use /meaning)	2	Dekabr 3-hafta
16.	Health: <i>Traditional and modern medicine.</i>	Subject-verb agreement	2	Yanvar 1-hafta
17.	Health: <i>Opportunities for disabled people.</i>	- Words commonly mispronounced - Homonyms	2	Yanvar 1-hafta
18.	Health: <i>Illnesses and alcohol drinking, smoking, drug addiction</i>	- Conjunctions - Students' presentations	2	Yanvar 2-hafta

19.	Family values: <i>Marriage, divorce, planning the family</i>	Position and usage of Attribute and object	2	Yanvar 3-hafta
Oraliq nazorat				
20.	Family values: <i>Family tree, upbringing children, generation gap</i>	- Basic Adverbial position - Use of adverbial clauses	2	Yanvar 4-hafta
21.	Family values: <i>Family celebrations, household</i>	Review	2	Fevral 1-hafta
Yakuniy nazorat				
1-semestr uchun jami:			44	
2-semestr				
T/r	Mavzu nomi	grammatik tushunchalar	Amaliy mashg'ulot	Bajarish Muddati
1.	Education: Questions and Answers (tag, who-questions, short answers)	- Using correct intonation - Disjunctive question	2	Fevral 4-hafta
2.	Education: Relative Clauses(subject, object and defining relative clauses)	Relative clauses Restrictive and Non restrictive(form , meaning)	2	Mart 1-hafta
3.	Education: Voice (active and Passive)	- Passive Verbs. Passive Forms and Meaning - To get Passive (form/usage)	2	Mart 2-hafta
4.	Education: Modal verbs (can, may, must, should, ought to, need and dare)	- One word and phrasal modals. - Modals expressing necessity and ability - Habitual actions. - Students' presentations	2	Mart 3-hafta
5.	City and country life: Modal verbs in past.	- Overview of modals in past time - Review of modal forms	2	Mart 4-hafta

6.	City and country life: Used to and Would	▪ Habitual actions in past	2	Aprel 1-hafta
7.	City and country life: Non-finite forms of the verbs	▪ Position non-finite forms in the sentence	2	Aprel 2-hafta
8.	City and country life: Gerunds	▪ Gerund. Students' presentations	2	Aprel 3-hafta
9.	Feedback on mid-term paper. Working on mistakes.	▪ Working on mistakes	2	Aprel 4-hafta
10.	Leisure and sports:	▪ Participles. ▪ Participles in other positions in a sentence.	2	May 1-hafta
11.	Leisure and sports: Conditionals (general)	▪ Verbs of urging followed by subjunctive clauses (form) ▪ Verbs that take subjunctive	2	May 1-hafta
12.	Leisure and sports: First Conditionals	▪ Real and probable future situations Students' presentations	2	May 2-hafta
13.	Technology and communication: Second and zero conditionals	▪ Imaginary and unlikely situations	2	May 2-hafta
14.	Technology and communication: The third conditionals.	▪ Wishes and regrets	2	May 3-hafta
15.	Technology and communication: Mixed conditionals	▪ Wishes and regrets	2	May 3-hafta
16.	Technology and communication:	▪ Abbreviations and Acronyms ▪ Expressions with <i>do</i> and <i>make</i> Students' presentations	2	May 4-hafta
17.	Lexical relationships. Review	▪ Quiz	2	Iyun 1-hafta
18.	Homophones. Review	▪ Review lesson. ▪ Reflection.	2	Iyun 1-hafta
19.	Review lesson. Review	Review	2	Iyun 2-hafta

Yakuniy nazorat		
2-semestr uchun jami:	38	
JAMI:	82	

Mustaqil ta'limni tashkil etishning shakli va mazmuni

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

Tavsiya etilayotgan mustaqil ishlarning mavzulari

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

- sensor ta'lim uslublari (vizual, audio, kinestet, taktil);
- ta'lim uslublarning Xani va Mamford tasnifi (nazariyotchi, faol ishtirokchi, reflektor, pragmatik);
- introvert va ekstrovert;
- yaxshi bilim olish uchun ta'limning samarali uslublardan oqilona foydalanishga asosiy e'tibor qaratiladi.

O'z- o'zini baholashda:

✓ o'zining til bilish darajasini umume'tirof etilgan xalqaro me'yorlar (CEFR) ga muvofiq baholash;
Maqsadlarni to'g'ri qo'yishda:

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

Refleksiya:

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

Vazifalar ustida ishlash jarayonida:

- ✓ vazifalarni aniqlash va personalizatsiya qilish;
- ✓ kutubxonalardan unumli foydalanish;
- ✓ internetdan maqsadli va samarali foydalanish;
- ✓ plagiat (ko'chirmakashlik) ga yo'l qo'ymaslik;
- ✓ xotirani yaxshilash;
- ✓ imtihon va testga tayyorgarlik ko'rish;
- ✓ ta'lim ko'nikmalarini bosqichma-bosqich egallab borish;
- ✓ amaliy vazifalarni bajarish;

- ✓ mustaqil o'qish;
- ✓ dolzarb mavzular muhokamasi;
- ✓ matnlar /maqolalar/video materiallarni tanqidiy muhokama qilish;
- ✓ talaba portfoliosiga alohida ahamiyat beriladi.

“Kommunikativ grammatika” moduli bo'yicha mustaqil ta'lim mavzularining

KALENDAR-TEMATIK REJASI

№	Mustaqil ta'lim mavzulari	Berilgan topshiriqlar	Bajarish muddati	Hajmi (soatda)
Semester I				
1.	People and Personalities. Parts of speech	1. Subject and object pronouns.	Sentabr 2-hafta	2
		2.Countable and uncountable nouns	Sentabr 3-hafta	2
		3. Common uncountable words (bread, money) and Common adjectives: people (happy, horrible)	Oktyabr 4-hafta	2
2.	People and Personalities. Nouns.	4. Using of the indefinite article with the names of the geographical names.	Oktyabr 5-hafta	2
		5. Using of the definite article.	Noyabr 1-hafta	2
		6. No article or definite article.	Noyabr 2-hafta	2
		7. Other words with a/an, the or no article	Noyabr 3-hafta	2
3.	People and	8. The Present tenses.	Noyabr	2

	Personalities. Adjectives and Adverbs		4-hafta	
		9. The Past tenses.	Dekabr 1-hafta	2
		10. The Future tenses.	Dekabr 1-hafta	2
		11. The Passive forms of the verbs.	Dekabr 2-hafta	2
4.	National identities of Uzbekistan and English speaking countries. Articles.(Definite and Indefinite) Health. Sentence.	12. The word order.	Dekabr 3-hafta	2
		13. The forms of a sentence.	Yanvar 1-hafta	2
		14. The simple sentence.	Yanvar 1-hafta	2
5	Health. Sentence.	15. Perfect progressive tenses(usage) Using Perfect and perfect progressive aspects Time frame.	Yanvar 2-hafta	2
6	Food. Verbs.	16. Reported Speech and change of time Frame(use /meaning)	Yanvar 3-hafta	2
7	Family values.	17. Subject-verb agreement	Yanvar 4-hafta	2
8	Family tree, upbringing children, generation gap	18. Words commonly mispronounced	Fevral 1-hafta	2
9	Family values: Family celebrations, household	19. Homonyms	Fevral 1-hafta	2
Jami 1-semestr uchun:				38
Semestr II				

5.	Education. Questions.	1. Questions and answers.	Mart 1-hafta	2
		2. Auxiliary verbs.	Mart 2-hafta	2
		3. Making questions.	Mart 3-hafta	2
		4. Short responses.	Mart 4-hafta	2
6.	City and country life. Modal auxiliaries and related verbs.	5. The two uses of the modal verbs.	Aprel 1-hafta	2
		6. Uses of modals.	Aprel 2-hafta	2
		7. Expressing wishes.	Aprel 3-hafta	2
7.	Leisure and sports. The non-finite forms of the verbs.	8. The Infinitive and the- ing form.	Aprel 4-hafta	2
		9. The Gerund and the gerundial constructions.	May 1-hafta	2
		10. The Participle and Participial Constructions.	May 2-hafta	2
8.	Technology and communication. Conditional sentences.	11. Type 1. Conditionals.	May 2-hafta	2
		12. Type 2. Conditionals.	May 3-hafta	2
		13. Mixed conditionals.	May 3-hafta	2

9.	Technology and communication:	14. Abbreviations and Acronyms	May 4-hafta	2
10.	Lexical relationships. Review	15. Expressions with <i>do</i> and <i>make</i> Students' presentations Quiz	Iyun 1-hafta	2
11.	Homophones. Review	16. Review lesson. Reflection.	Iyun 1-hafta	2
12.	Review.	17. Reflection.	Iyun 2-hafta	2
Jami 2-semestr uchun:				34
JAMI:				72

Talabalarning kunlik darslarda ishtiroki va bilimini baholash mezonlari

Talabani bilimi har bir amaliy mashg'ulotda 5 ta mezon bo'yicha **10** (*yuqori ball*) va **5.5** (*minimal*) ball oralig'ida baholanib boriladi. Joriy nazorat yig'indisi muddati kelgan paytda barcha to'plangan ballar qo'shib, mashg'ulot soniga bo'linganida umumiy o'rtacha ball kelib chiqadi.

$$\text{Umumiy o'rtacha ball} = \frac{\text{Barcha ballar yig'indisi}}{\text{Mashg'ulot soni}}$$

№	Baholash obyekti	BAHOLASH		
		“A'lo”	“Yaxshi”	“Qoniqarli”
		100-86%	85-71%	70-55%
1.	Kunlik davomati uchun:	1.0	1.0	1.0
2.	Mashg'ulot uchun mashq yoki konspekt daftari yuritilishi uchun:	1.0	1.0	1.0
3.	Mashg'ulot uchun lug'at daftari yuritilishi uchun:	1.0	1.0	1.0
4.	Uyga berilgan vazifalarning bajarilganligi uchun (100% -70%-55%):	3.0	2.0	1.0
5.	Mashg'ulotda ishtiroki uchun (100% -70%-55%):	4.0	2.0	1.5

	Jami:	10 ball	7 ball	5.5 ball
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“Kommunikativ grammatika” moduli bo’yicha talabalar bilimini baholash tizimi

Joriy nazorat JN 1 - talabaning davomati va darsdagi faolligi; JN 2 - auditoriyada bajariladigan mashq va topshiriqlar, uy vazifalari (portfolio, kundalik, proyektlar, intervyu va rolly o’yinlar)	40 % 20 % 20 %
Oraliq nazorat ON - matnga asoslangan vazifalardan iborat turli metodlardan foydalanib tuzilgan test (matnlarga asoslangan mashqlar, grammatik testlar. matnni to’ldirish, xatolarni aniqlash va h.k.);	30 %
Yakuniy nazorat Bilim va strategiyalarga asoslangan, turli metodlardan foydalanib tuzilgan leksik-grammatik testlar	30%

**“Kommunikativ grammatika” moduli bo’yicha
talabalar bilimini baholashning texnologik xaritasi**

I- semestr

№	Mashg’ulotlar tartib raqami	Amaliy Soat	Mustaqil soat	Baholash		Maksimal ball	Saralash bali	Nazoratlarni o’tkazish muddati
				turi	shakli			
1.	1-8 darslar	16	14	JN 1	og’zaki	20	11	Noyabr, 3- hafta
2.	9-16 darslar	16	14	JN 2	og’zaki	20	11	Yanvar, 5- hafta
3.	17-19 darslar	6		ON 1	yozma	30	16.5	Fevral, 3-hafta
4.	1-19 darslar	38	28	YaN	yozma	30	16.5	Fevral, 4-hafta

						100	55	
II – semester								
№	Mashg'ulotlar tartib raqami	Amaliy soat	Mustaqil soat	Baholash		Maksimal ball	Saralash bali	Nazoratlarni o'tkazish muddati
				turi	shakli			
1.	1-8 darslar	16	14	JN 1	og'zaki	20	11	Aprel, 4-hafta
2.	9-16 darslar	16	12	JN 2	og'zaki	20	11	Iyun, 1-hafta
3.	17-19 darslar	6		ON 1	yozma	30	16.5	Iyun, 2-hafta
4.	1-19 darslar	38	26	YaN	yozma	30	16.5	Iyun, 3-hafta
	JAMI:	76	54			100	55	

FOYDALANILADIGAN ADABIYOTLAR RO'YXATI

Tavsiya etiladigan asosiy adabiyotlar:

1. Carter R. & Hughes R. (2000) *Exploring Grammar in Context*. Cambridge: CUP
2. Doff A. & Jones C. (2007) *Language Links*. Cambridge: CUP.
3. Longman. (2005) *A Comprehensive Grammar of the English Language*.
4. Murphy R. (2004) *English Grammar In Use*. Cambridge: CUP
5. Nettle M. & Hopkins D. (2003) *Developing Grammar in Context*. Cambridge: CUP
6. Zaorob M.L. & Chin E. (2001) *Games for Grammar Practice*. Cambridge: CUP
7. Swan M. () *Practical English Usage*. Oxford: OUP

Qo'shimcha adabiyotlar:

1. Elaine Walker & Steve Elworth "New Grammar Practice for Pre-intermediate students. (2000) Longman.
2. Woodward, T. (2001). *Planning Lessons and Courses*. Cambridge, CUP
3. Thornbury, S. (1999) *How to teach grammar*. Longman Pearson.
4. Ur, P. (1996) *A Course in Language Teaching: Practice and Theory*. Cambridge: CUP
5. "English Phrasal Verbs in Use" McCarthy, M. and O'Dell
6. L.J. Alexandra. Longman English Grammar Practice. For intermediate students.(1990)

Internet saytlari:

1. www.onestopenglish.com
2. www.businessenglishonline.net
3. www.elgazette.com
4. www.tesol.org.
5. www.tefl.com,

6. <http://www.better-english.com/exerciselist.html>

7. <http://www.englishclub.com/index.htm>

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

SAMARQAND DAVLAT CHET TILLAR INSTITUTI

ROMAN-GERMAN FILOLOGIYASI FAKULTETI

NEMIS TILI VA ADABIYOTI KAFEDRASI

“Tasdiqlayman”

Ro'yxatga olindi:
№ _____
2015 yil “ ____ ” _____

O'quv ishlari bo'yicha prorektor
_____ A.R.Ismailov
2015 yil “ ____ ” _____

ASOSIY O'RGANILAYOTGAN TIL

(Modul:*Integrallashgan til ko'nikmalari*)fanining

ISHCHI O'QUV DASTURI

(1-kurs)

Bilim sohasi: 100 000 Gumanitar soha
Ta'lim sohasi: 120 000 Gumanitar fanlar
Ta'lim yo'nalishi: 5120100 Filologiya va tillarni o'qitish (ingliz tili bo'yicha)

Semester: I va II
Umumiy soat: 152
O'quv soati: 80
Mustaqil ta'lim 72

Samarqand – 2015

Ushbu ishchi o'quv dastur O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2013 yil 28-avgustdagi 319-sonli buyrug'i bilan tasdiqlangan Asosiy o'rganilayotgan til fanidan namunaviy o'quv dasturi, o'quv va ishchi o'quv rejaga muvofiq ishlab chiqildi.

Tuzuvchilar:

Aminova N.I. – Sam DChTI “Nemis tili va adabiyoti” kafedrasida o'qituvchisi

Yakubova M. K. – Sam DChTI “Nemis tili va adabiyoti” kafedrasida o'qituvchisi

Taqrizchilar:

Shomurodova Sh.J. – Sam DChTI “Ingliz tili o'qitish metodikasi va amaliyoti” kafedrasida mudiri, f.f.n.

Odilov B.B – Sam DChTI “Ingliz tili tarixi va grammatikasi” kafedrasida mudiri, f.f.n.

Fanning ishchi o'quv dasturi Sam DChTI “Nemis tili va adabiyoti” kafedrasining ____ yil _____ -son majlisida muhokama etildi va fakultet Kengashida muhokama uchun tavsiya etildi.

Kafedra mudiri:

M.B. Begmatov

Fanning ishchi o'quv dasturi Roman-german filologiyasi fakulteti ilmiy Kengashida muhokama qilingan va foydalanishga tavsiya etilgan.

(____ yil « ____ » _____dagi 1- son bayonnoma).

Fakultet Kengashi raisi:

dots. A.A. Shermatov

Kelishildi:

O'quv-uslubiy bo'lim boshlig'i:

dots. M. B. Xoliqov

KIRISH

Oily ta'limning davlat ta'lim standartiga ko'ra "Pedagogika" ta'lim sohasida o'qitiladigan O'qish fani dasturi xorijiy tilni o'rganishda zarur bo'ladigan og'zaki va yozma nutq ko'nikmalari amaliyoti tushunchalarini o'z ichiga oladi.

Fanning maqsad va vazifalari

O'qish va yozish amaliyoti fani 2 ta moduldan o'qish moduli va yozma nutq amaliyoti modullaridan tashkil topgan. Bunda o'qish moduli talabalarga 1-5 semestrda davomida va yozma nutq amaliyoti moduli 1-8 semestrlar davomida o'qitiladi. Birinchi kurs yakunida talabalar yevropa kengashining "Chet tilini egallash umumyevropa kompetensiyalari: o'rganish, o'qitish baholash" to'g'risidagi umume'tirof etilgan xalqaro me'yorlari (CEFR) ga ko'ra B1 darajasiga mos keladigan mavzularga oid turli matn turlarini o'qib, mazmunni tushunishlari hamda turli janrdagi yozma matnlarni yoza olishlari nazarda tutiladi.

Fan bo'yicha talabalarning malakasiga qo'yiladigan talablar

Modul 1 bo'yicha talablar quyidagi bilim va ko'nikmalarga ega bo'lishadi

- mavzusi tanish va tilning murakkablik darajasi mos bo'lgan, asl holatda olingan autentik materiallarni o'qish, tinglab tushinish, ularni amaliyotda qo'llay olishni o'rganadilar.
- og'zaki prezantatsiyalar orqali nozik fikrlarini imkoniyat darajasida aniq bayon qilishga qodir bo'ladilar.
- tinglab tushinish so'zlashish o'qish va yozish ko'nikmalarini uyg'unlashgan holda turli mavzularga doir loyiha ishlarini bajarish orqali rivojlantiradilar.
- til ko'nikmalaridan tashqari bir qator boshqa soxalarda ham qo'llash mumkin bo'lgan amaliy konikmalarni ham rivojlantiradilar.
- madaniy muhitning tilni qo'llashdagi ta'siri haqidagi o'z tushunchalarini oshiradilar.
- o'zga madaniyatni tushinish unga nisbatdan bag'ri kenglik hislatini shakllantiradilar.

Modul 2 bo'yicha talaba birinchi kurs yakunida quyidagi bilim va ko'nikmalarini qo'llashi shart

- turli janrdagi (yangiliklar, hikoyalar, telerekmalar, e'lonlar va shu kabi) matnlarni tushinish va muhokama qilish uchun tinglash;
- tinglab tushinishni osonlashtirish uchun talaba turli strategiyalarni qo'llay olishi, jumladan matnning asosiy g'oyasini tushinish, kontekstdagi tayanch so'zlarni anglay olishi;
- radio yangiliklar, tele dasturlar va adabiy chet tilida tanish mavzudagi filmlarning asosiy mazmunini tushinish;
- so'zlashuvchining kayfiyati, ohanggi va munosabatini anglay olish;
- tanish yoki o'zini qiziqtirgan mavzularda soddaroq gaplar vositasida yuzma yuz muloqotga erkin kirisha olish, muloqotni samarali davom ettirishi va tugallashi;
- norasmiy muhokamalarda o'z nuqtai nazarini va fikrini bemalol bayon eta olishi va boshqalarning fikrini so'rashi;
- hissiyotlari va munosabatini tasvirlagan holda ko'rgan kechirganlarini batafsil bayon qila olishi;
- o'rganayotgan chet tilida to'g'ri va aniq talaffuzda gapira olishi

Fanni o'qitishda zamonaviy axborot va pedagogik texnologiyalar

- amaliy topshiriqlar;
- jarayon davomida o'rganish;
- muhokama;
- loyiha ishi;
- mustaqil ish;
- prezentatsiyalar;
- potrfoliyo qaydlari;
- so'rovnoma o'tqazish;
- internet va boshqa manbalardan mavzularga oid ma'lumotlarni to'plash;
- rolli o'yinlar;
- turli situatsiyalar;
- video va audio vositalarga yozilgan tinglash uchun mo'ljallangan matn, topshiriqlar va vazifalar;
- ta'lim olish kundaligini yuritish;
- mustaqil o'qish (masalan, darsdan tashqarida o'zi xohlagan matnni tinglashi, talaffuzi ustida ishlashi).

Kutilyotgan natijalar

Birinchi kurs yakuniga kelib

- kurs davomida o'tilgan mavzular bo'yicha talabalarda turli matnlarni tinglab tushina olish strategiyalarini shakllantirish
- o'tilgan mavzular bo'yicha norasmiy vaziyatlarda muloqatga kirisha oladilar va davom ettiradilar
- boshqa sohalarda ham qo'llash mumkin bo'lgan ko'nikmalar ustida ishlash, masalan:
 - muammolar ustida ishlash turli topshiriqlar vositasida;
 - Jamoa bilan ishlash (ikki talaba birgalikda yoki kichik guruhlarda);
 - tadqiqotchilik ko'nikmalarini qo'llash (loyihalar ustida ishlash orqali);
 - prezentatsiyalar qilish (darsda mashq qilish orqali);
 - tanqidiy fikrlash (matnlar internet va boshqa ma'lumotlar vositasida);
 - intellektual salohiyatini rivojlantirish (o'quv dasturida berilgan mavzular doirasida turli mushohadalarni rivojlantirish orqali);
 - tahlil qilish (fikrlarni muvafiqlashtirish va bayon qilish vositasida)
- Madaniyatlararo muloqatni shakllantirishga yo'naltirilgan ko'nikmalar ustida ishlash, masalan:
 - kuzatish va aniqlash qiyoslash va taqqoslash mazmunni tahlil qilish;
 - noaniqlikni bartaraf etish va ijobiy yondashish;
 - ma'lumotlarni to'g'ri talqin etish;
 - tushinmovchiliklarning oldini olish;
 - o'z nuqtai nazarini boshqalarning fikrlarini ham hurmat qilgan holda ilgari surish;
 - Tafovutlarni tan olish
- ko'nikmalarni uyg'unlashgan holda, hayotiy vaziyatlarda qo'llashga xos tarzda rivojlantiradilar;
- fikrlarni og'zaki va yozma bayon qilishdagi ravonlikni amaliy topshiriqlarga asoslangan mashg'ulotlar va loyiha ishi asosidagi vazifalar vositasida yaxshilaydilar;
- qator boshqa sohalarda ham qo'llash mumkin bo'lgan ko'nikmalarni rivojlantiradilar;
- madaniyatlararo muloqatning asoslarini boshlang'ich bosqichda shakllantiradilar.

Fanning mazmuni

Integrallashgan til ko'nikmalaribo'yicha:

Integrallashgan til ko'nikmalariuchun mo'ljallangan matn turlari:

- dialoglar, suhbatlar;
- lug'atlar bilan ishlash;
- jamoat joylaridagi e'lonlar (masalan, temir yo'l vokzali, aeroportdagi e'lonlar);
- ko'rsatmalar, yo'riqnomalar (masalan, auditoriyadagi o'qituvchining ko'rsatmalari, ovqat tayirlash, velosipedni (texnika vositalarini) ta'mirlash singari oson ko'rsatmalar);
- tele va radio xabarlar, ob-havo ma'lumotlari;
- monologlar (masalan, prezentatsiyalar, nutqlar);
- tele va radio hujjatli filmlar;
- badiiy filmlar;
- audio kitoblar va h.k.

Strategiyalar

- matnni o'rganib uning asosiy g'oyasini anglay olish;
- matnni o'qib o'rganib, undagi muayyan ma'lumotni (masalan, sanalar, ismlar) farqlash;
- so'zlashuvchining kayfiyati, hissiyotlari va munosabatini aniqlay olishi;

Og'zaki va yozma muloqot bo'yicha:

- turli kommunikativ nutq vaziyatlari (salomlashish, kechirim so'rash, xayrlashish, minnatdorchilik bildirish va h.k.) ni to'g'ri o'zlashtirishi;
- o'ziga yoqqan va yoqmagan narsalar, jihatlar haqida fikrini bayon etishi;
- o'zi haqida shaxsiy ma'lumotlarni bera olishi;
- so'zlovchi nutqini tushunganligi yoki yaxshi anglay olmaganligini ifodalashi (masalan, so'zlovchidan gapini yana bir marta takrorlashni, izohlash, savol berish va h.);
- muloqotni davom ettira olish;
- intervyu olish va savollarga javob qaytarish;
- tanish mavzularda muhokamalarda qatnashishi;
- navbat bilan muloqotga kirishishi, so'zlovchining nutqini bo'lmasligi yoki bo'lishga to'g'ri kelgan vaziyatlarda muloqotni davom ettirishi;
- matnni boshlash va tugallash strategiyalarini egallashi;
- jumalarni perifriza qilish va qaytadan ta'kidlashi;
- muloqotda tegishli milliy-madaniy me'yorlarni (masalan, *iltimos* va *rahmat* so'zlarining turli madaniyatlarda ishlatilishi, salomlashish odobi) bilishi va ularni to'g'ri qo'llashi;
- yozma muloqot jarayonida tegishli imo-ishoralardan (masalan, diktantlar yozish berilgan mavzu bo'yicha debatlar o'tkazish tushunayotganligini ifodalash uchun mimikalardan) o'rinli foydalanishi;

Talaffuz

- intonatsiya (intonatsiyaning grammatik va munosabat bildiruvchi funktsiyalarini farqlash)
- urg'u (so'z urg'usi, gap urg'usi)
- tovushlarni transkripsiyalar orqali o'qiy olishi;
- ona tili interferentsiyasi

FANGA AJRATILGAN AMALIY MASHG'ULOT VA MUSTAQIL TA'LIM SOATLARNING SEMESTRLARGA BO'LINISHI

	Amaliy mashg'ulot soatlari:	Mustaqil ta'lim soatlari:	Jami:
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I semester	44	38	82
II semester	36	34	70
Jami o'quv yili so'ngida:			152

**FAN BO'YICHA KALENDAR TEMATIK REJA
VA MASHG'ULOTLARNING MAVZULAR VA SOATLAR BO'YICHA
TAQSIMLANISHI**

1-SEMESTR

T/R	Oy nomlari	Mashg'ulot turlari	Mavzu nomi	Tekst turlari	Mustaqil ta'lim	Ajratilgan soat
1-SEMESTR						
1	Sentyabr	amaliy	People and personality: Talants, in-born talents	"Personal qualities"	2	2
2		amaliy	People and personality: Stereotypes and prejudices	Project submission and discussion	2	2
3	Oktyabr	amaliy	National identities of Uzbekistan and English speaking countries	Overview	2	2
4	Oktyabr	amaliy	National identities of Uzbekistan and English speaking countries: National symbols of Uzbekistan	«National symbols»	2	2
5	Noyabr	amaliy	National identities of Uzbekistan and English speaking countries: National symbols of Great Britain	Project submission and discussion	2	2
6	Noyabr	amaliy	National identities of Uzbekistan and English speaking countries: Political systems of Uzbekistan and Great Britain	“System of government of GB” ; System of government of Uzbekistan”	2	2

7		amaliy	National identities of Uzbekistan and English speaking countries: Holidays and traditions. Traditional costumes of Uzbekistan and English speaking countries	Holidays and traditions.	2	2
8		amaliy	Horoscopes, types of temperaments	Presentation	2	2
9	Noyabr	amaliy	Food: healthy and unhealthy food	“How to develop a healthy life style”	2	2
10		amaliy	Food: Eating places: restaurants, cafes, pubs, choyhonas	Project submission and discussion	2	2
11		amaliy	Food: Vegetarian food	“Recipe book”	2	2
12	Dekabr	amaliy	Food: Eating habits	“how to give up smoking”	2	2
13		amaliy	Health: illnesses and human body	Project submission and discussion	2	2
14		amaliy	Health: Smoking, alcohol drinking, drug addiction	Project submission and discussion	2	2
15	Dekabr	amaliy	Family values: Marriage, divorce, family tree, upbringing children	Project submission and discussion		2
16	Dekabr	amaliy	Family values: Generation gap, planning the family	Generation gap	2	2
17	Dekabr	amaliy	Ethical issues in medicine, science and Technology: Cloning, animal experimenting, Genetically Modified Food	Project submission and discussion	2	2
18	Yanvar	amaliy	Ethical issues in medicine, science and Technology: Nuclear power, alternative energy sources, abortion, euthanasia, plastic surgery,	Alternative energy sources, abortion, euthanasia, plastic surgery,		2

			transplantation, cryogenics)	transplantation		
19	Yanvar	amaliy	Cross-cultural communication: Verbal and non-verbal communication	Project submission and discussion	2	2
20	Yanvar	amaliy	Cross-cultural communication: Culture shock, cultural misunderstanding, cultural awareness	Culture shock		2
21	Yanvar	amaliy	Social issues: Crime, youth culture, gangs.	Crime and youth	2	2
22	Fevral	amaliy	Social issues: Poverty, impact of prisons, capital punishment,	Project submission and discussion		2
Oraliq nazorat						
Yakuniy nazorat						
JAMI:					38	44

2-SEMESTR

T/R	Oy nomlari	Mashg'ulot turlari	Mavzu nomi	Tekst turlari	Mustaqil ta'lim	Ajratilgan soat
2-SEMESTR						
1	Fevral	amaliy	Family values: Extended and nuclear families	"Family Album"	2	2
2		amaliy	Family values Multinational families: traditions and habits	"Family rules"	2	2
3	Mart	amaliy	Family values Household	Project submission and discussion	2	2
4		amaliy	Education: Educational systems of Uzbekistan and GB	"The system of education in GB"	2	2
5	Mart	amaliy	Education: Where to study	Project submission and discussion	2	2
6		amaliy	Education: Learning habits	Project		2

			and traditions	submission and discussion		
7		amaliy	Cities and country life: Best place to live	“City plan”		2
8		amaliy	Cities and country life: Famous cities of the world	Project submission and discussion	2	2
9	Aprel	amaliy	Cities and country life: Problems of big cities	“Visit my town”		2
10		amaliy	Leisure and sport: Sports events	“sport in different cultures”		2
		amaliy	Leisure and sport: Famous sportsmen	Project submission and discussion		2
11		amaliy	Leisure and sport: Entertainment: show business	Soap operas	2	2
		amaliy	Leisure and sport: Talk shows, museums, exhibitions, soap operas, movies.	Project submission and discussion	2	2
12	May	amaliy	Leisure and sport: Life without hobby is dull	“consumer report”		2
13	May	amaliy	Technology and communication: Means of communication	“Our group profile”		2
14		amaliy	Technology and communication: Technology and globalisation	Project submission and discussion	2	2
15	May	amaliy	Community responsibilities: Litter, mahallas, hashar etc.,	Project submission and discussion	2	2
16	Iyun	amaliy	Community responsibilities: Vandalism, disabled people, role of women in society, charity, orphans	Project submission and discussion	2	2
Joriy nazorat						
Oraliq nazorat						
Yakuniy nazorat						
JAMI:					34	36

**INTEGRALLASHGAN TIL KO'NIKMALARI (*Integrated Skills*) FANI BO'YICHA
AMALIY MASHG'ULOTLARDA QO'LLANILADIGAN PEDAGOGIK**

**TEXNOLOGIYALAR, MUSTAQIL TA'LIM MAVZUSI VA BERILADIGAN
TOPSHIRIQLAR**

T/ R	Amaliy mashg’ulot mavzulari	Ajratil gan soat	Qo’llaniladigan ped texnologiyalar	Mustaqil ta’lim	
				Topshiriq va mavzu	Ajrati l-gan soat
1-SEMESTR					
1	People and personality: Talants, in-born talents	2	Writing a Cultural Autobiography. Discussion, group work	Students make presentations	2
2	People and personality: Stereotypes and prejudices	2	Observing, identifying and recognising. Discussion, pair work.	Write an essay about prejudices in Uzbekistan and Great Britain	2
3	National identities of Uzbekistan and English speaking countries	2	Discussion, team work, individual work.	Students prepare a presentation	2
4	National identities of Uzbekistan and English speaking countries: National symbols of Uzbekistan	2	Comparing and contrasting. Listening for details, scanning.		
5	National identities of Uzbekistan and English speaking countries: Holidays and traditions. Traditional costumes of Uzbekistan and English speaking countries	2	Comparison, whole class work, scanning and skimming.Discussion, role-play.	To make a fish scheme using the words connected with traditions(in Uzbekistan and GB)	2
6	National identities of Uzbekistan and English speaking countries: Political systems of Uzbekistan and Great Britain	2	Group work, role-play, jigsaw reading.		
7	Food: healthy and unhealthy food	2	Comparison, scanning and skimming, predicting, whole class work.	Students prepare a project work	2
8	Food: Eating places: restaurants, cafes, pubs, choyhonas	2	Skimming, jigsaw reading, discussion, group work.	Students prepare an advertisement of their favourite restaurant	2
9	Food: Vegetarian food	2	Scanning,guessing meaning of words in context, gap filling, discussion.		
10	Food: Eating habits	2	Questionnaire completion, comparison, group work.	Students make presentations	2

11	Health: illnesses and human body	2	Scanning, matching, discussion, listening for details.	Students prepare a project work	2
12	Health: Smoking	2	Speed reading, scanning for specific words, pair and whole class work, making personalized response.	Students read a text about the British way of keeping fit and make a brochure of giving up smoking.	2
13	Health: Healthy lifestyle. Opportunities for disabled people	2	Discussion, role-play, team work.	Students make a project work	2
14	Health: Alcohol drinking, drug addiction	2	Scanning, matching, discussion, listening for details.	Students make presentations	2
15	Family values: Marriage, divorce, family tree, upbringing children	2	Discussion, role-play, team work.	Students prepare a project work	2
16	Family values: Generation gap, planning the family	2	Scanning, matching, discussion, listening for details.	Write an essay	2
17	Ethical issues in medicine, science and Technology: Cloning, animal experimenting, Genetically Modified Food	2	Speed reading, scanning for specific words, pair and whole class work, making personalized response.	Students make presentations	2
18	Ethical issues in medicine, science and Technology: Nuclear power, alternative energy sources, abortion, euthanasia, plastic surgery, transplantation, cryogenics)	2	Discussion, role-play, team work.	Students make presentations	2
19	Cross-cultural communication: Verbal and non-verbal communication	2	Scanning, matching, discussion, listening for details.		2
20	Cross-cultural communication: Culture shock, cultural misunderstanding, cultural awareness	2	Questionnaire completion, comparison, group work.	Students make presentations	2
21	Social issues: Crime, youth culture, gangs.	2	Speed reading, scanning for specific words, pair and whole class work, making personalized response.	Write an essay	2

22	Social issues: Poverty, impact of prisons, capital punishment,	2	Discussion, role-play, team work.	Students read the text about the theme	2
Joriy nazorat					
Oraliq nazorat					
Yakuniy nazorat					
		44			38

2-SEMESTR

T/R	Amaliy mashg’ulot mavzulari	Ajratilgan soat	Qo’llaniladigan ped texnologiyalar	Mustaqil ta’lim	
				Topshiriq va mavzu	Ajratilgan soat
2-SEMESTR					
1	Family values: Extended and nuclear families	2	Writing a Cultural Autobiography. Discussion, group work	Students do the reading activity	2
2	Family values Multinational families: traditions and habits	2	Observing, identifying and recognising. Discussion, pair work.		
3	Family values Household	2	Discussion, team work, individual work.	Students are given pictures of a British nuclear family and Uzbek extended family and asked to write a written comparison	2
4	Education: Educational systems of Uzbekistan and GB	2	Comparing and contrasting. Listening for details, scanning.	Making a Power Point presentation about Uzbek educational system	2
5	Education:Where to study	2	Discussion, role-play.	Make an advertisements of famous world universities	2
6	Education:Learning habits and traditions	2	Comparison, whole class work, scanning and skimming.	Make a speech	2
7	Cities and country life:Best place to live	2	Group work, role-play, jigsaw reading.	Writing an essay	2
8	Cities and country life: Famous cities of the world	2	Reading for details, matching, group work.	Students produce a guidebook, poster or webpage for visitors to their town, country or region.	2
9	Cities and country life: Problems of big cities	2	Skimming, scanning, pair and group work.	Make a speech	2
10	Leisure and sport: Sports events	2	Understanding the most important information, guessing the meaning of the words, watching a video.	Get ready for a debate	2

11	Leisure and sport: Famous Sportsmen	2	Discussion, presentation, group work, watching an interview.	Writing a script on a famous story and preparing a performance (team-work)	2
12	Leisure and sport: Entertainment: show business, talk shows, museums, exhibitions, soap operas, movies.	2	Discussion, presentation, group work, watching an interview.	Writing a script on a famous story and preparing a performance (team-work)	2
13	Leisure and sport: Life without hobby is dull	2	Gap filling, matching, individual and pair work.	Make a presentation	2
14	Technology and communication: Means of communication	2	Listening, matching, role-play, dialogues.	Make a research	2
15	Technology and communication: Technology and globalisation	2	Speed reading, reading for specific information.	Students make a research on mobile phones and write a "Consumer report"	2
16	Community responsibilities: Litter, mahallas, hashar etc.,	2	Reading for details, matching, group work.	Get ready for a debate	2
17	Community responsibilities: Vandalism, disabled people	2	Listening, matching, role-play, dialogues.	Make a presentation	2
18	Role of women in society, charity, orphans	2	Speed reading, reading for specific information.	Students make a research	2
Joriy nazorat					
Oraliq nazorat					
Yakuniy nazorat					
JAMI:		36			34

AMALIY MASHG'ULOTLAR MAVZULARI VA MAZMUNI

1 –mavzu: “People and personalities”

Ta'lim mazmuni: Talabalar ushbu mavzuda kishilar xarakterlari, odatlari, qaysi burj ostida tug'ilganligiva uning ular tabiatiga tasiri haqida audio matnlartinglashadi va matnni o'qishadi. Jonli vaziyatlar (situation dialoglar) orqali anglab olib va shaxsiy fikrini ravon ingliz tilida ifoda etish ko'nikmalarini o'z nutqida shakllantiradilar. Inson xarakteriga xos leksikani o'z nutqlarida shakllantiradilar va ularni to'g'ri talaffuz qilishni o'rganadilar. So'z urg'usi, bo'g'in urg'usi vaingliz tili ohang ko'rinishlari haqida kerakli bilim va ko'nikmalarga ega bo'ladilar. Mavzuga oid malumotlarni mustaqil ravishda ravon tilda ifodalash ko'nikmasini hosil qiladilar. Guruh bo'lib yoki juft-juft bo'lib ishlash orqali so'zlash, tinglash, o'qish valug'at boyliklari qobiliyatini rivojlantiradilar. Guruhda mavzu yuzasidan muhokama, diskusiya orqali savol berish shu bilan birga savollarga javob berishni o'rganadilar. Ular nutqida muloqot grammatikasi hamda fonetik bilimlarini oshiradilar. Tanqidiy fikr yuritish ko'nikmasini shakllantiradi: bilim olishda kishi xarakter va imkoniyatlarining roli qay darajada muhim ekanligi haqida ma'lumotga ega bo'ladilar. Tilni o'rgnisha o'z xarakter xususiyatlaridan kelib chiqqan holda bilim olishni to'g'ri va samarali rejalashtirishni o'rganadilar.

Ta'lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, integrating for key information, turn-taking, quick note taking, vocabulary cards, an integrating games, reading textsetc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

2 – mavzu: “Stereotypes and prejudices”

Ta'lim mazmuni: Talabalar ushbu mavzuda irimlar haqida fikrlar bildiradilar va muhokama qiladilar. Jonli vaziyatlar (situation dialoglar) orqali matnni o'rganib va fikrini ravon ingliz tilida ifoda etish ko'nikmalarini o'z nutqida shakllantiradilar. Inson tashqi ko'rinishiga xos urg'usi, bo'g'in urg'usi va ingliz tili ohang ko'rinishlari haqida kerakli bilim va ko'nikmalarga ega bo'ladilar. Mavzuga oid malumotlarni mustaqil ravishda ravon tilda ifodalash ko'nikmasini hosil qiladilar. Guruh bo'lib yoki juft-juft bo'lib ishlash orqali so'zlash va tinglash qobiliyatini rivojlantiradilar. Guruhda mavzu yuzasidan muhokama va diskusiya orqali savol berish va savollarga javob berishni o'rganadilar. Ular nutqida muloqot grammatikasi hamda fonetik bilimlarini oshiradilar. Tanqidiy fikr yuritish ko'nikmasini shakllantiradi: ravon ingliz tilida, mavzu leksikasidan unumli foydalangan holda kishilar tashqi ko'rinishlari haqida mustaqil tasvirlay olish ko'nikmasini egallaydilar.

Ta'lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, integrating for key information, turn-taking, quick note taking, vocabulary cards, a listening log, reading textsetc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

3 – mavzu: “Horoscopes, types of temperaments”

Ta'lim mazmuni: Talabalar ushbu mavzuda insonlarning xarakteri va temperamenti haqidajonli vaziyatlar (situation dialoglar) orqali o'qib o'rganib va fikrini ravon ingliz tilida ifoda etish ko'nikmalarini o'z nutqida shakllantiradilar. Inson tashqi ko'rinishiga xos leksikani o'z nutqlarida shakllantiradilar va ularni to'g'ri talaffuz qilishni o'rganadilar. So'z urg'usi, bo'g'in urg'usi va ingliz tili ohang ko'rinishlari haqidagi bilimlarini yanada mustaxkamlaydilar. Mavzuga oid malumotlarni mustaqil ravishda ravon tilda ifodalash ko'nikmasini hosil qiladilar. Guruh bo'lib yoki juft-juft bo'lib ishlash orqali so'zlash va o'rganish va yozish qobiliyatini rivojlantiradilar. Guruhda mavzu yuzasidan muhokama va diskusiya orqali savol berish va savollarga javob berishni o'rganadilar. Ular nutqida muloqot grammatikasi hamda fonetik bilimlarini oshiradilar. Tanqidiy fikr yuritish ko'nikmasini shakllantiradi: ravon ingliz tilida, mavzu leksikasidan unumli foydalanib mavzu yuzasidan mustaqil mushohada yurita olish ko'nikmasiga ega bo'ladilar.

Ta'lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, integrating for key information, turn-taking, quick note taking, vocabulary cards, a listening log, reading text and writing essaysetc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

4 – mavzu: “National symbols of Uzbekistan and Great Britain”

Ta'lim mazmuni: Talabalar ushbu mashg'ulotda ingliz tilida milliy ramzlar va so'zlarni gapdagi talaffuzi, ularning o'qilishi va tar haqida ma'lumotga ega bo'ladilar. Davlat ramzlari orqali so'zlarni bir-biriga qo'shib talaffuz ularning yozilisi va tarjimasini o'rganishadi. So'z urg'usi, bo'g'in urg'usi va ingliz tili ohang ko'rinishlari haqidagi bilim va ko'nikmalarini yanada yuksaltirishadi. Davlat ramzlari uchragan yangi so'zlarning talaffuzini va tarjimasini o'rganishadilar. Davlat ramzlari mazmuni va taassurotlari haqida mushohada yuritish ko'nikmasini hosil qiladilar. Ularni o'rganish orqali ingliz tilini o'rganishga ishtiyoq hosil qiladilar. Ular nutqida muloqot grammatikasi hamda fonetik bilimlarini oshiradilar. Tanqidiy fikr yuritish ko'nikmasini shakllantiradi.

Ta'lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, integrating for key information, turn-taking, quick note taking, vocabulary cards, a listening log, writing new words and reading the textsetc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

5 – mavzu: “Holidays and traditions. Traditional costumes of Uzbekistan and English speaking countries”

Ta'lim mazmuni: Talabalar ushbu mavzuda urf-odatlar, ingliz xalqi irimlari, turmush an'analari haqida ma'lumotlarga ega bo'lishadi. Jonli vaziyatlar (situation dialoglar) orqali matnlarni o'qishadi va shaxsiy fikrini ravon ingliz tilida ifoda etish ko'nikmalarini o'z nutqida shakllantiradilar. Urf-odatlar, irim-sirimlar hamda an'analarga xos leksikani o'z nutqlarida shakllantiradilar va ularni to'g'ri talaffuz qilishni o'rganadilar. Talabalar O'zbekistonning milliy bayramlari, o'zbek xalqining madaniy va ma'naviy meroslari, ishonch va e'tiqodi, orzu umidlari haqida ingliz tilida ravon ifodalash ko'nikmasini hosil qiladilar. Bundan tashqari talabalar Birlashgan Qirollik davlat ramzlari va milliy bayram va udumlari haqida ma'lumotga ega bo'ladilar. Mavzuga oid malumotlarni mustaqil ravishda ravon tilda ifodalash ko'nikmasini hosil qiladilar. Guruh bo'lib yoki juft-juft bo'lib ishlash orqali so'zlash va tinglash, o'qish va tarjima qilish qobiliyatini rivojlantiradilar. Guruhda mavzu yuzasidan muhokama, diskusiya orqali savol berish shu bilan birga savollarga javob berishni o'rganadilar. Ular nutqida muloqot grammatikasi hamda fonetik bilimlarini oshiradilar. Tanqidiy fikr yuritish ko'nikmasini shakllantiradi: darsning leksikasidan unumli foydalangan holda situatsion dialoglar ijro etadilar.

Ta'lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, listening for key information, turn-taking, quick note taking, vocabulary cards, a listening log, reading text setc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

6 – mavzu: “Political system of Uzbekistan and Great Britain”

Ta'lim mazmuni: Talabalar ushbu mashg'ulotda o'z shaxsiy fikrini ravon ingliz tilida ifoda etish ko'nikmalarini mustaxkamlaydilar. O'zbekiston va Buyuk Britaniyasiyosiy hayoti hokimyat va siyosiy palatalar to'g'risida matnlar o'qishadi, audio tinglab yangi so'zlar bilan tanishadi. Mavzuga oid malumotlarni mustaqil ravishda ravon tilda ifodalash ko'nikmasini hosil qiladilar. Guruh bo'lib yoki juft-juft bo'lib ishlash orqali so'zlash va tinglash qobiliyatini rivojlantiradilar. Guruhda mavzu yuzasidan muhokama, diskusiya orqali savol berish shu bilan birga savollarga javob berishni o'rganadilar. Siyosiy so'z birikmalar yordamida essay yozadilar.

Ta'lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, listening for key information, turn-taking, quick note taking, vocabulary cards, a listening log, Cluster, making diagrams with political expression setc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

7,8, 9 va 10 –mavzular: “Food: healthy and unhealthy food”, “Eating places: restaurants, cafes, pubs, choyhonas”, “Vegetarian food” va “Eat habits”

Ta'lim mazmuni: Talabalar ushbu mashg'ulotdakuinariyaga xos bo'lgan leksikani o'rganadilar. Mavzuga oid audio va video tasvirlarni tinglab tamosha qiladilar, ularning tarjimasini bilan shug'ullani yangi leksika bilan tanishadilar. Restoran, kafe va oshxona sohasiga oid so'z va iboralarni o'zlashtirishadilar. Ingliz xalqi ovqatlanish odatlari haqida ma'lumotga ega bo'ladilar. Uzbek taomnomasi hamda milliy taomlari haqida prezentatsiya tayyorlaydilar. Oshxona, choyxona va restoranda yuzaga keladigan vaziyatlarni (situation dialoglar) rol ijro etish orqali o'zlashuv ko'nikmasini oshiradilar. Masalliq, meva-sabzovot, turli iste'mol mollari, go'sht maxsulotlari, turli ichimliklar, ovqat tayyorlash turlari: qovurish, dimlash, qaynatish, yopish va hokazolarni ingliz tilida o'rganishadilar. Bundan tashqari talabalar o'zbek va ingliz xalqi ovqatlanish odobi, dasturxon atrofida o'zini tutish hamda ovqatlanishga oid urf-odatlar, tam turlari haqida ham kerakli ma'lumotlarga ega bo'ladilar. Talabalar guruhlariga ajralib o'zlashtirgan bilimlarini ingliz tilida o'zbek taomalarining tayyorlanish jarayonlari haqida video roliklar tayyorlashadilar. Talabalar mavzuga oid ma'lumotlarni mustaqil ravishda ravon tilda ifodalash ko'nikmasini hosil qiladilar.

Ta'lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, listening for key information, turn-taking, quick note taking, vocabulary cards, a listening log, writing essay setc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

11, 12 va 13 – mavzular: “Healthy: illnesses and human body”, “Smoking, alcohol drinking, drug addiction”, “Healthy lifestyle”, “Opportunities for disabled people”

Ta’lim mazmuni: Talabalar ushbu mavzuda tibbiyotga oid audio va video materiallarni tinglaydilar, matnlarni o’qib tarjima qiladilar. Jonli vaziyatlar (situation dialoglar) orqali rollio’yinalr ijro etadilar va shaxsiy fikrini ravon ingliz tilida ifoda etish ko’nikmalarini o’z nutqida shakllantiradilar. Salomatlikka oid leksikani o’z nutqlarida shakllantiradilar va ularni to’g’ri talaffuz qilishni va tarjima qilishni o’rganadilar. Mavzuga oid ma’lumotlarni mustaqil ravishda ravon tilda ifodalash ko’nikmasini hosil qiladilar. Shifokor huzurida yuzaga keladigan vaziyatlarni (situation dialoglar) rol ijro etish orqali so’zlashuv ko’nikmasini oshiradilar. Talabalar ushbu mashg’ulotda inson turmush tarzidagi salbiy va o’ta mudhish illatlar: kashandalik, alkogolizm va asr vabosi narkomaniyaga qarshi kurashga xos bo’lgan leksikani o’rganadilar. Guruh bo’lib yoki juft-juft bo’lib ishlash orqali so’zlash va tinglash qobiliyatini rivojlantiradilar. Guruhda mavzu yuzasidan muhokama, diskusiya orqali savol berish shu bilan birga savollarga javob berishni o’rganadilar. Ular nutqida muloqot grammatikasi hamda fonetik bilimlarini oshiradilar. Tanqidiy fikr yuritish ko’nikmasini shakllantiradi: darsning leksikasidan unumli foydalangan holda situatsion dialoglar ijro etadilar.

Ta’lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, listening for key information, turn-taking, quick note taking, vocabulary cards, a listening log, writing an essay about health and illness etc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

14 –mavzu: “Extended and nuclear families”

Ta’lim mazmuni: Talabalar ushbu mashg’ulotda inson turmush tarzi va oilaviy sharoiti to’g’risida suhbatlashadilar. Mavzuga oid audio va video tasvirlarni tinglab tamosha qiladilar. Guruh bo’lib yoki juft-juft bo’lib ishlash orqali oila turkumiga taaluqli so’zlash va tinglash qobiliyatini rivojlantiradilar. Guruhda mavzu yuzasidan muhokama, diskusiya orqali savol berish shu bilan birga savollarga javob berishni o’rganadilar. Ular nutqida muloqot grammatikasi hamda fonetik bilimlarini oshiradilar. Tanqidiy fikr yuritish ko’nikmasini shakllantiradi: darsning leksikasidan unumli foydalangan holda situatsion dialoglar ijro etadilar. Oila va undagi kundalik turmush tarzi to’g’risida debatlar o’tkazadilar. Guruhlarga ajralgan holda mavzuga oid ingliz tilida audio hamda video roliklar (bundan tashqari: *pezentatsiyalar, posterlar*) tayyorlaydilar.

Ta’lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, listening for key information, turn-taking, quick note taking, vocabulary cards, a listening log, reading stories etc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

15 va 16 –mavzular: “Multinational families: traditions and habits”, “Houshold”, “Children change everything”, “What do children like most?”

Ta’lim mazmuni: Ushbu darsda talabalar o’zbek va ingliz oilalaridagi muhit, qadriyatlar, urf-odatlar, tafovutlar hamda oila a’zolarining o’zaro muomala odobi va axloqi haqida bahs-munozara yuritish orqali lug’at boyliklarini oshiradilar. Ingliz tilida mustaqil gaplar tuzadilar va grammatik bilimlarini rivojlantiradilar. O’rganilayotgan tilida audio yozuvlar, video ma’lumotlar va oila haqidagi filmlarni tomosha qiladilar. Audio matn, video material hamda badiiy filmni tinglab tushinish va uning mazmuni haqida ravon tilda so’zlab berish va muhokama qilishga harakat qiladilar. O’zbek va evropa oilalari haqidagi asarlarni sahnalashtirish orqali integrativ til ko’nikmalarini mustaxkamlaydilar. Oilda farzandlarning o’rni, burch va vazifalari haqida mustaqil mushohada yuritishga harakat qiladilar. Oilada bolalar nigohida ota-onalarning tutgan o’rni shu bilan birga oilada yuzaga keladigan ayrim muammolar haqida, farzandlarning xohish va qiziqishlari to’g’risida debatlarida faol ishtirok etishga harakat qiladilar. Tanqidiy fikr yuritish

ko'nikmasini shakllantiradi: darsning leksikasidan unumli foydalangan holda situatsion dialoglar ijro etadilar.

Ta'lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, listening for key information, turn-taking, quick note taking, vocabulary cards, a listening log, reading texts and writing essay etc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

17 va 18 –mavzular: "Educational systems of Uzbekistan and GB", "Where to study"

Talabalar ushbu mashg'ulotda ta'lim to'g'risida ma'lumotga ega bo'lishadi. Ushbu darsda ular uchta davlat ta'lim tizimi haqida tekstlar o'qib o'z fikrlarini ravon bayon etish qobiliyatlarini rivojlantiradilar. Uzbekiston, AQSh va Buyuk Britaniyaning maktab kolledj va universitetlari haqida ingliz tilida umumiy tushunchaga ega bo'ladilar. Guruh bo'lib yoki juft-juft bo'lib ishlash orqali o'qish va eshtish qobiliyatini rivojlantiradilar. Guruhda mavzu yuzasidan muhokama, diskussiya orqali savol berish shu bilan birga savollarga javob berishni o'rganadilar. Ular nutqida muloqot grammatikasi hamda fonetik bilimlarini oshiradilar. Tanqidiy fikr yuritish ko'nikmasini shakllantiradi: darsning leksikasidan unumli foydalangan holda situatsion dialoglar ijro etadilar va mustaqil mushohada yuritishga harakat qiladilar. Guruhlarga ajralgan holda mavzuga oid ingliz tilida mashqlar bajaradilar. Mashg'ulotda talabaning grammatik va fonetik nutqi shakllantiriladi. Sharq va g'arb madaniyati va ta'lim tizimiga bo'lgan munosabatlar tahlil qilinadi.

Ta'lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, turn-taking, quick note taking, vocabulary cards, reading texts making diagrams etc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

19 – mavzu: "Learning habits and traditions"

Ta'lim mazmuni: Mazkur darsda talabalarga kundalik hayotda va matbuot uslubida evropa va o'zbek xalqlarining turmush tarziga oid so'z va iboralarni o'rganishadi. Ushbu amaliy mashg'ulot 19 va 20-darsning mantiqiy davomi bo'lib, unda xonadonlarning fayzi, mustaxkam poydevori - buvi va buva, keksa qarindoshlar haqida ingliz tilida so'zlab berishga harakat qilishadilar. Mashg'ulotda talabaning grammatik va fonetik nutqi shakllantiriladi. Sharq va g'arb madaniyatida keksalarga bo'lgan munosabatlar tahlil qilinadi. Talabalar ushbu mavzuga oid audio va video materiallarni tinglaydilar va mavzuga doir yangi leksika bilan tanishadilar. Jonli vaziyatlar (situation dialoglar) orqali tinglab tushinish va shaxsiy fikrini ravon ingliz tilida ifoda etish ko'nikmalarini o'z nutqida shakllantiradilar.

Ta'lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, listening for key information, turn-taking, quick note taking, vocabulary cards, a listening log, writing essays about tradition etc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

20 – mavzu: "Best place to live"

Ta'lim mazmuni: Talabalar mazkur mavzu bo'yicha kalit so'zlarning orfografik xatolarsiz to'g'ri yozilishi va fonetik jihatdan to'g'ri talaffuz qilishga ko'nikma hosil qiladilar. Bunga audio yozuvlarni tinglash samarali yordam beradi. Mavzuga oid audio matnni tinglab, ma'lumotlarni eslab qolish va uni tahlil qilish orqali mavzuga oid so'z va iboralarni o'zlashtiradilar. Mashg'ulot orqali yetkazilgan ma'lumotlarni o'zlarida qayta ishlab, mavzu bo'yicha ravon ingliz tilida tahliliy yoki tanqidiy fikr bildira olish ko'nikmasini yanada rivojlantiradi. Nutqida aks etgan har qanday sintaktik va semantik birliklarni to'g'ri va o'z o'rnida qo'llashni o'rganadilar. Jumladan,

tuzayotgan har bir gapida fe'l zamoni, ega va kesimning moslashuvi, so'z tartibi, artikl, predloglar, otlar va ularning ko'plik shakllari, sifat aniqllovchilar, ravishlar, olmoshlardan to'g'ri foydalana olishni yanada mustaxkamlaydilar. Bu mavzu orqali geografik joy nomlari bilan yanada yaqinroq tanishadilar. Guruhda va juft-juft bo'lib ishlashda o'zaro erkin muloqot olib borish kabi til ko'nikmalarini shakllantiradilar. Bundan tashqari talabalar mavzu bo'yicha ingliz tilida prezentatsiya, audio log va video lavhalar tayyorlaydilar.

Ta'lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, listening for key information, turn-taking, quick note taking, vocabulary cards, a listening log, making diagrams etc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

21 – mavzu: “Famous cities of the world”

Ta'lim mazmuni: Talabalar ushbu darsda shahar va qishloq joylari yashash tarsi va u erdagi aholi turmushi haqida ma'lumotlarga ega bo'lishadi. Ular har bir davlat iqlimi va ob-havosi, atmosferada kuzatilayotgan o'zgarishlar haqida maqolalar o'qishadi va tahlil qilishadi va shu mavzuga oid bo'lgan so'zlarni fonetik jihatdan to'g'ri talaffuz qilishga ko'nikma hosil qiladilar. Mavzuga oid matnni o'qib va tinglab, ma'lumotlarni eslab qolish va uni tahlil qilish orqali mavzuga oid so'z va iboralarini o'zlashtiradilar. Mashg'ulot orqali yetkazilgan ma'lumotlarni o'zlarida qayta ishlab, mavzu bo'yicha ravon ingliz tilida tahliliy yoki tanqidiy fikr bildirish olish ko'nikmasini yanada rivojlantiradi. Guruhda va juft-juft bo'lib ishlashda o'zaro erkin muloqot olib borish kabi til ko'nikmalarini shakllantiradilar. Bundan tashqari talabalar mavzu bo'yicha ingliz tilida prezentatsiya, audio log va video lavhalar tayyorlaydilar.

Ta'lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, listening for key information, turn-taking, quick note taking, vocabulary cards, a listening log, making a presentation about famous cities etc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

22 –23 mavzu: “Problems of big cities”

Ta'lim mazmuni: Talabalar ushbu darsda shahar va qishloq joylari yashash tarzi u yerdagi aholi turmushi haqida ma'lumotlarga ega bo'lishadi. Ular har bir davlat iqlimi va ob-havosi, atmosferada kuzatilayotgan o'zgarishlar haqida maqolalar o'qishadi va u yerdagi muammolar yuzasida n debatlar o'tkazishadi, tahlil qilishadi va shu mavzuga oid bo'lgan so'zlarni fonetik jihatdan to'g'ri talaffuz qilishga ko'nikma hosil qiladilar. Mavzuga oid matnni o'qib va tinglab, ma'lumotlarni eslab qolish va uni tahlil qilish orqali mavzuga oid so'z va iboralarini o'zlashtiradilar. Mashg'ulot orqali yetkazilgan ma'lumotlarni o'zlarida qayta ishlab, mavzu bo'yicha ravon ingliz tilida tahliliy yoki tanqidiy fikr bildirish olish ko'nikmasini yanada rivojlantiradi. Guruhda va juft-juft bo'lib ishlashda o'zaro erkin muloqot olib borish kabi til ko'nikmalarini shakllantiradilar. Bundan tashqari talabalar mavzu bo'yicha ingliz tilida prezentatsiya, audio log va video lavhalar tayyorlaydilar.

Ta'lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, listening for key information, turn-taking, quick note taking, vocabulary cards, a listening log, making a presentation about famous cities etc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

24 –25-26- mavzu: “Sport events”

Ta'lim mazmuni: Talabalar ushbu darsda sport tushunchasi va turlari haqida ingliz tilida umumiy ma'lumotga ega bo'ladi va shu mavzuga oid so'zlarning orfografik xatolarsiz to'g'ri yozilishi va fonetik jihatdan to'g'ri talaffuz qilishga ko'nikma hosil qiladilar. Mavzuga oid matnni o'qib, ma'lumotlarni eslab qolish va uni tahlil qilish orqali mavzuga oid so'z va iboralarini o'zlashtiradilar. Shu mavzuga oid rost – yolg'on mashqlar bajarishadi. Mashg'ulot orqali yetkazilgan ma'lumotlarni o'zlarida qayta ishlab, mavzu bo'yicha ravon ingliz tilida tahliliy yoki tanqidiy fikr bildirish olish ko'nikmasini yanada rivojlantiradi. Guruhda va juft-juft bo'lib

ishlashda o'zaro erkin muloqot olib borish kabi til ko'nikmalarini shakllantiradilar. Bundan tashqari talabalar muvzu bo'yicha ingliz tilida prezentatsiya, audio log va video lavhalar tayyorlaydilar.

Ta'lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, listening for key information, turn-taking, quick note taking, vocabulary cards, a listening log, making a presentation writing essay about sport etc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

27 –28 mavzu: “Entertainment: show business, talk shows, museums, exhibitions, soap operas, movies.”

Ta'lim mazmuni: Talabalar mazkur mavzu bo'yicha kalit so'zlarning orfografik xatolarsiz to'g'ri yozilishi va fonetik jihatdan to'g'ri talaffuz qilishga ko'nikma hosil qiladilar. Mashhur muzeylar, ko'rgazmalar opera va kino olami haqida ma'lumotga ega bo'lishadi. Bunga audio yozuvlarni tinglash samarali yordam beradi. Mavzuga oid audio matnni tinglab, ma'lumotlarni eslab qolish va uni tahlil qilish orqali mavzuga oid so'z va iboralarni o'zlashtiradilar. Mashg'ulot orqali yetkazilgan ma'lumotlarni o'zlarida qayta ishlab, mavzu bo'yicha ravon ingliz tilida tahliliy yoki tanqidiy fikr bildirish olish ko'nikmasini yanada rivojlantiradi. Dunyodagi mashhur joylar to'risida prezentatsiyalar tayyorlaydilar. Guruhda va juft-juft bo'lib ishlashda o'zaro erkin muloqot olib borish kabi til ko'nikmalarini shakllantiradilar. Bundan tashqari talabalar muvzu bo'yicha ingliz tilida prezentatsiya, audio log va video lavhalar tayyorlaydilar.

Ta'lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, listening for key information, turn-taking, quick note taking, vocabulary cards, a listening log, writing essays about places etc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

29 –33 mavzu: “Life without hobby is dull”

Ta'lim mazmuni: Talabalar o'zlarining bo'sh vaqtlarini qanday o'tkazishlari va o'zlarining qiziqishlari to'g'risida muhokama olib boradilar. Guruhda va juft-juft bo'lib ishlashda o'zaro erkin muloqot olib borish kabi til ko'nikmalarini shakllantiradilar. Guruhni ikkiga bo'lib debatlar o'tkazish mumkin. o'zlarining hobbilari to'g'risida insholar yozadilar. Bundan tashqari talabalar muvzu bo'yicha ingliz tilida prezentatsiya, audio log va video lavhalar tayyorlaydilar.

Ta'lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, listening for key information, turn-taking, quick note taking, vocabulary cards, a listening log, Cluster scheme etc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

34 –38 mavzu: “Means of communication”

Ta'lim mazmuni: Ushbu darsda talabalar texnologik vositalarni ishlatish haqida bilim va ko'nikmalar hosil qilishadilar. Ular telefonlardagi ingliz tilida bo'lgan informatsiyalarni, xabarlarni o'qib tahlil qilishadi. Talabalar texnologik vositalarning hayotimizdagi o'rni, ularning ahamiya va mohiyatini ingliz tilida savol javob orqali bilimlarini kengaytirishadi va ingliz tilida kunikma hosil qilishadi. Talabalar mazkur mavzu bo'yicha kalit so'zlarning orfografik xatolarsiz to'g'ri yozilishi va fonetik jihatdan to'g'ri talaffuz qilishga ko'nikma hosil qiladilar. Bunga audio yozuvlarni tinglash samarali yordam beradi. Mavzuga oid so'z va iboralarni o'zlashtiradilar. Mashg'ulot orqali yetkazilgan ma'lumotlarni o'zlarida qayta ishlab, mavzu bo'yicha ravon ingliz tilida tahliliy yoki tanqidiy fikr bildirish olish ko'nikmasini yanada rivojlantiradi. Guruhda va juft-juft bo'lib ishlashda o'zaro erkin muloqot olib borish kabi til ko'nikmalarini shakllantiradilar. Bundan tashqari talabalar muvzu bo'yicha ingliz tilida prezentatsiya, audio log va video lavhalar tayyorlaydilar.

Ta'lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, listening for key information, turn-taking, quick note taking, vocabulary cards, a listening log, making diagram etc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

39 –40 mavzu: “Technology and globalisation”, “Social issues”

Ta'lim mazmuni: Talabalar ushbu darsda texnikaning afzalliklari va global muammolar, texnikaning qulayliklarini va zararlarini, keyingi mavzuda ijtimoiy muammolar haqida ingliz tilida bo'lgan so'z va iboralarni o'rganadilar va bilim va ko'nikma hosil qiladilar, shu mavzu bo'yicha har xil mashg'ulotlar, savol berish rost – yolg'on mashqlari orqali so'z boyliklarini kengaytirishadilar. Nutqida aks etgan har qanday sintaktik va semantik birliklarni to'g'ri va o'z o'rnida qo'llashni o'rganadilar va texnologik iboralarning tarjimai bilan tanishadilar. Guruhda va juft-juft bo'lib ishlashda o'zaro erkin muloqot olib borish kabi til ko'nikmalarini shakllantiradilar. Bundan tashqari talabalar mavzu bo'yicha ingliz tilida prezentatsiya, audio log va video lavhalar tayyorlaydilar.

Ta'lim texnologiyalari: Brainstorming, pair-work, group-work, critical review, listening for key information, turn-taking, quick note taking, vocabulary cards, a listening log, Cluster scheme writing essays about globalization etc.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4.

TALABALAR BILIMINI REYTING TIZIMI ASOSIDA BAHOLASH MEZONI

Birinchi semestr:

Joriy nazorat – talabaning darsdagi ishtiroki, tinglash kundaligi, rolli o'yinlar, muhokama;

Oraliq nazorat – muhokama (filmyoki audio matnga asoslangan), tinglashbo'yicha test (tinglashstrategiyalarinirivojlantirishga qaratilgan);

Yakuniy nazorat – tinglashuchun test (tinglashningsamaralistrategiyalaridanfoydalanishga qaratilgan), rollio'yinlar.

Ikkinchi semestr:

Joriy nazorat – talabaning darsdagi ishtiroki, tinglash kundaligi, intervyu, turli situatsiyalar

Oraliq nazorat – o'zin io'zibaholash mashqi (do'sti bilan chet tilidagi suhbatni yozib olish (audio yokivideo tasmaga) + o'z nutqini tahlil qilish + refleksiya, tinglash uchun test

Yakuniy nazorat – juftlikda muhokama qilish, tinglash uchun test.

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

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

- **Joriy nazorat (JN)** - talabaning fan mavzulari bo'yicha bilim va amaliy ko'nikma darajasini aniqlash va baholash usuli. Joriy nazorat fanning xususiyatidan kelib chiqqan holda amaliy mashg'ulotlarda og'zaki so'rov, test o'tkazish, suhbat, nazorat ishi, kollektivum, uy vazifalarini tekshirish va shu kabi boshqa shakllarda o'tkazilishi mumkin;

- **Oraliq nazorat (ON)** – ON ni o'tkazish jarayoni kafedra mudiri tomonidan tuzilgan komissiya ishtirokida davriy ravishda o'rgaib boriladi va uni o'tkazish tartiblari buzilgan hollarda, ON natijalari bekor qilinadi hamda ON qayta o'tkaziladi. ON semestr davomida o'quv dasturining tegishli (fanning bir necha mavzularini o'z ichiga olgan) bo'limi tugallangandan keyin talabaning bilim va amaliy ko'nikma darajasini aniqlash va baholash usulidir. ONning soni bir semestrda ikki martadan ko'p o'tkazilmasligi lozim.

- **Yakuniy nazorat (YN)** - semestr yakunida muayyan fan bo'yicha nazariy bilim va amaliy ko'nikmalarni talabalar tomonidan o'zlashtirish darajasini baholash usuli. Yakuniy nazorat asosan tayanch tushuncha va iboralarga asoslangan "og'zaki" shaklida o'tkaziladi. Oliy ta'lim muassasasi rahbarining buyrug'i bilan ichki nazorat va monitoring bo'limi rahbarligida tuzilgan komissiya ishtirokida **YN** ni o'tkazish jarayoni muntazam ravishda o'rganib boriladi va uni o'tkazish tartiblari buzilgan hollarda, **YN** natijalari bekor qilinishi mumkin. Bunday hollarda **YN** qayta o'tkaziladi. Talabaning bilim saviyasi, ko'nikma va malakalarini nazorat qilishning reyting tizimi asosida talabaning fan bo'yicha o'zlashtirish darajasi ballar orqali ifodalanadi. Talabalarning semestr davomidagi o'zlashtirish ko'rsatkichi 100 ballik tizimda baholanadi.

Ushbu 100 ball baholash turlari bo'yicha quyidagicha taqsimlanadi:

YN. - 30 ball, qolgan 70 ball esa - JNga 40 ball, ONGa 30 ball qilib taqsimlanadi.

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

Talabaning fan bo'yicha bir semestrda reytingi quyidagicha aniqlanadi.

$$R = (V * O) / 100$$

bu yerda:

V– semestrda fanga ajratilgan umumiy o'quv yuklamasi (soatlarda);

O'– fan bo'yicha o'zlashtirish darajasi (ballarda).

Fan bo'yicha joriy va oraliq nazoratlarga ajratilgan umumiy balning 55 foizi saralash ball hisoblanib, ushbu foizdan kam ball to'plagan talabalar yakuniy nazoratga kiritilmaydi.

Semestrda fan bo'yicha joriy va oraliq nazoratlarga ajratilgan umumiy 70 balning 55% (39 ball) saralash bali hisoblanib, ushbu foizdan kam (0-38) ball to'plagan talabalar yakuniy nazoratga kiritilmaydi.

Izoh: Semestrda yakuniy nazorat uchun saralash bali yo'q. Masalan, joriy va oraliq nazoratlarda talabaning to'plagan bali 54 bo'lsa, u yakuniy nazoratda 1 ball olgan taqdirda ham talaba fanni o'zlashtirgan hisoblanadi. Joriy va oraliq nazoratlarning har biriga alohida saralash bali belgilanmagan.

Joriy va oraliq nazorat turlari bo'yicha 55 va undan yuqori balni to'plagan talaba fanni o'zlashtirgan deb hisoblanadi va ushbu fan bo'yicha yakuniy nazoratga kirmasligi mumkin ya'ni bu talabaning ixtiyorida bo'ladi.

Talabaning semestr davomida fan bo'yicha to'plagan umumiy bali har bir nazorat turidan belgilangan qoidalarga muvofiq to'plagan ballari yig'indisiga teng.

- **YN** kalendar tematik rejaga muvofiq dekanat tomonidan tuzilgan reyting nazorat jadvallari asosida o'tkaziladi. **YN** semestrning oxirgi 2 haftasi mobaynida o'tkaziladi.
- **JN** nazoratlarda saralash balidan kam ball to'plagan va uzrli sabablarga ko'ra nazoratlarda qatnasha olmagan talabaga qayta topshirish uchun, navbatdagi shu nazorat turigacha, so'nggi joriy va oraliq nazoratlar uchun esa yakuniy nazoratgacha bo'lgan muddat beriladi.
- Talabaning semestrda **JN** bo'yicha to'plagan ballari ushbu nazorat turlari umumiy balining 55 foizidan

kam bo'lsa yoki semestr yakuniy joriy, oraliq va yakuniy nazorat turlari bo'yicha to'plagan ballari yig'indisi 55 balddan kam bo'lsa, u akademik qarzdor deb hisoblanadi.

- Talaba nazorat natijalaridan norozi bo'lsa, fan bo'yicha nazorat turi natijalari e'lon qilingan vaqtdan boshlab bir kun mobaynida fakultet dekaniga ariza bilan murojaat etishi mumkin. Bunday holda fakultet dekanining taqdimnomasiga ko'ra rektor buyrug'i bilan 3 (uch) a'zodan kam bo'lmagan tarkibda apellyasiya komissiyasi tashkil etiladi.
- Apellyasiya komissiyasi talabalarning arizalarini ko'rib chiqib, shu kunning o'zida xulosasini bildiradi.
- Baholashning o'rnatilgan talablar asosida belgilangan muddatlarda o'tkazilishi hamda rasmiylashtirilishi fakultet dekani, kafedra muduri, o'quv-uslubiy boshqarma hamda ichki nazorat va monitoring bo'limi tomonidan nazorat qilinadi.

**TALABALAR JORIY NAZORATDAN TO'PLAYDIGAN BALLARNING
NAMUNAVIY MEZONLARI**
(I va II semestrlar kesimida)

№	N a z o r a t k o' r s a t k i c h l a r i	JN ballari		
		Yuqori ball	JN-1	JN-2
1.	Darsga qatnashganlik va o'zlashtirish darajasi. Amaliy mashg'ulotlardagi faolligi. Amaliy mashg'ulot daftarining yuritilishi va holati. Topshiriq bo'yicha guruhda yoki juftlikdagi faol ishtiroki. Bahs-munazaralardagi faol ishtiroki.	20	10	10
2.	Og'zaki savol-javoblar, kollokvium va boshqa nazorat turlari natijalari bo'yicha.	20	10	10
3.	Jami: JN ballari	40	20	20

**TALABALAR ORALIQ NAZORATDAN TO'PLAYDIGAN BALLARNING
NAMUNAVIY MEZONLARI**
(I va II semestrlar kesimida)

№	N a z o r a t k o' r s a t k i c h l a r i	ON ballari	
		Yuqori ball	ON
1.	Nutqining ravonligi: Matnlarni xatosiz o'qish va kamchiliklarga yo'l qo'ymaslik, jumladan, fe'l zamonlari va ularning moslashuvi, artikul, predlog, olmoshlar va bog'lovchilarni to'g'ri qo'llashi va so'zlarning leksik qatlamiga e'tibor berish.	10	10
2.	Nutqida fonetik qonun-qoidalarga rioya qilishi: Narratorlik, monologik, kommunikativ hamda dialogik nutqda so'z va bo'g'in urg'ularini va ohanglarni to'g'ri qo'llashi, nutq tovushlarini to'g'ri talaffuz qilishi, nutqida tinish belgilariga to'g'ri amal qilishi.	10	10
3.	Berilgan vaziyatli rol ijro etish kabi topshiriqlarini bajarish sifatiga beriladigan baho.	10	10
4.	Jami ON ballari :	30	30

**YAKUNIY NAZORATDA TALABALAR BILMINI
BAHOLASH MEZONLARI**
OG'ZAKI NUTQ AMALIYOTI (INTEGRALLASHGAN TIL KO'NIKMALARI)
(I va II semestrlar kesimida)

1. ROL IJRO ETISH VA MATN USTIDA ISHLASH

Integrallashgan til ko'nikmalari (Integrated Skills) moduli bo'yicha talabalar har ikkala semestr so'ngida yakuniy nazorat topshiradilar. Yakuniy sinovda talabalar 2 yoki 3 kishi bo'lib 10 daqiqalik muayyan vaziyat asosida rol ijro etib berishlari talab qilinadi. Imtixon oluvchi mutaxassis-o'qituvchi har bir talabaga alohida rol kartalarini beradi va shart bilan tanishtiradi. Talabalarga faqat vaziyat tushintiriladi, ammo dialog matnlari berilmaydi. Tayyorlanish uchun talabalarga 15 daqiqa vaqt beriladi. Mutaxassis-o'qituvchi yakuniy sinovga har bir guruh yoki juftlik uchun oldindan turli vaziyatli topshiriq tayyorlab qo'ygan bo'lishi lozim. Rol ijro etish

uchun beriladigan vaziyatlar semester maboynida o'tilgan mavzularni qamrab olgan holda rasmiy va norasmiy suxbatlar doirasida amalga oshirilishi lozim.

Talabalarning rol ijro etish mahorati quyidagi mezonlar asosida baholanadi:

Jami ball: 10%

Nutq ravonligi: Nutq silliqqligi va fikrini ortiqcha uzilishlarsiz bayon qilinishi; Nutq tezligining tabiiyligi; Nutq ohangining gap turiga mosligi(m-n. savol so'rashda, murojaat qilishda, hayrat va taajublanishni ifoda etishda)	3
O'zaro muloqotda so'z navbatini olish mahorati: Bahs va munozaralarda so'z navbatini olish tabiiyligi; Bahs-munozarada o'z ishtirokini boshlashda yoki tugallashda verbal (<i>gapida</i>) va noverbal (<i>imo-ishoralar</i>) nutq vositalaridan unumli foydalanishi; O'z shaxsiy fikrini boshqa ishtirokchilarning fikri va hissasiga tayanmasdan mustaqil tarzda bayon qila olishi.	3
Nutqida to'g'ri savol tuzish va savollarga javob berish mahorati: Savollarning mantiqiy va sintaktik to'g'ri tuzilganligi; Savollarga to'g'ri va shu bilan birga mantiqan mos javob berishi.	2
Nutqidaluslublarimahorati: Nutqidagirasmiylikyokinorasmiylikdarajasiningvaziyatgamosligi; Suhbatdoshbilanbo'lganmuloqotdanutqgrammatikasihamdanutqdagiqo'llanilayotganlug'attar kibisuhbatdoshshaxsiganisbattanmosligi (m-n: tendosho'rtog'i, ustoz, rahbarivahokazoganisbattan).	2

2. OVOZLI VA YOZMA MATN ORQALI BAHOLASH

Talabalarga turli xil ovozli matn eshittiriladi, masalan, monolog, dialog, sharx va shunga o'xshash o'rtacha murakkablikdagi audio materiallar. Har bir ovozli matn 2-3 daqiqa o'lchamida bo'lishi talab etiladi. Bunda talaba matnning asosiy mazmunini aniqlashi, talab qilingan ma'lumotlarni to'plashi, so'zlovchining ruhiy holati: kayfiyati, hayajoni, biror bir hodisaga bo'lgan munosabati kabi ma'lumotni tinglab tushinishi talab qilinadi. Bundan tashqari, topshiriqlar orasida ayrim fonetik birliklar, masalan: ohang, urg'u, nutq tovushlari va hokazo.

Topshiriqlar:

- Baholashda turli topshiriq turlari, masalan, muqobil variantni tanlash (*multiple choice*), gapdagi yoki jadvaldagi bo'shliqlarni to'ldirish, to'g'ri, chalg'tuvchi va mavjud bo'lmagan ma'lumotlarni aniqlash (True, False, Not Given) kabi sinov vositalari berilishi talab qilinadi;
- Tanlangan 2 ta matn uchun 10 tadan jami 20 ta test beriladi;
- Vazifani bajarish yoki tayyorgarlik ko'rish uchun har bir talabaga 15-20 daqiqa vaqt beriladi: audio matnni tinglashdan oldin 1 (bir) daqiqa savollarni ko'rib chiqish uchun vaqt beriladi. Imtixon oluvchi mutaxassis o'qituvchi tomonida berilgan maxsus blankaga javobini rejalashtirish va yozishi uchun 3 (uch) daqiqa vaqt beriladi.

**NAZORAT TURLARI BO'YICHA BAHOLASHNING
TEXNOLOGIK JADVALI**

	Darslar	Soat	Nazorat turi	Nazorat ballari			Nazorat shakli
				“a’lo”baho	“yaxshi” baho	“qoniqarli” baho	
				Amaliy	Amaliy	Amaliy	
1-semestr	1-7	14	1-J.N.	20-18	17-15	14-12	Og'zaki
	8-13	12	2-J.N.	20-18	17-15	14-12	Og'zaki
			1-O.N.	30-26	25-22	21-17	Yozma
			Y.N.	30-26	25-22	21-17	Og'zaki
	Jami:	26		100-86%	85-71%	70-55%	
2-semestr	14-20	14	3-J.N.	20-18	17-15	14-12	Og'zaki
	21-27	14	4-J.N.	20-18	17-15	14-12	Og'zaki
			2-O.N.	30-26	25-22	21-17	Yozma
			Y.N.	30-26	25-22	21-17	Og'zaki
	Jami:	28		100-86%	85-71%	70-55%	
	Jami:	Σ 54					

**TALABANING KUNLIK DARSLARDA ISHTIROKI
VA BILMINI BAHOLASH MEZONI**

Talabaning bilimi har bir amaliy mashg'ulotda 5 ta mezon bo'yicha **10** (*yuqori ball*) va **5.5** (*minimal*) ball oralig'ida baholanib boriladi. Joriy nazorat yig'indisi muddati kelgan paytda barcha to'plangan ballar qo'shilib, mashg'ulot soniga bo'linganida umumiy o'rtacha ball kelib chiqadi.

$$\text{Umumiy o'rtacha ball} = \frac{\text{Barcha ballar yig'indisi}}{\text{Mashg'ulot soni}}$$

	Baholash obyekti	BAHOLASH		
		“A’lo”	“Yaxshi”	“Qoniqarli”
		100-86%	85-71%	70-55%
1.	Kunlik davomati uchun:	1.0	1.0	1.0
2.	Mashg'ulot uchun mashq yoki konspekt daftarinig yuritilishi uchun:	1.0	1.0	1.0
3.	Mashg'ulot uchun lug'at daftarinig yuritilishi uchun:	1.0	1.0	1.0
4.	Uyga berilgan vazifalarning bajarilganligi uchun (100% -70%-55%):	3.0	2.0	1.0
5.	Mashg'ulotda ishtiroki uchun (100% -70%-55%):	4.0	2.0	1.5
	Jami:	10 ball	7 ball	5.5 ball

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4. www.elgazette.com
5. www.tesol.org.
6. www.tefl.com,
7. www.teachertrainingvideos.com
8. <http://www.learnenglish.org.uk/>
9. www.educationuk.org
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14. <http://www.englishclub.com/index.htm>
15. <http://www.bbc.co.uk/schools/teachers>
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17. www.Grammarly.com/Grammar

**O'ZBEKISTON RESPUBLIKASI OLIY O'RTA MAXSUS TA'LIM VAZIRLIGI
SAMARQAND DAVLAT CHET TILLAR INSTITUTI**

**ROMAN-GERMAN FILOLOGIYASI FAKULTETI
NEMIS TILI VA ADABIYOTI KAFEDRASI**

“Tasdiqlayman”

Ro'yxatga olindi:
№ _____
2015 yil “__” _____

O'quv ishlari bo'yicha prorektor
_____ A.R.Ismailov
2015 yil “__” _____

ASOSIY O'RGANILAYOTGAN TIL

(Modul: *Independent study skills*

Mustaqil ta'lim ko'nikmalari) fanining

ISHCHI O'QUV DASTURI

(1-kurs)

Bilim sohasi: 100 000 Gumanitar soha

Ta'lim sohasi: 110 000 Gumanitar fanlar

Ta'lim yo'nalishi: 5111400 Filologiya va tillarni o'qitish (ingliz tili)

Semester: II

Umumiy soat: 72

Shu jumladan:

Amaliy mashg'ulot: 36

Samarqand – 2015

Ushbu ishchi o'quv dastur O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2014 yil 28-avgustdagi buyrug'i bilan tasdiqlangan. Asosiy o'rganilayotgan til fanidan namunaviy o'quv dasturi, o'quv va ishchi o'quv rejaga muvofiq ishlab chiqildi.

Tuzuvchilar:

Aminova N. – Sam DChTI “Nemis tili va adabiyoti” kafedrasida o'qituvchisi

Mukarramxo'jayeva T. – Sam DChTI “Nemis tili va adabiyoti” kafedrasida o'qituvchisi

Taqrizchilar:

Shomurodova Sh. – Sam DChTI “Ingliz tili o'qitish metodikasi va amaliyoti” kafedrasida mudiri, f.f.n.

Usmanov F. U. – Sam DChTI “Ingliz tili tarixi va grammatikasi” kafedrasida dotsenti.

Fanning ishchi o'quv dasturi Sam DChTI “Nemis tili va adabiyoti” kafedrasining ____yil _____-son majlisida muhokama etildi va fakultet Kengashida muhokama uchun tavsiya etildi.

Kafedra mudiri:

M.B. Begmatov

Fanning ishchi o'quv dasturi Roman-german filologiyasi fakulteti Kengashida muhokama qilingan va foydalanishga tavsiya etilgan.

(____ yil « ____ » _____dagi 1- son bayonnoma).

Fakultet Kengashi raisi:

dots. A.A. Shermatov

Kelishildi:

O'quv-uslubiy bo'lim boshlig'i:

dots. M. B. Xoliqov

KIRISH

Fan, texnika va texnologiyalar yutuqlari asosida ta'lim tizimini isloh qilishda davr sinovlaridan o'tganilg'or tajribalarni o'rganishhamda milliy va umuminsoniy qadriyatlarni e'tiborga olganholda ularni joriy etilishini ta'minlash raqobatbardosh kadrlar tayyorlashning muhim omili sanaladi. Amaldagi Davlat ta'lim standartlari, o'quv reja va fan dasturlarini takomillashtirish ehtiyoji ham ana shu islohotlar natijasida yuzaga keldi. Xususan, O'zbekiston Respublikasi Prezidentining 2012 yil 10 dekabrda "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-1875-son qarorida belgilangan vazifalar ijrosini ta'minlash maqsadida "Oliy ta'lim muassasalarida chet tillarni o'qitish tizimini yanada takomillashtirish chora-tadbirlar dasturi" ishlab chiqilgan bo'lib, unda chet tillar bo'yicha Davlat ta'lim standartlari, o'quv rejalari va dasturlarini takomillashtirish va bosqichma-bosqich o'quv jarayoniga tatbiq etish ustuvor vazifalardan biri sifatida belgilangan.

Evropa Kengashining "Chet tilini egallash umumevropa kompetensiyalari: o'rganish, o'qitishva baholash" to'g'risidagi hujjatida til egallashga qo'yiladigan talablar va mezonlar e'tiborga olingan holda O'zbekiston uzluksiz ta'lim tizimida chet tillarini o'rganishning yagona maqsad va vazifalari belgilanib, chet tillari bo'yicha ta'limning barcha bosqichlari bitiruvchilari tayyorgarlik darajasiga qo'yiladigan Davlat ta'lim standarti talablari ishlab chiqildi. Chet tilini egallash darajalarini o'zida aks ettirgan mazkur standart O'zbekiston Respublikasi Vazirlar Mahkamasining 2013 yil 8 maydagi "Chet tillar bo'yicha ta'limning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qo'yiladigan talablar" to'g'risidagi 124-sonli qarori bilan tasdiqlandi.

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

Fanning maqsad va vazifalari

Mazkur fanning maqsadi talabalarga kasbiy yo'nalish doirasida tilning og'zaki va yozma shakllarini o'rgatish, ularning ijtimoiy-madaniy muloqot malakalarini rivojlantirish, xususan o'rganilayotgan chet tilining funksional shakllari va uslublarini, til to'g'risidagi amaliy va nazariy bilimlarini takomillashtirish. Fanning **asosiy vazifasi** umum e'tirof etilgan xalqaro me'yorlarga ko'ra talabalarning o'rganilayotgan chet tilini C1 darajada egallashlari uchun zaruriy bilimlarni integrallashgan tarzda o'rgatish va muloqot malakalarini rivojlantirishdir. Talaba:

- oliy ta'lim muassasida ta'lim olishning o'ziga xos jihatlari;
- o'z shaxsiy xususiyatlaridan kelib chiqib, o'qish va o'rganish usullarini mustaqil tanlash;
- ta'lim olishda refleksiyaning ahamiyatini tushuntirish;

- o'z-o'zini baholash, biliblarini takomillashtirish uchun maqsad, kelgusi rejalarni tuza olish;
- oliy ta'lim tizimidagi o'quv jarayoniga o'z vaqtini to'g'ri rejalashtirish, stress bilab kurashish, vazifalarni o'z vaqtida bajarish va imtihonlarga tayyorgarlik ko'rish;
- ta'lim olish, shuningdek, kelgusi kasbiy faoliyati bilan bog'liq malaka va ko'nikmalarini muntazam takomillashtirib boorish yo'llarini o'rganadi.

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

Fanni o'qitish jarayonida talimning ananaviy va interfaol o'qitish usullardan foydalaniladi. Amaliy mashg'ulotlarda har bir mavzuni og'zaki, yozma, ko'rgazmali qurolar, audio va video tasmlar orqali tushuntirish yo'li bilan bayon etiladi. Amaliy mashg'ulotlarini o'qitish jarayonida ilg'or pedagogik texnologiyalardan, xususan ko'rgazmali slaydlarni kodoskop orqali namoyish etish, elektron materiallarni proyektor orqali tasvirga chiqarish vositalaridan foydalaniladi.

Fanning tegishli amaliy mashg'ulotlarida talimning innovasion, interfaol metodlari, jumladan aqliy hujum, ajurli arra, munozara, kichik va katta guruhlarda ishlash, debat kabi metodlarini qo'llash nazarda tutiladi.

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

Mazkur dastur bo'yicha ta'lim olgan talabaning:

- ◆ chet tilini egallash Umum Evropa standartlariga ko'ra C1 darajasida (darajalar tavsifi ilovada keltirilgan) o'rganilayotgan chet tilida o'qish, tinglab tushunish, gapirish va yozish ko'nikmalariga ega bo'lishi;
- ◆ o'rganilayotgan chet tilining xalqaro muloqotdagi roli;
- ◆ til o'rganish jarayonlari hamda ularning til o'rganishdagi roli va ahamiyati;
- ◆ o'quv materiallarini tanqidiy tahlil qilish, baholash, mahalliy sharoitga moslashtirish va yangilarini yarata olish;
- ◆ darsni rejalashtirishda izchillikni ta'minlash hamda mashg'ulot olib borish;
- ◆ chet tilini o'qitishning turli uslublari va til o'qitishdagi turli yondashuvlar;
- ◆ til o'qitilayotgan guruh va sharoitga mos ravishda o'qitish uslublarini tanlash va to'g'ri qo'llay olish;
- ◆ ta'lim oluvchilar bilimini baholashning turli shakl va metodlari;
- ◆ egallagan bilimlardan kasbiy va ilmiy faoliyatda unumli foydalanish bo'yicha bilim, malaka va ko'nikmalarga ega bo'lishi talab etiladi.

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

Mustaqil ta'lim (Independent Study Skills) fani mazkur ta'lim yo'nalishi o'quv rejasidagi boshqa ixtisoslik fanlari bilan o'zaro bog'liq bo'lib, modullar ketma-ketligi va mazmuniga mos ravishda 1-4 semestrlar davomida o'qitiladi. Mazkur fan umumkasbiy fan hisoblanadi va ikki yil davomida o'rgatiladi. O'quv rejaning metodikaga, mamlakatshunoslikka oid kurslari va o'rganilayotgan chet tilining nazariy kurslari - stilistika va matntahlili, nazariy fonetika, qiyosiy tipologiya, nazariy grammatika fanlaridan zaruriy bilimlarni egallashda ushbu fan bo'yicha o'zlashtirilgan ko'nikma va malakalar muhim ahamiyat kasb etadi.

Fanning ishlab chiqarishdagi o'rni

Mustaqil ta'lim (Independent Study Skills) fani ishlab chiqarish jarayoni bilan bevosita bog'lanmagan. Ushbu fan filologiya va tillarni o'qitish ta'lim yo'nalishining asosiy ixtisoslik fani hisoblanadi. Oliy ta'lim muassasasini ushbu ta'lim yo'nalishi bo'yicha tamomlagan bakalavrlar Respublikamiz uzluksiz ta'lim tizimida o'qituvchilik faoliyati bilan shug'ullanadilar. Shuningdek, xorijiy qo'shma korxonalar, xalqaro tashkilotlar va ularning respublikamizdagi bo'limlari, elchixona va konsulliklar, sayyohlik agentliklari, nashriyot va tahririyatlar, notarial idoralar, tarjimonlik byurolarida kasbiy faoliyat olib boradilar.

Fanni o'qitishda zamonaviy axborot va pedagogik texnologiyalar

Fanni o'qitishda shaxsga yo'naltirilgan ta'lim metodi va eshitish va gapirishga o'qitishda kommunikativ yondashuvdan maksimal darajada foydalanish talab etiladi. Mashg'ulotlarda darslik va o'quv qo'llanmalardan tashqari hayotiy materiallar: audio, video, gazeta va jurnallar, internet manbalaridan, interaktiv usullarni qo'llagan holda aqliy hujum, case-study, loyihalar tayyorlash, roli o'yin, debatlar, prezentatsiya metodlaridan keng foydalaniladi.

Fan bo'yicha talabalar bilimni baholash

Mustaqil o'rganish mahoratlari (Independent Study Skills) fani bo'yicha talabalar bilimi reyting tizimi asosida baholanadi. Dasturda modullar bo'yicha o'zlashtirilgan bilimlarni baholash turlari va shakllari keltirilgan. Ular o'quv materiallari to'liq va samarali o'zlashtirilganligini nazorat qilishda yagonalik va tizimlilikni ta'minlaydi.

Lingvistik kurs: Mustaqil o'rganish mahoratlari (Independent Study Skills)

Mustaqil o'rganish mahoratlari moduli 1 semestr davomida o'qitiladi. Birinchi kurs 1 semestrda talabalar Evropa Kengashining "Chet tilini egallash umum evropa kompetentsiyalari: o'rganish, o'qitish va baholash" to'g'risidagi umum e'tirof etilgan xalqaro me'yorlari (CEFR) ga ko'ra berilgan vazifalar ustida mustaqil ishlashni o'rganganligi nazarda tutiladi.

Mustaqil o'rganish mahoratlari moduli bo'yicha talaba **birinchi kurs yakunida quyidagi bilim va ko'nikmalarni egallashi shart:**

- berilgan vazifalar ustida mustaqil ish olib borishni o'rganish
- ma'lumotlar to'plash
- o'qish jarayonini rejalashtirish
- mustaqil axborot resurs markazlaridan, internetdan, kutubxonadan unumli foydalanishni o'rganish
- muzokarlarda qatnashishni o'rganish
- turli janrdagi (tele yangiliklar, hikoyalar, telereklamalar, e'lonlarva shukabi) matnlarni tushunish va muhokama qilish uchun tinglashi;
- tinglab tushunishni osonlashtirish uchun talaba turli strategiyalarni qo'llay olishi, jumladan, matnning asosiy g'oyasini tushunish, kontekstdagi tayanch so'zlarni anglay olishi;
- radio yangiliklar, tele dasturlar va adabiy (standart) chet tilida tanish mavzudagi filmlarning asosiy mazmunini tushunishi;

Mustaqil ta'lim kunikmalari moduli talabalarni oliy ta'lim tizimida o'qish jarayoni hamda fanlararo bog'liqlik masalalari bilan tanishtiradi. Jumladan, o'qish bilan bog'liq refleksiya, mustaqil qaror qabul qilish, o'zini anglash, bilimlarini mustaqil ravishda mustahkamlash,

universitet hayoti va o'qish jarayoni, vaqtni to'g'ri rejalashtirish kabi masalalarni o'z ichiga oladi. Mustaqil ta'lim ko'nikmalari moduli o'quv rejadagi boshqa fanlarning tarkibiy qismi sanaladi. Mazkur fanni o'qitishda fanlararo bog'liqlikka jiddiy e'tibor qaratiladi. Fanni o'qitishda

- Mustaqil bo'lishga harakat qilish
 - umumiy o'rta va o'rta maxsus (maktab, litsey, kollej va oliy ta'lim tizimlarida o'quv jarayoni va ularning farkli jixatlari;
 - o'qituvchiga tobelik tamoyilidan talaba mustaqilligiga tomon yo'l;
 - mustaqil bo'lish (bilimlarni mustaqil o'zlashtirish) ahamiyati;
- Ta'lim olish uslublari va moyilliklari
 - sensor ta'lim uslublari (vizual, audio, kinestet, taktil);
 - ta'lim uslublarning Xani va Mamford tasnifi (nazariyotchi, faol ishtirokchi, reflektor, pragmatik);
 - introvert va ekstrovert;
 - yaxshi bilim olish uchun ta'limning samarali uslublardan oqilona foydalanish.
- O'z- o'zini baholash
 - o'zining til bilish darajasini umume'tirof etilgan xalqaro me'yorlar (CEFR) ga muvofiq baholash;
- Maqsadlarni to'g'ri qo'yish
 - SMART maqsadlar;
 - chet tilini o'rganishda maqsadni to'g'ri belgilash, refleksiya:
- ta'lim muassasasi va undan tashqari vaqtdan unumli foydalanish;
- stress (ruhiy zo'riqish) ga qarshi kurashish;

Vazifalar ustida ishlash

- vazifalarni aniqlash va personalizatsiya qilish;
 - kutubxonalardan unumli foydalanish;
 - internetdan maqsadli va samarali foydalanish;
 - plagiat (ko'chirmakashlik) ga yo'l qo'ymaslik.
- xotirani yaxshilash;
 - imtihon va testga tayyorgarlik ko'rish;
 - kelgusi ishlarni rejalashtirish;
 - ta'lim kunikmalarini bosqichma-bosqich egallab borish;
 - mustaqil bo'lishga harakat qilish.

- muzokaralarda qatnashish mahoratini qo'llay olish;
- mustaqil ish, referat, slaydlar tayyorlash;
- mustaqil chet tilini o'rganish uchun istiqbolli rejalar tuza olish;

Dasturning informatsion – metodik ta'minoti

- muhokama;
- rolli o'yinlar;
- turli situatsiyalar;
- video va audio vositalarga yozilgan tinglash uchun mo'ljallangan matn, topshiriq va vazifalar;
- o'qish kundaligini yuritishi;
- mustaqil o'qish .

Kutilayotgan natijalar:

Birinchi kurs yakuniga kelib:

- mustaqil ta'lim olish tushunchasi haqida tasavvurga ega bo'ladi;
- ta'lim olish jarayonida mustaqil ta'limning turli strategiyalaridan foydalanadi va ularni tatbiq eta oladi.

FANGA AJRATILGAN AMALIY MASHG'ULOT VA MUSTAQIL TA'LIM SOATLARNING SEMESTRLARGA BO'LINISHI

	Amaliy mashg'ulot soatlari:	Mustaqil ta'lim soatlari:	Jami:
II semester	36	36	72
Jami o'quv yili so'ngida:			72

*** Mustaqil ta'lim fanga berilgan umumiy amaliy soatning 100% ni tashkil etadi.**

FAN BO'YICHA KALENDAR TEMATIK REJA VA MASHG'ULOTLARNING MAVZULAR VA SOATLAR BO'YICHA TAQSIMLANISHI

Darslar	Mashg'ulot	Jami soat	Amaliy mashg'ulot	Mustaqil ta'lim	Muddat
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	mavzusi				
II S E M E S T R					
Lesson 1	Presentation of the British Council Presett program	8	4	4	Mart 1-hafta
Lesson 2	Becoming more autonomous	6	2	4	Mart 2-hafta
Lesson 3	Learning styles and preferences	6	4	2	Mart 3-hafta
Lesson 4	Self-assessment and setting goals	8	4	4	Mart 4-hafta
Lesson 5	Managing stress (presentation)	6	4	2	Aprel 1-hafta
Lesson 6	Characteristics of a good student	4	2	2	Aprel 2-hafta
Lesson 7	Identifying and personalizing the task	6	4	2	Aprel 3-hafta
Lesson 8	Making the most internet	4	2	2	Aprel 4-hafta
Lesson 9	Avoiding plagiarism	4	2	2	Aprel 4-hafta
Lesson 10	Improving memory and planning further actions	6	2	4	May 1-hafta
Lesson 11	Study skills achievements	6	2	4	May 2-hafta
Lesson 12	Approaches to teaching and learning. Learner Portfolio	4	2	2	May 3-hafta
Lesson 13	Report and case studies. Identifying and selecting	4	2	2	May

	relevant information				4-hafta
		72	36	36	

**FAN BO'YICHA AMALIY MASHG'ULOTLARDA QO'LLANILADIGAN
PEDAGOGIK TEXNOLOGIYALAR, MUSTAQIL TA'LIM MAVZUSI VA
BERILADIGAN TOPSHIRIQLAR**

№	Amaliy mashg’ulot mavzulari	Mavzu- ga ajratil- gan soat	Qo’llaniladigan ped texnologiyalar	Mustaqil ta’lim	
				Topshiriq va mavzu	Ajratil- -gan soat
	I K K I N C H I S E M E S T R				
1.	Presentation of the British Council Presett program Describing its objectives, aspects and methods of assessment Presenting the aspect of “Independent Study Skills”	4	1. Mini – lecture; 2. Answering the questions; 3. Mini quiz on the new information.	Presenting the aspect of “Independent Study Skills”.	4
2.	Becoming more autonomous Differences between studying at a school and at University (discussion) Talking about differences between traditional and communicative way of learning (analysis)	2	1. Brainstorming the theme; 2. Discussion of key points; 3. Analysis of information.		4

3.	Learning styles and preferences Sensory learning styles (visual, auditory, kinesthetic, tactile) Honey and Mumford learning styles (theorist, activist, reflector, pragmatist)	4	Learner portfolio Entry 1	The importance of being autonomous (presentation).	2
4.	Self-assessment and setting goals Assessing your language skills using CEFR. SMART goals Setting your goal in learning English	4	1. Mini-lecture; 2. Task-based practical work. 3. Brainstorming; 4. Reflection on learning experience.	Introverts and extraverts (presentation). Setting your goal in learning English Setting your goal in learning English.	4
5.	Managing stress (presentation) Working on tasks	4	Learner portfolio Entry 2:	Managing time at a University and beyond (giving an interview).	6
6.	Characteristics of a good student	2	1. Presentation; 2. Mini-lecture.		
7.	Identifying and personalizing the task Making the most of the library	4	3. Library research 4. Demo lesson; 5. Debates.		
8.	Making the most internet	2	1. Mini – lecture 2. Brainstorming;	Working on tasks	2
9.	Avoiding plagiarism	2	3. Discussions;		

			4. Learner portfolio Entry 3 and 4.		
10.	Improving memory and planning further actions Preparing for exams and tests	2	1. Mini-lecture 2. Task-based practical Work	Making the most of the library	4
11.	Study skills achievements Grammar and Vocabulary (answering the questions, filling the charts)	2	1. Mini – lecture 2. Brainstorming; 3. Discussions;	Working on tasks	4
12.	Approaches to teaching and learning. Learner Portfolio	2	1. Mini-lecture 2. Task-based practical Work	Working on tasks	2
13.	Report and case studies. Identifying and selecting relevant information	2	1. Presentation; 2. Debate	Working on tasks	2
	Jami: (II semestr)	36			36

AMALIY MASHG'ULOTLAR MAVZULARI VA MAZMUNI

1 – mavzu: The presentation of the British Council Presett program

Ta'lim mazmuni: Presett programmasining asosiy mazmunini talabalarga tushuntirib berish. “Independent study skills” fanini maqsad va vazifalarini, uni o'rganishda qanday usullarni qo'llash kerakligini tushuntirish. Talabalarni mantiqiy va mustaqil fikrlashga o'rgatish. Matn bo'yicha mustaqil chuqur bilimga ega bo'lish, egallagan bilimlarni amalda qo'llay olish, nazariy bilimlarning mohiyatini tushunish, mustaqil mushohada yurita olish, aniq tasavvurga ega bo'lish, fikrni aniq va lo'nda iboralar bilan bayon qila olish, matnda fikrlarning mantiqiy ketma-

ketligini ajrata olish, mustaqil qaror chiqarish hamda xulosa qila olish. Matnni bayon qilishda grammatik, fonetik, stilistik qoidalarga amal qilish hamda ularni mustahkamlash. Matnda ishtirok etgan yangi soʻz va soʻz birikmalarni xotirada saqlash hamda ular asosida jumlarlar tuzish.

Ta'lim texnologiyalari: Brain-storming, Cluster.

Adabiyotlar: A1; A2; A4; Q1; Q3; Q4;

2 – mavzu: Becoming more autonomous

Ta'lim mazmuni: Oliy oʻquv yurtlarida va maktabdagi oʻqish oʻrtasidagi farqni talabalarga tushuntirib berish va oʻrganish va tahlil qilishning kommunikativ va tradision uslublari oʻrtasidagi farqni tushuntirish. Talabalarni mantiqiy va mustaqil fikrlashga oʻrgatish. Matn boʻyicha chuqur bilimga ega boʻlish, egallagan bilimlarni amalda qoʻllay olish, nazariy bilimlarning mohiyatini tushunish, mustaqil mushohada yurita olish, aniq tasavvurga ega boʻlish, fikrni aniq va loʻnda iboralar bilan bayon qila olish, matnda fikrlarning mantiqiy ketma-ketligini ajrata olish, mustaqil qaror chiqarish hamda xulosa qila olish. Tradision va kommunikativ uslublarni amalda qoʻllab ular oʻrtasidagi farqni koʻrsatish.

Ta'lim texnologiyalari: Boomerang, Brain-storming, Ven diagram.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4;

3 – mavzu: Learning styles and preferences

Ta'lim mazmuni: Visual, auditory, kinesthyetic, tactile oʻrganish usullarining mazmunini tushuntirib berish. Honey and Mumford usullarining thyeorist, activist, reflector, pragmatistlarni tushuntirish. Talabalar tilni oʻrganish paytida qaysi usullar ular uchun qullay va ularga mosligini aniqlash. Har bir usulning oʻziga xos xususiyatlarini, ularning tilni oʻrganish jarayonida muhim ahamiyatga ega ekanligini tushuntirish.

Ta'lim texnologiyalari: Boomerang, Brain-storming, Ven diagram, Cluster.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4

4 – mavzu: Self – assessment and setting goals

Ta'lim mazmuni: Yevropa standartlari boʻyicha talabalarning bilimini aniqldash va baholash. Bunda Yevropa standarti boʻyicha nazariy mini maʼruza va amaliy vazifali mashq bajarish.

Barcha oʻqitilayotgan fanlar boʻyicha talabalar oʻz-oʻzini baholashi va olingan ballardan tegishli xulosa chiqarishi va til oʻrganish uchun yangi rejalar tuzishi kerakligini tushuntirib berish. Talabalarni mantiqiy va mustaqil fikrlashga oʻrgatish. Matn boʻyicha chuqur bilimga ega boʻlish, egallagan bilimlarni amalda qoʻllay olish, nazariy bilimlarning mohiyatini tushunish, mustaqil mushohada yurita olish, aniq tasavvurga ega boʻlish, fikrni aniq va loʻnda iboralar bilan bayon qila olish, matnda fikrlarning mantiqiy ketma-ketligini ajrata olish, mustaqil qaror chiqarish hamda xulosa qila olish. Matnni bayon qilishda grammatik, fonetik, stilistik qoidalarga amal

qilish hamda ularni mustahkamlash. Matnda ishtirok etgan yangi soʻz va soʻz birikmalarini xotirada saqlash hamda ular asosida jumlar tuzish. Grammatik mashqlarni bajarish.

Yevropa standartlari A1; A2; B1; B2; C1; C2 larni batafsil tushuntirish.

Ta'lim texnologiyalari: Boomerang, Brain-storming, Ven diagram, Cluster.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4;

5 – mavzu: Managing stress

Ta'lim mazmuni: Barcha oʻqitilayotgan fanlar boʻyicha talabalar oʻz-oʻzini baholashi va olingan ballardan tegishli xulosa chiqarishi va til oʻrganish uchun yangi rejalar tuzishi kerakligini borasida guruh bilan baxs oʻtkazish. Talabalar Oliy oʻquv yurtidagi vaqtini va auditoriyadan tashqari vaqtlarini toʻgʻri taqsimlashlari toʻgʻrisida intervyu olish. Bunda talabalarni mantiqiy va mustaqil fikrlashga oʻrgatish. Berilgan vazifa boʻyicha kerakli ishlarni amalga oshirish, egallagan bilimlarni amalda qoʻllay olish, nazariy bilimlarning mohiyatini tushunish, mustaqil mushohada yurita olish, aniq tasavvurga ega boʻlish, fikrni aniq va loʻnda iboralar bilan bayon qila olish, matnda fikrlarning mantiqiy ketma-ketligini ajrata olish, mustaqil qaror chiqarish hamda xulosa qila olish. Intervyu jarayonida grammatik, fonetik, stilistik qoidalarga amal qilish hamda ularni mustahkamlash. Berilgan vazifaga tegishli yangi soʻz va soʻz birikmalar bazasini yaratish va ularni xotirada saqlash hamda ular asosida jumlar tuzish. Grammatik mashqlarni bajarish.

Ta'lim texnologiyalari: Boomerang, Brain-storming, Ven diagram, Cluster.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4;

6 – mavzu: Characteristics of a good student .

Ta'lim mazmuni: Grammatika, leksika, gapirish, eshitish, oʻqish, yozish boʻyicha erishilgan qobiliyatlarni oʻrganish. Bunda grammatikadan mashqlar bajarish, eshitish uchun muammoli vazifalar qoʻyish, belgilangan matnni ravon grammatik va fonetik xatolarsiz bayon etish, bayon etilayotgan matnda toʻgʻri soʻz va soʻz birikmalarini qoʻllay olish, talab qildingan mavzu boʻyicha insho yozish, berilgan matndan zarur maʼlumotlarni aniqlash kabi amaliy mashqlarni bajarish.

Ta'lim texnologiyalari: Boomerang, Brain-storming, Ven diagram, Cluster.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4;

7 – mavzu: Identifying and personalizing the task

Ta'lim mazmuni: Dars jarayonida berilgan vazifalarni aniqlash va ular ustida mustaqil ishlash tartiblari toʻgʻrisida tushuncha berish. Berilgan vazifani bajarish uchun unga kerak boʻladigan adabiyotlar roʻyxatini tuzish, axborot resurs markazlaridan, internetdan foydalanish yoʻllarini topish. Ajratilgan adbiyotlardan kerakli maʼlumotlarni ajratib olish kabi ishlarni tushuntirish va amalda qoʻllashni oʻrgatish.

Ta'lim texnologiyalari: Boomerang, Brain-storming, Ven diagram, Cluster.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4;

8 – mavzu: Making the most of Internet

Ta'lim mazmuni: Internet saytlaridan ma'lumotlarni topish uchun kerakli saytlar ro'yxatini tuzish. Ajratilgan saytlardan berilgan vazifa uchun kerakli bo'lgan ma'lumotlarni ajrata olish. Tilni o'rganish uchun mo'ljallangan saytlardan mazmunli foydalanish. Kunlik dunyoda bo'lib o'tayotgan xabarlar va yangiliklarni o'rganish va o'rganish jarayonida xabarlar matniga ahamiyat berish, ularni grammatik, leksik jihatlarini o'rganish.

Ta'lim texnologiyalari: Boomerang, Brain-storming, Ven diagram, Cluster.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4;

9– mavzu: Avoiding plagiarism

Ta'lim mazmuni: Berilgan vazifa uchun ma'lumotlar to'plash jarayonida ko'r- ko'rona ko'chirish va eng asosiysi olingan ma'lumotlarning adabiyotini ko'rsatish lozimligini tushuntirish. Taqdimot, maqola, bitiruv malakaviy, dissertasiya ishlaridan namunalar ko'rsatish. Talabalarning mustaqil ishlar bajarishida xato va kamchiliklarga yo'l qo'ymaslik yo'llarini o'rgatish.

Ta'lim texnologiyalari: Boomerang, Brain-storming, Ven diagram, Cluster.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4;

10– mavzu: Improving memory and planning further actions

Ta'lim mazmuni: Talabalarni joriy, oraliq va yakuniy imtixonlarga tayyorlash. Ularni o'rganitilayotgan fanlardan olgan bilim va ko'nikmalarini amalda qo'llay olishlariga imkon yaratish. Dars jarayonida olgan bilimlarini mustaqil o'qish va o'rganish orqali mustahkamlab borishlarini o'rgatish.

Talabalar olgan bilimlarini asnosida yangi rejalar tuzishlarini tushuntirish. Har bir o'rganilayotgan fanlar bo'yicha aloxida Action plan tuzishlari kerakligini o'rgatish. Rejada til o'rganish jarayonidagi eshitish, yozish, o'qish, grammatika, leksika, talaffuz, gapirish kabi aspektlarga ahamiyat berilishi lozimligini ko'rsatish va amalda reja tuzish.

Ta'lim texnologiyalari: Boomerang, Brain-storming, Discussions, Cluster.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4;

11 – mavzular: Study skills achievements .

Ta'lim mazmuni: Grammatika, leksika, gapirish, eshitish, o'qish, yozish bo'yicha erishilgan qobiliyatlarni o'rganish. Bunda grammatikadan mashqlar bajarish, eshitish uchun muammoli vazifalar qo'yish, belgilangan matnni ravon grammatik va fonetik xatolarsiz bayon etish, bayon etilayotgan matnda to'g'ri so'z va so'z birikmalarni qo'llay olish, talab qilingan mavzu bo'yicha insho yozish, berilgan matndan zarur ma'lumotlarni aniqlash kabi amaliy mashqlarni bajarish.

Ta'lim texnologiyalari: Boomerang, Brain-storming, Ven diagram, Cluster.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4;

12 – mavzular: Approaches to teaching and learning. Learner Portfolio.

Ta'lim mazmuni: O'qitish va o'rganishga bo'lgan yondashish qobiliyatlarini o'rganish. Bunda mashqlar bajarish, eshitish uchun muammoli vazifalar qo'yish, belgilangan matnni ravon grammatik va fonetik xatolarsiz bayon etish, bayon etilayotgan matnda to'g'ri so'z va so'z birikmalarni qo'llay olish, talab qildingan mavzu bo'yicha insho yozish, berilgan matndan zarur ma'lumotlarni aniqlash kabi amaliy mashqlarni bajarish.

Ta'lim texnologiyalari: Boomerang, Brain-storming, Ven diagram, Cluster.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4;

13 – mavzular: Report and case studies. Identifying and selecting relevant information.

Ta'lim mazmuni: Muqobil ma'lumotni topish va tanlash, muammoni hal qilishni o'rganish. Bunda grammatikadan mashqlar bajarish, eshitish uchun muammoli vazifalar qo'yish, belgilangan matnni ravon grammatik va fonetik xatolarsiz bayon etish, bayon etilayotgan matnda to'g'ri so'z va so'z birikmalarni qo'llay olish, talab qildingan mavzu bo'yicha insho yozish, berilgan matndan zarur ma'lumotlarni aniqlash kabi amaliy mashqlarni bajarish.

Ta'lim texnologiyalari: Boomerang, Brain-storming, Ven diagram, Cluster.

Adabiyotlar: A1; A2; A3; A4; Q1; Q2; Q3; Q4;

MUSTAQIL TA'LIMNI TASHKIL ETISHNING SHAKLI VA MAZMUNI

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

Tavsiya etilayotgan mustaqil ishlarning mavzulari

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

- Sensor ta'lim uslublari (vizual, audio, kinestet, taktil);
- ta'lim uslublarning Xaniva Mamford tasnifi (nazariyotchi, faol ishtirokchi, reflektor, pragmatik);
- introvert va ekstrovert;

- yaxshi bilim olish uchun ta'limning samarali uslublaridan oqilona foydalanishga asosiy e'tibor qaratiladi.

O'z - o'zini baholashda:

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

Maqsadlarni to'g'ri qo'yishda:

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

Refleksiya:

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

Vazifalar ustida ishlash jarayonida:

- ✓ vazifalarni aniqlash va personalizatsiya qilish;
- ✓ kutubxonalardan unumli foydalanish;
- ✓ internetdan maqsadli va samarali foydalanish;
- ✓ plagiat (ko'chirmakashlik) ga yo'l qo'ymaslik;
- ✓ xotirani yaxshilash;
- ✓ imtihon va testga tayyorgarlik ko'rish;
- ✓ ta'lim ko'nikmalarini bosqichma-bosqich egallab borish;
- ✓ amaliy vazifalarni bajarish;
- ✓ mustaqil o'qish;
- ✓ dolzarb mavzular muhokamasi;
- ✓ matnlar /maqolalar/video materiallarni tanqidiy muhokama qilish;
- ✓ talaba portfoliosiga alohida ahamiyat beriladi.

MUSTAQIL TA'LIMNI TASHKIL ETISHNING SHAKLI VA MAZMUNI

№	Mustaqil ta'lim mavzulari	Berilgan topshiriqlar	Bajarish muddati	Hajmi (akademik soat birligida)
Semester I				
1.	Presentation of the British Council Presett program	Presenting the aspect of "Independent Study Skills"	1-hafta	2
2.	Becoming more autonomous	Differences between studying at a school and at University (discussion)	2-hafta	4
3.	Becoming more autonomous	The importance of being autonomous	3-hafta	4

		(presentation)		
4.	Learning styles and preferences	theorist, activist, reflector, pragmatist	4-hafta	2
5.	Learning styles and preferences	Introverts and extraverts (presentation)	5-hafta	4
6.	Self-assessment Assessing your language skills using CEFR	CEFR (presentation)	6-hafta	2
7.	Setting goals	Setting your goal in learning English	7-hafta	2
8.	Setting goals	Managing time at a University and beyond (giving an interview)	8-hafta	4
9.	Managing stress (presentation)	Working on tasks	9-hafta	4
10.	Identifying and personalizing the task	Making the most of the library	10-hafta	2
11.	Making the most internet	To find internet sites	11-hafta	2
12.	Planning towards becoming more autonomous	Action plan	12-hafta	4
				36

MUSTAQIL TA'LIM KO'NIKMALARI BO'YICHA TALABALAR

BILIMINI REYTING TIZIMI ASOSIDA

BAHOLASH MEZONI

Mazkur modul bir semestr maboynida o'qitiladi. Mashg'ulotlar jarayonida talabalar mustaqil o'rganish tajribasini oshiradilar shu bilan birga semestr davomida va so'ngida quyidagicha baholanadi:

Joriy nazorat – Entry 1 va 2;

Joriy nazorat – Entry 3 va 4;

Oraliq nazorat– Kutubxonada ishlash tajribalari;

Yakuniy nazorat – Muammoli vaziyat ustida ishlash.

I. O'RGANUVCHI PORTFOLIOSI (LEARNER PORTFOLIO)

Talaba oraliq nazoratgacha bo'lgan muddat oralig'ida, ya'ni 2 ta joriy nazorat uchun 4 ta Entry topshirishi talab etiladi va ushbu majmua ***o'rganuvchi portfoliosi*** deb ataladi. Har bir entry uchun quyidagicha maxsus topshiriq beriladi:

Entry 1 Self-assessment (O'z-o'zini baholash)

Quyidagi savollarga javob bergan holda o'rganish jarayonida talabada shakllanayotgan bilim va ko'nikmalarga qisqacha munosabat (reflective piece: 150 ta so'zdan iborat) yozish:

- What do you think your level of English in terms of listening, spoken interaction and spoken production, writing and reading according to the Common European Framework of Reference? Why do you think so?
- What level do you think you need to achieve by the end of Year 4?
- What do you think you can do to work on your English apart from your studies?

Entry 1 bo'yicha talaba bilimini baholash mezoni:

CEFR talablaridan kelib chiqib, talaba o'z-o'ziga baho bera olish qobiliyati	5%
Talaba o'z oldiga real maqsadlar qo'ya olishi	5%
Jami:	10%

Entry 2 What kind of learner I am

Quyidagi savolga javob bergan holda o'rganish jarayonida talabada shakllanayotgan bilim va ko'nikmalarga qisqacha hisobot (reflective piece: 150 ta so'zdan iborat) yozish:

- What have you discovered about yourself as a learner (e.g. your learning style) and how you are going to make best use of it.

Hisobot namunasi:

I have discovered that I prefer to have a teacher when I learn as I like someone to decide for me which books to choose, tell me what to do and how to do it. But I will try to be more independent, for example, I will do extra activities from the book.

After doing the quiz, I have discovered that I am mostly a visual and kinaesthetic learner. Now, I know that I learn best when I see pictures, charts and diagrams, so I will use them more. I have learnt that chewing gum while learning is not as bad as my teacher used to say!

Entry 2 bo'yicha talaba bilimini baholash mezoni:

O'rganuvchi sifatida o'zida ro'y berayotgan jarayonlarni to'g'ri baholay olishi	5%
Kuchli va kuchsiz tomonlarni nazorat qila olish qobiliyati	5%
Jami:	10%

Entry 3 Mohir talaba xususiyatlari (*Characteristics of a good student*)

Quyidagi savollarga javob bergan holda qisqacha (reflective piece: 150 ta so'zdan iborat) hisobot yozish:

- What do you think are the characteristics of a good student?
- How is it different to study in a secondary school and a University?
- Do you think you are a good student? Why?
- How do you think you can be a better student?

Entry 3 bo'yicha talaba bilimni baholash mezonlari:

Oliy ta'lim kesimida mustaqil ta'lim olishning ahamiyatini teran anglashi	5%
Qiyoslay olish qobiliyati	5%
Jami:	10%

Entry 4. O'z o'rganish jarayonini baholash (*Evaluating own learning*)

Quyidagi savollarga javob bergan holda qisqacha (reflective piece: 150 ta so'zdan iborat) hisobot yozish:

- How the ISS course helped you?
- What skills that you have learnt will be useful in your study and your future profession?
- What other autonomous learning skills you think you need to develop and how you can do it?

Entry 4 bo'yicha talaba bilimni baholash mezonlari:

O'zida shakllanayotgan bilim va ko'nikmalarga aniq misollar keltirgan holda, to'g'ri baho bera olish qobiliyati	5%
Ushbu modul so'ngida o'zlashtirgan bilim va ko'nikmalarga baho bera olish qobiliyati	5%
O'rganish va o'qish jarayonini to'g'ri rejalashtira olish qobiliyati	5%
Total	15%

II. KUTUBXONADA ISHLASH TAJRIBALARI (LIBRARY RESEARCH)

Ushbu topshiriq uchun talaba “Mustaqil ta’lim ko’nikmalari” (*Independent Study Skills*) moduli ro’yxatida tavsiya etilgan mavzulardan birini tanlashi lozim:

1. Motivation
2. Stress management
3. Reflection
4. Learner Autonomy
5. Preparing for exams

Tanlangan mavzu yuzasidan talaba quyida keltirilgan vazifalarni bajarishi talab etiladi:

- Tanlangan mavzu bo’yicha kutubxona va internet tarmog’idan ma’lumotlar to’plash;
- Talaba mutoala hamda qiziqishlarini hisobga olgan holda berilgan mavzuni qisqartirish va unga biror bir sarlavha tanlash;
- Talaba tanlagan mavzuga 5 ta ma’lumot manbalaridan (maqolalar, kitoblar, ensiklopediya va hokazo) qaysi biri mos ekanligini aniqlash va ular haqida ma’lumot berish. Talaba ma’lumotlarni qanday qilib topganligi hamda mavzular bo’yicha yanday ma’lumotlar olish mumkinligi haqida ham to’xtalib o’tishi talab qilinadi.

Namuna:

Mavzu: Internet

Sarlavha: Internet websites for learning English.

Foydalanilgan adabiyotlar ro’yxati:

1. ELA Guide (2009). Skills for Life. British Council
Where have I found it: In the British Council Learning Centre

How have I found it: I asked the Learning Centre Counsellor to help me and she suggested this Guide.

Short note: The Guide has a section on Using the Internet to enhance your learning and teaching of English. It provides some tasks on internet jargon, website addresses, podcasts, how to make information search and lots of recommended websites for learning English.

2. ...

Topshiriq bo’yicha baholash mezonlari:

Ma’lumot va manbalar qidirish qobiliyati (kutubxonadan va internet tarmog’idan)	10%
Mavzuni ixchamlashtira olish qobiliyati	10%
Manba to’g’risida qisqacha ma’lumot bera olish qobiliyati	10%
Jami:	30%

3. MUAMMOLI VAZIYAT USTIDA ISHLASH

Berilgan muammoli vaziyatni o'rganib chiqib, uni bartaraf qilish bo'yicha tavsiyalar berish.

Topshiriq bo'yicha baholash mezonlari:

O'rganish jarayonida yuzaga keladigan muammolarni aniqlay olish (masalan: vaqtni noto'g'ri rejalashtirish, o'rganish faoliyatini maqsad sari yo'naltirishda yo'lga qo'yilgan kamchiliklar, xotirani shakllantirishning samarali uslublarini qo'llay olmaslik, rejasizlik va yozuv yuritishning mavjud emasligi)	5%
O'rganish strategiyalari bo'yicha aniq va samarali tavsiyalar bera olish qobiliyati	5%
Masalani shaxsiy o'rganishdagi tajribasi bilan bog'lay olish qobiliyati	5%
Jami:	15%

SEMESTR MABOYNIDA BERILGAN TOPSHIRIQLAR

BO'YICHA BAHOLASH MEZONI

NAZORAT TURI		Ball	Jami:
JORIY BAHOLASH			
Davomat		10%	40%
Portfolio	Entry 1	10%	
	Entry 2	10%	
	Entry 3	10%	
ORALIQ BAHOLASH			
Kutubxonada ishlash tajribalari		30%	30%
YAKUNIY NAZORAT			
O'rganuvchi Portfoliosi (Learner Portfolio Entry 4)		15%	30%
Muammoli vaziyat ustida ishlash		15%	
Jami:			100%

NAZORAT TURLARI BO'YICHA BAHOLASHNING TEXNOLOGIK JADVALI

	Darslar	Soat	Nazorat turi	Nazorat ballari						Nazorat shakli
				“a’lo” baho		“yaxshi” baho		“qoniqarli” baho		
				Amaliy	Mustaqil ta’lim	Amaliy	Mustaqil ta’lim	Amaliy	Mustaqil ta’lim	
	1-5	10	1-J.N.	10-9	10-9	9-8	9-7	7-6	7-6	Og`zaki
	6-10	10	2-J.N.	10-9	10-9	8-7	8-7	7-5	7-5	Og`zaki
			1-O.N.	30-26		25-22		21-17		Yozma
			Y.N.	30-26		25-22		21-17		Yozma
	Jami:	20		100-86%		85-71%		70-55%		

TALABANING KUNLIK DARSLARDA ISHTIROKI

VA BILMINI BAHOLASH MEZONI

Talabanning bilimi har bir amaliy mashg'ulotda 5 ta mezon bo'yicha **10** (*yuqori ball*) va **5.5** (*minimal*) ball oralig'ida baholanib boriladi. Joriy nazorat yig'indisi muddati kelgan paytda barcha to'plangan ballar qo'shib, mashg'ulot soniga bo'linganida umumiy o'rtacha ball kelib chiqadi.

$$\text{Umumiy o'rtacha ball} = \frac{\text{Barcha ballar yig'indisi}}{\text{Mashg'ulot soni}}$$

	Baholash obyekti	BAHOLASH		
		"A'lo"	"Yaxshi"	"Qoniqarli"
		100-86%	85-71%	70-55%
1.	Kunlik davomati uchun:	1.0	1.0	1.0
2.	Mashg'ulot uchun mashq yoki konspekt daftarining yuritilishi uchun:	1.0	1.0	1.0
3.	Mashg'ulot uchun lug'at daftarining yuritilishi uchun:	1.0	1.0	1.0
4.	Uyga berilgan vazifalarning bajarilganligi uchun (100% -70%-55%):	3.0	2.0	1.0
5.	Mashg'ulotda ishtiroki uchun (100% -70%-55%):	4.0	2.0	1.5
	Jami:	10 ball	7 ball	5.5 ball

Asosiy chet tili (*Modul: Mustaqil ta'lim ko'nikmalari*) fanidan kunlik amaliy mashg'ulot uchun qo'yiladigan ballar quyidagicha belgilangan:

Nazorat	Darslar	Soat	Baho	Jami ball		Amaliy mashg'ulot	Mustaqil ta'lim	Har bir amaliy mashg'ulotda qo'yiladigan ball ($\Sigma \div 10 =$ o'rtacha ball)
1 - J.N.	1-5	20	100-86%	maximal	20	10	10	10
				minimal	18	9	9	9

			85-71%	maximal	17	8.5	8.5	8.5
				minimal	15	7.5	7.5	7.5
			70-55%	maximal	14	7	7	7
				minimal	11	5.5	5.5	5.5
2 - J.N.	6-10	20	100-86%	maximal	20	10	10	10
				minimal	18	9	9	9
			85-71%	maximal	17	8.5	8.5	8.5
				minimal	15	7.5	7.5	7.5
			70-55%	maximal	14	7	7	7
				minimal	11	5.5	5.5	5.5
Jami:		40						

FAN BO'YICHA TAVSIYA ETILADIGAN ADABIYOTLAR RO'YXATI:

1. Cambridge English Skills Real Listening and Speaking 2 with Answers and Audio CD: L 2;
2. Cambridge English Skills Real Writing 2 with Answers and Audio CD: Level 2 [Paperback];
3. Cambridge English Skills Real Reading 2 with answers: Level 2 [Paperback];
4. The writer's workplace with readings (6th ed.). Student edition;
5. Diana L. Fried-Booth. Project work;
6. Exploring Grammar in Context. CUP 2000;
7. Developing Grammar in Context. Grammar Reference and Practice. Intermediate;
8. English Pronunciation in Use Advanced Book with Answers and 5 Audio CDs [Paperback];
9. English Vocabulary in Use – Cambridge University Press;
10. Friel M., Abduraimova Ya. Get in Touch. "Philolog". -T., 2004;
11. Barclay M., Ibragimova, Y.Abduraimova. Keep in Touch. - T.: Filolog, 2004;
12. Bakieva G.X., Iriskulov M.T. i dr. Stay in Touch. -T.: Filolog, 2005;
13. Bakieva G.X., Iriskulov M.T. Touch the Future. T.: Filolog, 2005;

Fan bo'yicha qo'shimcha adabiyotlar

1. Materials Evaluation and Design for Language Teaching;
2. Woodward, T. (2001). *Planning Lessons and Courses*. Cambridge, CUP;
3. Tanner, R & C.Green (1998). *Tasks for Teacher Education: a Reflective Approach*. Longman;
4. Cottrell, S. (1999) *The Study Skills Handbook*. Hampshire: Palgrave;
5. ELA Guide (2009) Tashkent: British Council;
6. Thornbury, S. (1999) *How to teach grammar*. Longman Pearson;
7. Thornbury, S. (2002) *How to teach vocabulary*. Longman Pearson;
8. Ur, P. (1996) *A Course in Language Teaching: Practice and Theory*. Cambridge: CUP.

Internet saytlari:

1. www.teachingenglish.org.uk

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

O'zbekiston Respublikasi oliy va o'rta maxsus ta'lim vazirligi

Samarqand Davlat Chet tillar instituti

Roman-german filologiyasi fakulteti

Nemis tili va adabiyoti kafedrası

Tasdiqlayman

Fakultet dekani_____ dots. A.A. Shermatov

**«Asosiy o'rganilayotgan til (kommunikativ grammatika, integrallashgan til
ko'nikmalari, mustaqil ta'lim ko'nikmalari aspektlari)» fanining**

tayanch konspekti

Introduction to the course: Course syllabus, assessment specifications

Teaching technology of the practical lesson

Time limit -2 hours	Total number of students 25-30
Form of the educational process	Explanation, students' presentation, control, doing exercises, revision;
Problems and issues to be discussed:	1. Introduction. Learning grammar –general advice 2. How does learning grammar help using correct language? 3. Doing exercises
The objectives of the educational process	- to give general information about ways of using and understanding grammar in context; - to explain the difference between root and derived nouns; - to explain the usage of abstract nouns; - to explain formation of noun phrases; - to do exercises; - to make conclusion through discussion ;
Results of educational process: Students: - get information about the role of grammar structures in understanding and speaking correctly; - observe difference between root and derived nouns; - learn using abstract nouns in speech; - will be able to do various activities on the given problems;	
Teaching methods and techniques	Visual lecture presentation, explanation, cluster, questionnaire;
Teaching equipment	Computer, projector, graphic organizer
Teaching form	Group work and small group work
Teaching condition	Room supplied with modern technology as computer, projector

LESSON PLAN

Course title: Grammar in context

Topic: Introduction to the course: Course syllabus and assessment specifications

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

Aim: to give students information about parts of speech.

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage	-to let students speak about general rules of learning grammar	- Students discuss about easy ways of learning grammar by giving their own opinion - Teacher introduces the course to the students, explains course syllabus and assessment specifications	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about parts of speech. - Teacher explains each part of speech's grammatical features with the help of examples. - Teacher writes the grammatical terms students might not know and elicits their meaning from the students	25min	Whole class	Board, chalk/mark er
Practice new material	- to let students practise reading, grammar skills	- Students read the given text and find the parts of speech from it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students find parts of speech from passage taken from fiction as many as possible.	10 min	Group work	Worksheets
Post-stage Homework	-to announce marks and mistakes-to give hometask	Teacher announces marks of students and gives tasks from the book	5 min		Longman English.Gram. in practise

Aims:

- to develop students' awareness of the relationship between form and meaning of grammar structures in context
- to enable students to use grammatical forms appropriately in communication

Objectives:

By the end of Year 1 students will:

- be able to use grammatical structures to convey meaning in communication
- be able to recognise and use structures appropriately both in spoken and written English
- be able to understand the link between form and meaning of new grammar structures in different communicative settings
- be able to notice the characteristic features of English grammatical patterns and structures and compare them with those in L1 to enhance learning of those patterns and structures
- be able to understand the importance of accuracy in communication
- be able to use grammar reference books independently.

Indicative content**Communicative views of grammar**

- form vs. function
- notions and functions
- communicative grammatical categories e.g. expressing hypothetical meaning, ways of reporting speech, modal meaning, ways of comparing and contrasting, ways of linking ideas etc.

The grammatical system

- parts of speech
- articles and determiners
- the verb phrase
- conjunctions
- syntax
- questions, answers, negatives
- quantifiers
- areas of L1 interference

Strategies

- effective use of grammar reference books
- noticing and awareness raising

LESSON PLAN

Course title: Grammar in context

Topic: People and Personalities: *People's appearance and character*. Parts of speech

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

Aim: to give students information about parts of speech.

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up up hometask	-to let students speak about general rules of learning grammar	- Students discuss about easy ways of learning grammar by giving their own opinion - The class votes for the best answer. The winner gets the highest score - Students must talk about the English and Uzbek Grammars and find at least 5 things they have in common and at least 5 things that are different between them. - Brainstorm some topics together as a class (People and personalities) They should find the parts of speech from the text basing on their knowledge.	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about parts of speech. - Teacher explains each part of speech's grammatical features with the help of examples. - Teacher writes the grammatical terms students might not know and elicits their meaning from the students	25min	Whole class	Board, chalk/marker
Practice new material	- to let students practise reading, grammar skills	- Students read the given text and find the parts of speech from it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students find parts of speech from passage taken from fiction as many as possible.	10 min	Group work	Worksheets

Post-stage Homework	-to announce marks and mistakes-to give hometask	Teacher announces marks of students and gives tasks from the book	5 min		Longman English.Gram. in practise
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I. General Classification of the Parts of Speech

According to their meaning, morphological characteristics and syntactical functions, words fall under certain classes called **parts of speech**. We distinguish between *notional* and *structural* parts of speech.

The *notional* parts of speech perform certain functions in the sentence. The notional parts of speech are:

1. the noun
2. the adjective
3. the pronoun
4. the numeral
5. the verb
6. the adverb
7. the words of the category of state
8. the modal words
9. the interjection

The *structural* parts of speech either express relations between words or sentences or emphasize the meaning of words or sentences. They never perform any independent function in the sentence. Here belong:

1. the preposition
2. the conjunction
3. the particle
4. the article

II. Parts of the Sentence

In a sentence we distinguish:

the *principal* parts,



1. the subject
2. the predicate

the *secondary* parts



1. the attribute
2. the object
3. the adverbial modifier

and

the *independent elements* (words and word groups which are not grammatically dependent on any part of the sentence).



1. the interjection
2. the direct address
3. the parenthesis

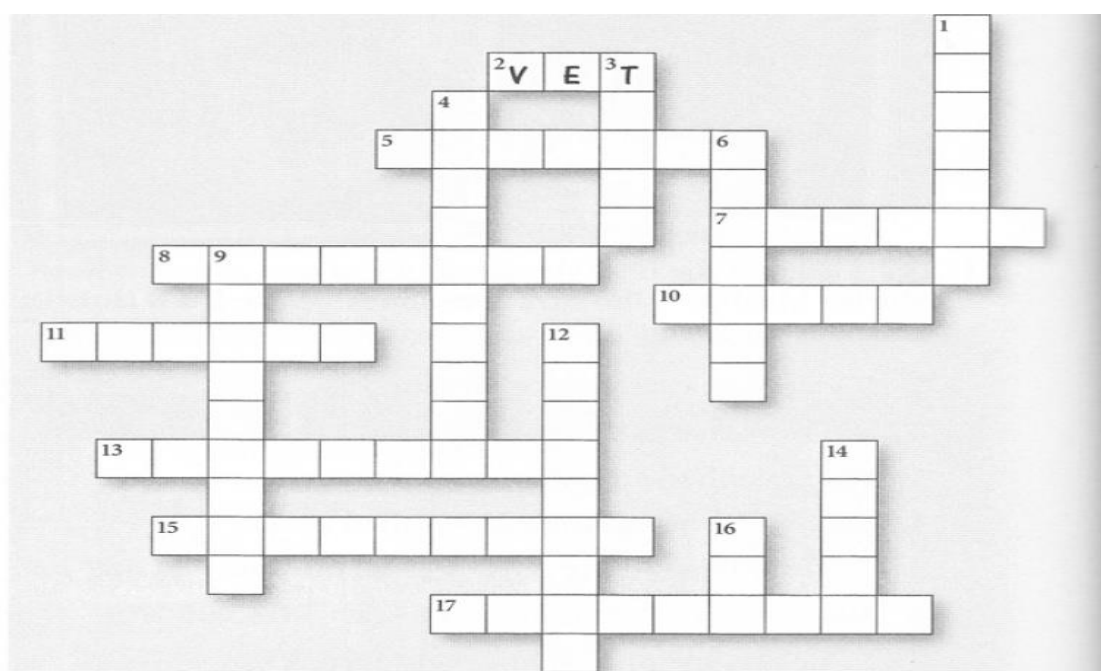
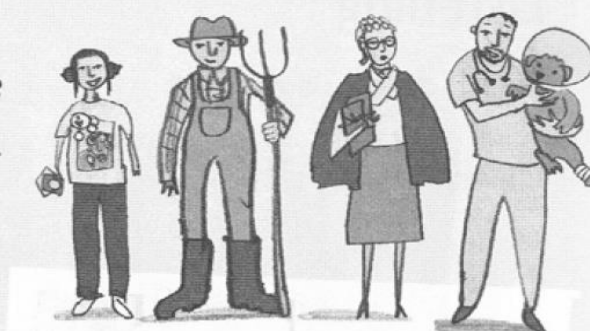
III. Word Order

Word order in English is of great importance as English words have hardly any inflexions and their relations to each other are shown by their place in the sentence and not by their form. The word order in English is fixed and it is called *direct* if it is the following: **S – P – O – AM**. The *indirect* word order is: **P – S – O – AM**.

Just for fun!

14 Crossword – people

Complete the crossword.



Across

- 2 A doctor for animals. (3)
5 The children of your aunt and uncle. (7)
7 Someone who works in the legal profession. (6)
8 The prime _____ is the leader of the government in countries such as Britain. (8)
10 A woman whose husband has died. (5)
11 Someone who owns a farm. (6)
13 Someone who comes from another country. (9)
15 Members of your family who lived a long time before you. (9)
17 Someone who is travelling in a car, plane, train or boat but is not the driver. (9)

Down

- 1 Someone who has to leave their country because of danger. (7)
3 Someone who steals something. (5)
4 Someone who works in politics. (10)
6 Someone who is in an army. (7)
9 Someone who comes to live in a country. (9)
12 Someone who uses violence for political reasons. (9)
14 Someone who shows people around a place, for example a town or museum, and gives them information about it. (5)
16 Someone who likes somebody or something, for example a pop star or football team very much. (3)

3 Complete the chart.

Noun	Adjective
1 <u>fame</u>	famous
2 ambition	_____
3 _____	successful
4 _____	healthy
5 fashion	_____
6 _____	noisy
7 comfort	_____
8 _____	popular

Analyse the text finding out parts of speech!

THE EMPEROR'S NEW CLOTHES

This is the story of a very vain emperor. He didn't think about his country or his people. He only thought about clothes. The emperor loved clothes. He always bought the finest and most expensive clothes. And he always wore the latest fashions. Every week, he bought some new clothes. In fact, he spent all his money on clothes.

One day, two men decided to trick the emperor. They were called Victor and Hugo. Victor and Hugo knew the emperor loved clothes and they wanted to make lots of money. So they made a plan.

"Let's tell the emperor that we are famous tailors," said Victor.

"Yes. And let's tell him, we can make him some beautiful new clothes," said Hugo.

"The most beautiful clothes in the world," said Victor.

The next day, the two men went to the palace to meet the emperor. "Your majesty,"



LESSON PLAN

Course title: Grammar in context

▪ Topic: People and Personalities: *Talents and in-born talents, genes*. Modifying noun phrases. Roots, abstract nouns.

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

Aim: to give students information about nouns, noun phrases, roots.

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage	-to let students speak about parts of speech	- Students have homeworks checked. - Students answer the teacher's questions.	20 min	Individual work	Markers Posters
Checking up homework		Brainstorm some topics together as a class (<i>Talents and in-born talents, genes</i>)		Whole work	

While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about nouns. - Teacher explains grammatical features of noun the help of examples. - Teacher shows some suffixes, noun phrase examples students might not know and elicits their meaning from the students	25min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and find the noun phrases from it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play letter game with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give hometask	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman English.Gram. in practise

- ◆ **Nouns are:** **abstract** (love, freedom, etc.), **proper** (Joe, Europe, etc.), **group** (family, team, crowd, group, etc.) or **common** (chair, hat, boy, etc.).
- ◆ **Most nouns which refer to jobs, social status, etc. have the same form for men and women e.g. doctor, teacher, etc.**

Others have different forms:

actor - actress	king - queen
(bride) groom - bride	monk - nun
duke - duchess	prince - princess
hero - heroine	waiter - waitress
host - hostess	widower - widow, etc.

Countable Nouns/Uncountable Nouns



Scientists do a lot of **research** in order to find **cures** for various **diseases**. A lot of **money** is spent on **equipment** every year, but the **information** collected is invaluable.

- ◆ **Countable nouns** are nouns which we can count. They have singular and plural forms. We usually form the plural by adding **-s**. (Look at Appendix 1).
- ◆ **Irregular Plurals:** man - men, woman - women, foot - feet, tooth - teeth, louse - lice, mouse - mice, child - children, goose - geese, ox - oxen
- ◆ **Some nouns have the same form in the singular and the plural. These are:**
 - a) some kinds of animals (sheep, deer) and fish (trout, cod, salmon, etc.)
e.g. **A sheep** was grazing in the field. **Some sheep** were grazing in the field.
 - b) the words **aircraft, spacecraft, hovercraft, etc.**
e.g. **One hovercraft** was approaching the port. **Two hovercraft** were approaching the port.
 - c) some nouns ending in **-s: crossroads, means, series, species, works, etc.**
e.g. **A car** is a **means** of transport. **Cars** are a **means** of transport.
- ◆ **Uncountable nouns** are nouns which we cannot count. They do not have different plural forms. **Uncountable nouns include:**
 - a) many types of food: flour, yoghurt, butter, meat, cheese, spaghetti, rice, sugar, etc.
 - b) liquids: coffee, lemonade, oil, petrol, wine, water, etc.
 - c) materials: crystal, wood, plastic, silver, china, glass, etc.
 - d) abstract nouns: knowledge, beauty, justice, help, freedom, education, love, etc.
 - e) others: research, luggage, baggage, hair, weather, behaviour, advice, news, accommodation, information, fun, equipment, litter, rubbish, furniture, crockery, cutlery, jewellery, machinery, money, etc.
- ◆ **We use the following nouns with uncountable nouns to show quantity:** a **piece** of cake/paper/news/advice/information/furniture, a **glass/bottle** of water, a **jar** of jam/honey, a **rasher** of bacon, a **packet** of rice/tea, a **loaf/slice** of bread, a **pot** of yoghurt/honey, a **pot/cup** of tea, a **kilo** of meat, a **tube** of toothpaste, a **bar** of chocolate/soap, a **can** of soda, a **carton** of milk, a **bowl** of sugar/soup, etc.
Some of the above nouns can also be used with plural countable nouns.
e.g. a kilo of tomatoes, a bowl of cherries

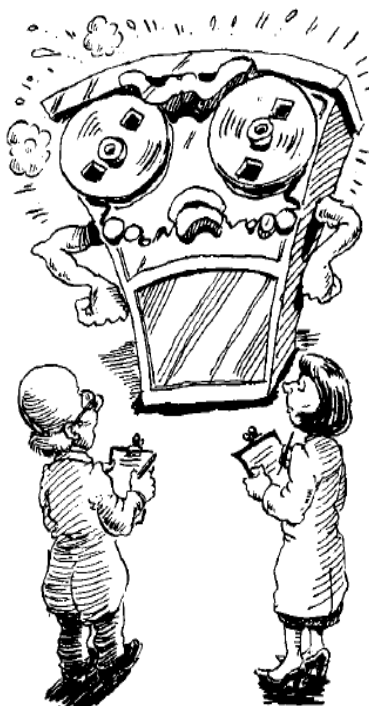
Nouns formed from verbs, adjectives, other nouns [> LEG 2.2-3, Apps 2, 3]

- 1 Some nouns have the same form as verbs: **act, attempt, blame, book, call, copy, cost, dance, fall, fear, help, joke, kiss, laugh, try, vote, wait, walk, wash, wish.**
- 2 Typical endings which make nouns from:
 - **verbs:** **acceptance, agreement, arrival, behaviour, discovery, knowledge, possession.**
 - **adjectives:** **absence, activity, anxiety, constancy, happiness.**
 - **other nouns:** **boyhood, kingdom, lunacy, mouthful, sexism.**

And note **-ing** forms used as nouns: **I've given your shirt an ironing.** [> 2.2A, 16.5]

2.1D Context

Write: Refer to the words in brackets and put in the right nouns.



COMPUTER TANTRUMS

A clever computer built at Imperial College, London, often suffers from (bore) ¹ boredom. The computer was built to find out about human (communicate) ² The computer acquired a simple vocabulary in the same way as babies do: through (babble) ³ It is common (know) ⁴ that when babies babble, it is a (prepare) ⁵ for speech. When babies make sounds like real words, they are encouraged to remember them. With (encourage) ⁶ from their parents, babies quickly build up their vocabulary. In the same way, the clever computer learnt to use real words. For example, it learnt to identify a black cat. It was then shown a white cat to test how good it was at (recognize) ⁷ It refused to co-operate because the (solve) ⁸ to the problem was too easy. At first this (refuse) ⁹ puzzled scientists, but then they decided the computer was having a tantrum. 'It just sits there and goes on strike,' a (science) ¹¹ said. 'These clever computers must also be taught good (behave)

¹⁰

1B Make a noun + noun compound.

- f a strap you find on a watch
- g a hole where you put a key
- h a racket for playing tennis
- i a light you find in the street
- j a book you get from the library

2 Rewrite each phrase underlined as a noun + noun compound. You may have to change plural and singular forms.

- a The Eastern Highlands are a range of mountains running along Australia's east coast.
a mountain range
- b Temperatures in areas of desert can reach 50°C in summer.
.....
- c Aboriginal peoples are thought to have come to Australia from Southeast Asia around 50,000 years ago when levels of the sea were much lower.
..... (leave out the)
- d Over a third of Australia's income from exports comes from agricultural products.
.....
- e Australia is still the largest exporter of wool in the world.

LESSON PLAN

Course title: Grammar in context

▪ Topic: People and Personalities: *Horoscopes, stereotypes*. Demonstratives in discourse. Possessive structures.

▪ Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

Aim: to give students information about nouns, noun phrases, roots.

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. - Brainstorm some topics together as a class (<i>Horoscopes, stereotypes</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about demonstratives. - Teacher explains grammatical features of demonstratives, possessive structures with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Who am I") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman English.Gram. in practise

4.6 Demonstrative adjectives/pronouns ('this', etc.) 'Some/any/no' compounds ('someone', etc.)

4.6A Different uses of 'this' and 'that' [> LEG 4.32-36, App 7]

Study:

★★

- 1 The basic uses of *this*, *these* and *that*, *those* are:
 - *this* and *these* may refer to something that is close to you: **this** one here.
 - *that* and *those* may refer to something that is not close to you: **that** one there.
- 2 You can use *this* and *that* in many different contexts and situations. For example:
 - when you are showing someone round the house: **This** is my room.
 - when you recognize someone you are looking for: *There he is* – **that's** him!

Write: Say when you would use these sentences.

- 1 *This* is Mr Cooke. – How do you do. *Introducing someone*
- 2 Hullo. Is *that* George? *This* is Tom here.
- 3 We lost the match and *that* set us back.
- 4 I was robbed. – When did *this* happen?
- 5 You can't be too careful *these* days.
- 6 Quick! Run! It's *that* man again!
- 7 £50? It costs more than *that*!
- 8 There was *this* missionary.
- 9 I don't mean *that* Mrs Smith.
- 10 The fish I caught was *that* big.

4.4 Possessive adjectives and possessive pronouns ('my/mine')

4.4A Basic differences between 'my' and 'mine', etc. [> LEG 4.19-21]

Study:

★

- 1 *My*, *your*, *his*, *her*, *its*, *one's*, *our*, *your* and *their* are **possessive adjectives**. This means they must go in front of nouns: *He's my son*. *It's your house*. etc.
- 2 They refer to the possessor, not to the thing possessed:
 - John* amused **his** daughter. (= his own) *John* amused **her** daughter. (= someone else's)
 - Jane* amused **her** son. (= her own) *Jane* amused **his** son. (= someone else's)
 - Its* refers to possession by an animal or thing: *The cat drank its milk*. [> 2.7A]
- 3 *Mine*, *yours*, *his*, *hers*, *ours*, *yours*, and *theirs* are **possessive pronouns**. This means they stand on their own: *That book is mine*. (Not **That is mine book*.)
We cannot use possessives with *the*. (Not **That's the my car*./*That car's the mine*.)

Write: Supply the missing possessive adjectives and possessive pronouns.

- 1 What a beautiful baby girl! What's *her* name?
- 2 This is your towel: it's yellow. And that's your husband's. is blue.
- 3 This car isn't *My* car has a different registration number.
- 4 'Shall we have supper on a tray and watch TV?' my wife asked.
- 5 That umbrella doesn't belong to you. is the one with the leather handle.
- 6 Their flat and our flat may seem to be the same, but is different from ours.
- 7 One should put own interests last.
- 8 John's son wants to be an actor and daughter wants to be an actress.
- 9 Patricia's eldest daughter has just left school and youngest has just begun.

4.4B The double genitive: 'He is a friend of mine' [> LEG 2.52]

Study:

★★

- 1 We can say: *He is **your** friend.*
or: *He is **a friend of yours**.* (No apostrophe: not **He is a friend of your's.* *)
And note: *He is **a friend of mine**.* (Not **He is a friend of me.* *)
- 2 We can say: *He is **my father's** friend.* [> 2.8A]
We still use 's after of if we say: *He is **a friend of my father's**.* (Not **of my father**)
- 3 We often use *this* and *that* with this construction, especially when we are criticizing:
***That boy of yours** is in trouble again. **That motorbike of yours** is very noisy.*

Write: Rewrite these sentences using phrases with *of*, making any necessary changes.

- 1 *Your brother* is always in trouble. That *brother of yours* is always in trouble.
- 2 He's not *my friend*. He's no
- 3 We watched a *play by Shakespeare*. We watched
- 4 Now tell me about *your problem*. Now tell me about
- 5 We've known him for years. He's *our friend*. He's
- 6 *Her loud music* drives me crazy! That
- 7 *My sister's friend* phoned from New York. A
- 8 *Their neighbours* have been complaining again. Those
- 9 *Your radio* keeps us all awake! That

4.4E Context

Write: Put in *my*, *mine*, etc., or *the* where necessary.



It's been in the computer memory ...

REAL PERSONAL SERVICE

On ¹ *our* last visit to London my wife and I stayed at the Magna Hotel. The Magna used to be a favourite hotel of ², but we hadn't stayed there for over sixteen years. The hotel is famous for ³ service and we weren't disappointed. 'The porter will show you to ⁴ room,' the Receptionist said with a smile and we were shown to a room on the first floor. 'This is ⁵ favourite room,' I exclaimed. 'I know sir,' the porter said. '⁶ is the room with a view, isn't it?' 'That's right,' I said. 'You like milk in ⁷ tea in the morning and madam prefers lemon in ⁸ 'That's right,' my wife said. She pulled me by ⁹ sleeve with pleasure when the porter had gone. 'Aren't they amazing! They remember ¹⁰ preferences after all these years. This is real personal service!' The next morning at breakfast, we were given raspberry jam with ¹¹ toast instead of orange marmalade. 'Isn't there any marmalade?' I asked the waiter. 'We never eat raspberry jam in the morning.' 'Sorry sir,' the waiter said. 'You ordered some for breakfast on ¹² last visit and it's been in the computer memory ever since!'

LESSON PLAN

Course title: Grammar in context

- Topic: National identities of Uzbekistan and English speaking countries: *Uzbekistan and Great Britain*. Adjectives and participles. Comparatives. Comparison of degrees.

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

Aim: to give students information about adjectives and participles.

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. - Brainstorm some topics together as a class (National identities of Uzbekistan and English speaking countries: <i>Uzbekistan and Great Britain</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about adjectives and participles. - Teacher explains grammatical features of adjectives and participles with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25min	Whole class	Board, chalk/mark er Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("letter game") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram. in practise

Adjectives describe things. They generally come in front of nouns. They have one form and do not change for singular and plural or before masculine and feminine nouns.

*This subject can be **interesting**. Hilary Clinton is **famous**.*

They can appear on their own without a noun after some verbs: *be, look, seem, appear, become, get.*

*This **seems interesting**. You're **becoming difficult**. It's **getting hot**.*

Some adjectives eg *alive, alike, ashamed, alone, asleep, awake, afraid*, can only be used after *be, seem, appear to, look*.

*He's not **awake**.*

*He's **asleep**.*

*He **looks afraid**.*

*He **appears to be asleep**.*

order of adjectives

When we use more than one adjective, we use this general order. Note that a noun can do the work of an adjective.

opinion / quality	<i>famous, interesting</i>
size	<i>small, large</i>
age	<i>old</i>
shape	<i>round, square</i>
temperature	<i>hot, cold</i>
colour	<i>red, blue</i>
where it comes from	<i>Spanish, Italian</i>
what it is made of	<i>glass, metal</i>
what it is for	<i>football</i>

*a **famous old football** stadium*

*a **small round metal** object*

Avoid using more than three adjectives together.

gradable adjectives and intensifiers

Some adjectives, eg those that describe age, size, beauty, can be measured or graded, and are called gradable. We can use intensifiers eg *very, extremely* with them.

*This tree is **extremely old**.*

*It's a **very beautiful** painting.*

*This problem is **extremely difficult**.*

*I feel **very unhappy**.*

Other adjectives cannot be graded because the qualities they describe are either present or absent.

*This painting is **superb**.*

*This problem is **impossible**.*

We cannot say *~~This painting is very superb.~~*

We cannot make comparative forms of non-gradable adjectives. For example, we cannot say *~~This problem is more impossible than that one.~~*

We can use the intensifiers *really, absolutely* with non-gradable adjectives.

*This painting is **really superb**.*

*This problem is **absolutely impossible**.*

Typical non-gradable adjectives include: *microscopic, enormous, freezing, boiling, wonderful, terrible, excellent, perfect*.

adjectives ending in -ed and -ing

Some adjectives have two forms, one ending in -ed and one in -ing.

*Are you **interested** in painting?*

*Yes. I think Paula Rego's paintings are **interesting**.*

Something is:	<i>interesting, boring, frightening, surprising, confusing etc</i>
Someone feels:	<i>interested, bored, frightened, surprised, confused etc</i>

*You can see from the painting that the girl is really **frightened**.*

Reading

8 Three great things to do in London

- 1 Read the article. Complete the sentences with a superlative adjective from the text.

- 1 The London Eye is _____ tourist attraction in the UK.
- 2 It is _____ big wheel in Europe.
- 3 It provides _____ views of the city.
- 4 The British Museum has _____ collection of ancient artefacts in the world.
- 5 It is _____ to see the museum over several visits.
- 6 Regent's Park isn't _____ open space in London.
- 7 It is _____ formal park.

- 2 Complete the sentences with a number from the text.

- 1 The London Eye is _____ metres high.
- 2 You can see _____ kilometres into the

distance.

- 3 The trip takes _____ minutes.
 - 4 It costs £_____ for an adult and £_____ for a child.
 - 5 The Rosetta Stone was made over _____ years ago.
 - 6 There are over _____ flowers in the rose gardens in Regent's Park.
- 3 Where does *here* refer to in these sentences?
- 1 You can hire a boat *here*. _____
 - 2 You can see things from ancient Rome *here*. _____
 - 3 You can see St Paul's Cathedral from *here*. _____
 - 4 You can get married *here*. _____
 - 5 You can see a play *here*. _____
 - 6 You can play games *here*. _____

Three great things to do in

London

There are enough things to do in London to fill a lifetime. As the great English writer Samuel Johnson said, 'When a man is tired of London, he is tired of life.' Here are just three suggestions.



The London Eye

The London Eye is the most popular tourist attraction in the UK. It attracts 3.5 million visitors a year.

It's on the south bank of the River Thames. At 135 m, it is the tallest big wheel in Europe, and it provides the best views of the city. You can see the Houses of Parliament and St Paul's Cathedral at your feet, and Windsor Castle to the west, 40 km away.

The wheel rotates at a speed of 26 cm per second (about 0.9 km/h). It doesn't stop to take on passengers, but don't worry – it moves slowly enough to allow people to walk on and off! One trip takes about half an hour. It costs about £16 for an adult and £8.50 for a child. People have parties on it. Some people even get married on it!



LESSON PLAN

Course title: Grammar in context

- Topic: National identities of Uzbekistan and English speaking countries: *Political system, national symbols of Uzbekistan and UK.* Articles in context.

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

Aim: to give students information about articles in context.

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. - Students show their presentations. - Brainstorm some topics together as a class (<i>Political system, national symbols of Uzbekistan and UK.</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about articles in context. - Teacher explains grammatical features of articles in context with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("letter game") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram. in practise

Use indefinite article a / an

- when first describing something, or making a general statement about something not known or without any details. Use *an* when the word following begins with a vowel.
*Suddenly **a man** appeared outside the window.*
*That is **an interesting** point.*

- to give an example.
***A thermometer** is used for measuring temperature.*

- to describe one of a class of things or people.
*Paula is **an Italian**. She's **a teacher**.*
*It's **a racing bike**.*

- for rates and speeds etc.
*Some people can cycle at **50 km an hour**.*
*Phil earns **€500 a month**.*

Use definite article the

- with things or people already mentioned.
*First, I take a test tube. Then into **the** test tube I pour 50 cc of water.*

- when a noun is made definite by details following it.
*That man outside was **the man that the police were looking for**.*

- when we definitely know what is being talked about.
*Are you going to **the post office**? Can you get me some stamps?*
*Pass me **the salt**, please.*

Use zero article

- to describe something general or uncountable.
***Love** makes the world go round. **Water** boils at 100°C.*
*Some people believe that **men and women** think differently.*

- with proper names, though these can begin with **the** if they have details following them.
***Kate** lives in **Manchester** in a little street called **Green Street**.*
*This is **Mary Smith**. She is **the Mary Smith** I told you about.*

- with general examples, countable or uncountable.
***Doctors** often have to work more than a hundred hours a week.*
***Water** is a scarce resource in many parts of the world.*

4 Complete the text with a / an, the or leave blank for zero article.



Energy

a _____ waves are vibrations that transfer energy from place to place without

b _____ matter (solid, liquid or gas) being transferred. For example, think of

c _____ Mexican wave in d _____ crowd at e _____ football match.

f _____ wave moves around g _____ stadium, while each spectator stays in their seat, only moving up then down when it's their turn.

Some waves must travel through h _____ substance. This substance is known as

i _____ medium, and it can be solid, liquid or gas. j _____ sound waves and

seismic waves are like this. As the waves travel through it, k _____ medium vibrates.

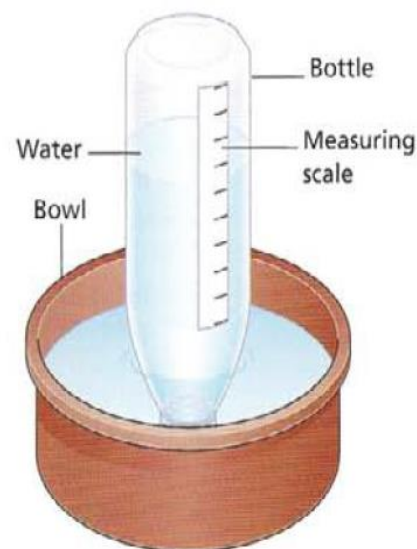
Other waves do not need to travel through l _____ substance. They may be able to

travel through m _____ medium, but they do not have to. n _____ visible light,

infrared rays, and microwaves are like this. They can travel through o _____ empty space.

6 Complete each sentence with *the*, *a* / *an* or zero article.

- Last week at school we learned how to make a barometer.
- This is a cardboard which we used to make our barometer.
- And this is a bottle we used. We attached the cardboard to it.
- We made a measuring scale and attached it to the side of the bottle.
- This is a bowl we also used as part of our barometer.
We filled the bowl with water, and filled the bottle three quarters full, and then turned the bottle upside down in the bowl.
- The pressure of air has an interesting effect on the water you put in the bowl.
- The pressure makes the water in the bottle rise.
- We used a measuring scale on the side of the bottle to measure the air pressure.



EXTENSION ACTIVITY

- Does your language have definite, indefinite and zero articles that work in the same way as English articles? Look at all the examples on page 114 and translate them. What are the differences?
- Check that you have the correct answers to Exercise 1, and then translate the sentences.

Use indefinite article *a* / *an*

- to mean one.
*What would you like to eat? Can I have **a banana**?*
 - to refer to large whole numbers, fractions, weights and distances.
a hundred a million a third a fifth
two and a half a kilo a metre and a half
 - with a headache, a cold etc.
*I've got **a headache** / **a toothache** / **an earache**. Have you got **a cold**?*
- Note that most illness words use zero article.
*I've got **flu**. She's suffering from **appendicitis**.*
- in the expressions *what a...!*, *such a...!*
We use *what a ...* when we are surprised or impressed by something.
What a fantastic idea!** **What a great bike you have got!
We use *such a ...* for emphasis with singular nouns.
*This is **such a** difficult problem! Thanks, you've been **such a** good friend.*
 - to describe one example of a set of things.
*That's **a Picasso**. (a work of art)*
*This is **a Robbie Williams song**.*

Use definite article *the*

- with nationality adjectives that refer to all the people of that nationality, eg *Chinese, Japanese, French, Spanish, British, Swiss*.
***The French** drink a lot of wine.*
***The Swiss** are famous for their banks.*

LESSON PLAN

Course title: Grammar in context

- Topic: National identities of Uzbekistan and English speaking countries: *Traditions and holidays, customs of Uzbekistan and UK.* Articles in context.

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

Aim: to give students information about articles in context.

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. - Students show their presentations. - Brainstorm some topics together as a class (<i>Traditions and holidays, customs of Uzbekistan and UK.</i>)	25 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about articles in context. - Teacher explains grammatical features of articles in context with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	20 min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
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- with plural nationality nouns in same way, eg *Russians, Americans, Poles, Greeks, Turks*.
The Russians and the Poles are used to cold weather.
- with a singular noun to describe a class of things.
The car has taken over our cities.
- with the names of shops and places with a general reference.
Anna's at *the* cinema / *the* supermarket / in *the* garden / in *the* mountains / at *the* beach etc.
- with some familiar objects when we think of them as the only one.
One moment *the* Sun was shining in *the* sky. Then *the* Moon seemed to rise out of *the* sea.
- with the names of oceans.
They crossed *the Pacific* in a small boat.

Use zero article

- to talk about school subjects, such as geography, history etc.
If you want to study *physics*, you have to be good at *maths*.
- to refer to days, months or parts of the day.
I'll see you *on Monday at midday*. *School begins in September*.
- with continents, countries, lakes, mountains etc. When plural, we use *the*.
Lake Geneva borders *France and Switzerland*.
From here you can see *the Alps*.
- with *at home, at school, in hospital, in prison, in bed* when we speak in general.
David isn't *at school* today. He's *in bed at home*.
But when referring to something other people know about, eg a specific place, building etc we use *the*.
The bus stops *outside the school*. Leave the towels *on the bed*.
- with *such ...* for emphasis with plural or uncountable nouns.

5 Complete the text with a / an, the or leave blank for zero article.

Do exams make pupils lose interest?

a _____ children could be turned off their favourite subjects for
b _____ life if they are pushed too hard to take c _____
exams, d _____ psychologists are warning. e _____
study of 11-year-olds found that those who had taken exams to win
f _____ school places rapidly lost g _____ interest in their
school work after h _____ exams were over. Other children, who
did not take i _____ same kind of tests, did not have j _____
same experience. In this study, k _____ group of researchers
measured l _____ motivation of children in m _____ science,
n _____ English and o _____ maths. Before p _____
exams q _____ children all appeared very motivated, but as soon as
r _____ exams were over, that changed, and their motivation went
down. Motivation stayed s _____ same among another group who
took normal school tests. Researchers think it is possible that some children
can be put off t _____ subject permanently by an exam.



Articles

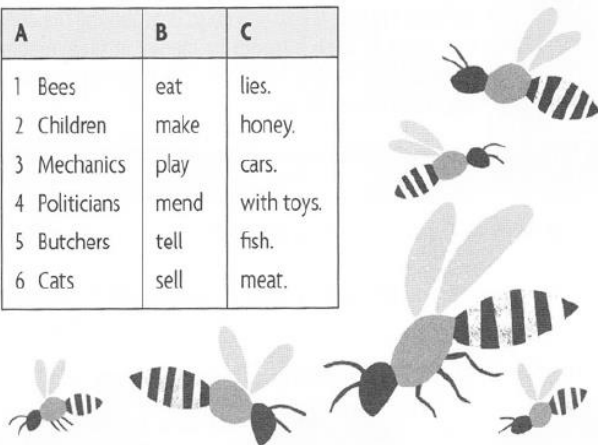
12 a, the, or nothing?

1 Complete the sentences with *a/an* or *the*.

- 1 Pat and Peter are a lovely couple. She has a shop and he's an engineer.
- 2 We went to the cinema to see a film about Tolstoy, a Russian writer.
- 3 It was my friend's birthday yesterday. I bought her a bunch of flowers and a box of chocolates. She put the flowers in a lovely glass vase.
- 4 'Where are the children?' 'They're playing in a garden.'
- 5 'Where are my shoes?' 'They're on the floor in a kitchen.'
- 6 I'd love to live in a house with a balcony near a sea.
- 7 Before you go to bed, can you feed a cat and turn off the lights?
- 8 We drove into a countryside last weekend and found a lovely restaurant next to a River Thames. The food was excellent.

2 Match a noun in **A** with a verb in **B** and an ending in **C** to make general statements.

A	B	C
1 Bees	eat	lies.
2 Children	make	honey.
3 Mechanics	play	cars.
4 Politicians	mend	with toys.
5 Butchers	tell	fish.
6 Cats	sell	meat.



3 Correct the mistakes in the sentences.

- 1 I had ~~a~~ lunch with Michael yesterday.
- 2 Give Maria a ring. She's at the home.
- 3 I go to the school by bus.
- 4 My sister's doctor.
- 5 We have best teacher in world.
- 6 I usually go to the bed at midnight.

Vocabulary

13 A loaf of bread

Write a word from the box before the nouns. There may be more than one possible answer.

slice packet can bunch bottle piece

- 1 a loaf of bread
- 2 a slice of ham
- 3 a bottle of beer
- 4 a bunch of bananas
- 5 a packet of crisps
- 6 a bottle of olive oil
- 7 a slice of paper
- 8 a can of Coke
- 9 a bunch of grapes
- 10 a packet of frozen peas
- 11 a piece of chewing gum
- 12 a bunch of flowers
- 13 a slice of cake



14 a packet of biscuits

14 Food

Write the words in the correct box. There are five words for each box.

chicken lemon melon turkey ham
courgette beef pea carrot onion
peach raspberry lamb plum cauliflower

Vegetables	Fruit	Meat
		chicken

LESSON PLAN

Course title: Grammar in context

- Topic: National identities of Uzbekistan and English speaking countries: *Sightseeing, language of Uzbekistan and UK*. Present time Frame. Using Simple.

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

Aim: to give students information about Present time Frame. Using Simple.

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. - Students show their presentations. - Brainstorm some topics together as a class (<i>Sightseeing, language of Uzbekistan and UK</i>.)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about Present time Frame. Using Simple. - Teacher explains grammatical features of articles in context with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Make a story") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram. in practise

FORM

affirmative

I / You / We / They	want	go	take
She / He / It	wants	goes	takes
Most verbs add -s for third person she / he / it: want – wants live – lives			
Verbs ending -ss, -sh, -ch, -x, -o : add -es passes washes relaxes goes			

negative

I / You / We / They	do not (don't)	want	go
She / He / It	does not (doesn't)	relax	take

questions and short answers

Do	I / you / we / they	work?	Yes, I do . / No, I do not (don't) .
Does	she / he / it	work?	Yes, he does . / No, he does not (doesn't) .

USE

Use present simple for

- facts, or things that always happen.
*Water **boils** at 100°C.*
- routines and habits.
*The birds **return** to the island every spring.*
- timetable events.
*The Drama Club **meets** every Thursday at 7.30.*
- plots of films, stories and plays.
*At the party, Romeo **sees** Juliet and **falls** in love with her.*

yes / no questions and short answers

<i>Do male penguins keep the eggs warm?</i>	<i>Yes, they do.</i>
<i>Does water boil at 80°C?</i>	<i>No, it does not / doesn't.</i>

question words

We put question words in front of present simple yes / no questions.

<i>Why</i>	<i>do people grow?</i>
<i>Where</i>	<i>does water come from?</i>
<i>When</i>	<i>do fish sleep?</i>
<i>What</i>	<i>does this word mean?</i>
<i>Who</i>	<i>do you sit next to?</i>
<i>How</i>	<i>does a camera work?</i>

what and who subject questions

With *what* and *who* it is possible to ask questions about the subject of a sentence. In this case, we do not use a question form.

***Who knows** the answer to this question?*
***What makes** it work?*

4 Complete the text with the affirmative form of the verbs in brackets.

Emperor penguins **a** (live) live in the Antarctic. The sea **b** (provide) provides all their food, so they are good swimmers. They **c** (dive) dive under the water and **d** (hold) hold their breath for up to 20 minutes. When the weather is very cold, the penguins **e** (stand) stand in a group. This **f** (keep) keeps them warm. The Emperor is the only penguin that **g** (breed) breeds in winter in Antarctica. Each female **h** (lay) lays one egg in May or June. They then **i** (return) return to the sea to feed. Each male then **j** (stand) stands with an egg on his feet. His feet **k** (keep) keep the egg warm. He **l** (sleep) sleeps most of the time and **m** (eat) eats no food for about 65 days. When the egg **n** (hatch) hatches, the female **o** (come) comes back and **p** (find) finds her mate. Now the females **q** (feed) feed the young penguins. The male **r** (spend) spends his time eating. After a few weeks, the male **s** (return) returns to the family, and then both parents **t** (look after) look after the chick.



5 Complete the text with the negative form of the verbs in brackets.

ROMEO AND JULIET

Two families, the Montagues and Capulets, live in Verona, Italy, but they **a** (get on) don't get on with each other. Romeo, son of Montague, thinks he is in love with Rosaline, but unfortunately she **b** (love) doesn't love him. He goes to see her at a party at the house of his enemy Capulet, but there he sees Juliet, Capulet's daughter. She **c** (know) doesn't know his name because he has a **mask**. Tybalt, one of the Capulet family, tries to fight with Romeo, but Capulet **d** (allow) doesn't allow this. However, Tybalt **e** (agree) doesn't agree with him, and **f** (forgive) doesn't forgive Romeo for coming to the house. Romeo manages to talk to Juliet, and he kisses her. They **g** (understand) don't understand that their families are enemies. When Romeo learns the truth, he **h** (care) doesn't care that his love for Juliet could be very dangerous. Later he goes back to the house and stands in the garden. Juliet is standing on the balcony talking to herself about Romeo, but **i** (see) doesn't see him below in the garden. After he talks to her, they soon show their love for each other, and agree to get married. However, they **j** (realize) don't realize that a terrible tragedy is about to happen.

LESSON PLAN

Course title: Grammar in context

- Topic: National identities of Uzbekistan and English speaking countries: *Sightseeing, language of Uzbekistan and UK*. Progressive tenses.

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

Aim: to give students information about Progressive tenses.

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. . - Brainstorm some topics together as a class (<i>English idioms</i>.)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about Progressive tenses. - Teacher explains grammatical features of Progressive tenses with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Make a story") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram. in practice

FORM

affirmative

I	am ('m)	
You / We / They	are ('re)	moving.
She / He / It	is ('s)	

negative

I	am not ('m not)	
You / We / They	are not ('re not / aren't)	studying.
She / He / It	is not (isn't / 's not)	

questions and short answers

Am	I	going?	Yes, I am. / No, I am not ('m not).
Are	you / we / they	waiting?	Yes, they are. / No, they are not (aren't / 're not).
Is	she / he / it	singing?	Yes, he is. / No, he is not (isn't / 's not).

spelling rules

- One-syllable verbs ending in one vowel + one consonant, double the consonant and add **-ing**:
sit – sitting get – getting put – putting
- Verbs ending in e, drop e before adding **-ing**: like – liking write – writing
- Verbs ending **-ie** change **-ie** to **-y**: lie – lying die – dying
- Two-syllable verbs ending in one vowel and one consonant usually double the final consonant and add **-ing**:
travel – travelling admit – admitting
- All other verbs add **-ing**: play – playing feel – feeling try – trying

USE

Use present continuous

- for actions happening at the moment of speaking, and not finished.
Sorry, I'm busy at the moment. I'm doing my homework.
- for continuing, unfinished actions which are not actually happening at the moment of speaking, with verbs like *work, learn, read, study* etc.
What are you doing in science? We're learning about the universe.
- for changing situations, with verbs like *become, get, grow, change, increase*, or with expressions such as *more and more*.
The earth is becoming warmer.
More and more people are leaving the countryside.
- for a future arrangement, with a time reference (see Unit 10).
We're leaving tomorrow.

Note: we do not repeat auxiliary *be* when we talk about two or more actions.

We are doing an experiment and making notes.

present continuous or present simple?

The Earth moves round the Sun.

The floor is moving! It's an earthquake!

Most scientists work with computers.

(present simple = a general fact)

(present continuous = at the moment)

(present simple = a general fact)

3 Complete the text with the present continuous form of the verbs in brackets.

Good afternoon, everybody. I **a** (speak) am speaking to you from Mount Surprising, the giant **volcano**. A team of scientists **b** (visit) are visiting the volcano, and I'm here for Big TV, just in case anything exciting happens. I **c** (stand) am standing here near the top of the **crater**, and **d** (look) am looking down into the volcano. At the moment the four scientists **e** (climb) are climbing down into the crater. It doesn't look very dangerous, I must say, but they **f** (wear) are wearing special clothes and a **rescue** team **g** (stand by) are standing by just in case! A little bit of **smoke** **h** (rise) is rising from the volcano, but that's normal. Now the scientists **i** (set) are setting up their **equipment**. They **j** (try) are trying to collect some gas, which will help them understand what exactly **k** (go on) is going on under the volcano. Wait a minute! Something **l** (happen) is happening! The ground **m** (shake) is shaking! The four scientists **n** (climb) are climbing out of the volcano as quickly as they can. They **o** (shout) are shouting something as well. I think it's time to leave!



5 Complete the text with the present simple or present continuous forms of the verbs in brackets.

Population **a** (mean) means the number of people who live in a particular area. The population of the world **b** (not stay) isn't staying the same. At the moment it **c** (grow) is growing at an increasing **rate**. In fact, scientists **d** (believe) believe that the world population will increase until 2200, and then stop growing. However, things are not the same in all parts of the world. At present in many Western industrial countries the population **e** (fall) is falling. This **f** (happen) is happening because families are small, and health conditions are good. In **developing** countries, on the other hand, the population **g** (rise) is rising **sharply**. In Ghana, for example, most families **h** (have) have several children. Many children in Ghana **i** (die) die from illness, so it is important to have lots of children. They earn money for the family and **j** (look after) look after their parents in old age.



GARY

LESSON PLAN

Course title: Grammar in context

- Topic: National identities of Uzbekistan and English speaking countries: *Sightseeing, language of Uzbekistan and UK*. Using prepositions in context.

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

- Aim: to give students information about Using prepositions in context.

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	• Teacher checks homeworks • Students answer the teacher's questions. . • Brainstorm some topics together as a class (<i>English idioms</i>.)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	▪ Teacher asks students to tell what they know about using prepositions in context. ▪ Teacher explains grammatical features of Using prepositions in context with the help of examples. • Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/mark er Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	• Students read the given text and analyse it • Students do exercises and quiz • Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	• Students play game ("Letter game") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram. in practice

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

verb + preposition + noun

Everyone **laughed at** the cartoon.
I can't **deal with** this problem.
I **suffer from** panic attacks.
You can **depend on** us.
They were **protesting against** the war.
We **laughed about** the problem the next day.

I'll **pay for** your ticket.
I find it hard to **cope with** stress.
How do they **differ from** one another?
You can't **rely on** Tom to arrive on time.
They're **talking / arguing about** history.
What does the word 'input' **refer to**?

verb + preposition + noun / -ing

We **apologize for** the delay.
He can't **concentrate on** his work.
I'm not **used to studying** late at night.
They **succeeded in making** matters worse.

Dr Sims **specializes in** back problems.
Let me **congratulate you on** your success.
I **insist on seeing** the manager.

verb + noun + preposition + noun

I always **confuse 'lie' with 'lay'**.
I'll have to **discuss this with** your parents.

They **blamed everything on** me.
I **prefer tea to** coffee.

verb + person + preposition + noun / -ing

They **accused her of cheating**.
You **remind me of someone** I once knew.

Can you **provide us with** a copy?

adjective + preposition

An adjective can be followed by different prepositions for different meanings eg *be angry with someone / be angry about something*.

You're **right / wrong about** that.
I'm not **sure about** the answer.
I'm **sorry for** being late.
Are you **afraid of** spiders?
Are you **angry with** me?
I'm **bored with** the same old routine.
Kate isn't **keen on** animals.
We were **shocked / annoyed by** the news.

I'm **sorry / upset / angry about** that.
Our town is **famous for** its cakes.
Who is **responsible for** this mess?
Speech is **different from** writing.
I'm **annoyed with** you!
I wish I was **good at** maths.
Is your sister **married to** him?
Are you **interested in** jazz?

preposition + noun phrases

Is this boat **for sale**?
We found the answer **in the end**.
In practice it doesn't work.
Are we **in danger** (of + ing)?
It happens **on average** once a year.
They received the letter **by mistake**.
The bus was **out of control**.
Sorry, I'm **out of practice**.
Everything is **under control**.

Are you **on holiday** here?
That sounds good **in theory**.
My little brother is **in trouble**.
In fact, this is true.
I think he did it **on purpose**.
After running, I was **out of breath**.
Don't worry, he is **out of danger**.
I was **under the impression** you knew.
There's no school tomorrow **after all**.

LESSON PLAN

Course title: Grammar in context

- Topic: National identities of Uzbekistan and English speaking countries: *Sightseeing, language of Uzbekistan and UK. Working on mistakes.*

Level: Pre-intermediate – intermediate

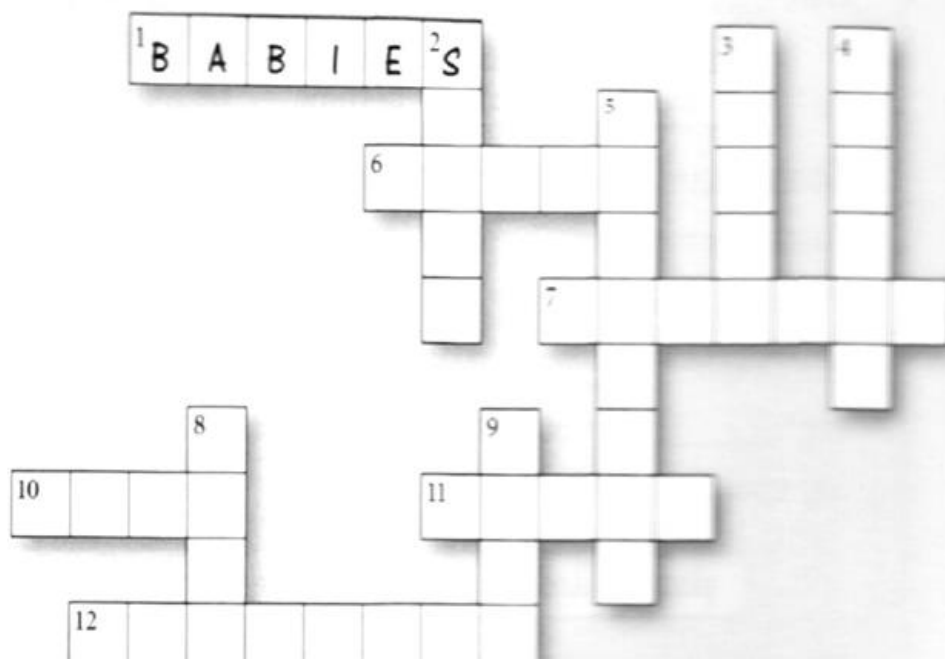
Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

- Aim: to show and explain students their common grammar
- Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. . - Brainstorm some topics together as a class (<i>English idioms.</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what kind of common mistakes they often make in context. - Teacher explains grammatical mistakes in context with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/mark er Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Letter game") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram. in practice

15 Crossword – plural nouns

Complete the crossword with the plural of the nouns in the clues.



Across

- 1 baby (6)
- 6 tooth (5)
- 7 glass (7)
- 10 mouse (4)
- 11 woman (5)
- 12 potato (8)

Down

- 2 sheep (5)
- 3 box (5)
- 4 knife (6)
- 5 child (8)
- 8 foot (4)
- 9 toy (4)

2 Listen. Write the words in the correct column.

works	plays	buses	Pete's	Peter's
loves	watches	wants	runs	languages
relaxes	hates	Anna's	Rick's	George's
tickets	starts	teachers	flats	clothes
pieces	rains	Henry's	goes	finishes

/s/	/z/	/ɪz/
works	plays	buses

Grammar practice test

Complete the following sentences.

1. The boy held the box even though his arm hurt
a) tightly, badly
b) tight, bad
c) tightly, bad
d) tight, badly
2. as fast as she could, she managed to arrive on time.
a) Being driving
b) Driven
c) Having driving
d) Driving
3. much blood, the driver struggled with the controls.
a) Being lost
b) Having lost
c) Losing
d) Lost
4. The man was charged with DUI., he was suspected of committing robbery in another state.
a) In addition
b) For instance
c) In the same way
d) Similarly
5. I believe that smoking is extremely injurious health.
a) to
b) for
c) with
d) on
6. You will greatly benefit the experience.
a) with
b) to
c) from
d) by
7. I have invited Alice and Rebecca. Sally, I don't care whether she comes or not.
a) As far as
b) As for
c) While
d) Whereas
8. The train was late. I managed to arrive on time.

- a) On the contrary
- b) By contrast
- c) Despite that
- d) Incidentally

9. Why do you want to get a job as a typist? You won't be able to work from 9 to 6. you can't type.

- a) In any case
- b) In general
- c) For instance
- d) Incidentally

Common suffixes: nouns to adjectives

SUFFIX	NOUN – ADJ.	NOUN – ADJ.	NOUN – ADJ.	NOUN – ADJ.	NOUN – ADJ.
-ISH origin, nature	fool – foolish	child – childish	self – selfish	sheep – sheepish	pink – pinkish
-LESS Without	power – powerless	friend – friendless	worth – worthless	use – useless	home – homeless
-LIKE like	like – lifelike	lady – ladylike	war – warlike	child – childlike	bird – birdlike
-LY like	friend – friendly	cost – costly	month – monthly	day – daily	order – orderly
-OUS quality, nature	poison – poisonous	danger – dangerous	nerve – nervous	mystery – mysterious	victory – victorious
-Y like	rain – rainy	fun – funny	dirt – dirty	mess – messy	dirt – dirty

A. NOUN PHRASE

- A **noun phrase** refers to a phrase that built upon a noun which functions as the headword of the phrase.
- Example:
 1. The young man threw the old dog a bone.
(NP) (NP) (NP)
 2. Pretty girls whispered softly.
(NP)

LESSON PLAN

Course title: Grammar in context

▪ Topic: Food: *National foods, cooking and recipes*. Object (Direct, indirect and complex)

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context.

Longman English Grammar Practise. Internet resources.)

▪ Aim: to show and explain students their common grammar

▪ Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. . - Brainstorm some topics together as a class (<i>English idioms</i>.)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about object (direct, indirect and complex) in context. - Teacher explains grammatical features of object (direct, indirect and complex) with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/mark er Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Letter game") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram. in practice

GLOBAL PIZZA

BY CONNIE ODOE

So you thought the hamburger was the world's most popular fast food? After all, McDonald's Golden Arches span the globe. But no, there is another truly universal fast food, the ultimate fast food. It's easy to make, easy to serve, much more varied than the hamburger, can be eaten with the hands, and it's delivered to your front door or served in fancy restaurants. It's been one of America's favourite foods for over 50 years. It is, of course, the pizza.

A BRIEF HISTORY OF PIZZA

It's kind of silly to talk about the moment when pizza was 'invented'. It gradually evolved over the years, but one thing's for certain – it's been around for a very long time. The idea of using pieces of flat, round bread as plates came from the Greeks. They called them 'plakuntos' and ate them with various simple toppings such as oil, garlic, onions, and herbs. The Romans enjoyed eating something similar and called it 'picea'.

By about 1000 A.D. in the city of Naples, 'picea' had become 'pizza' and people were experimenting with more toppings: cheese, ham, anchovies, and finally the tomato, brought to Italy from Mexico and Peru in the sixteenth century. Naples became the pizza capital of the world. In 1889, King Umberto I and Queen Margherita heard about pizza and asked to try it. They invited pizza maker, Raffaele Esposito, to make it for them. He decided to make the pizza like the Italian

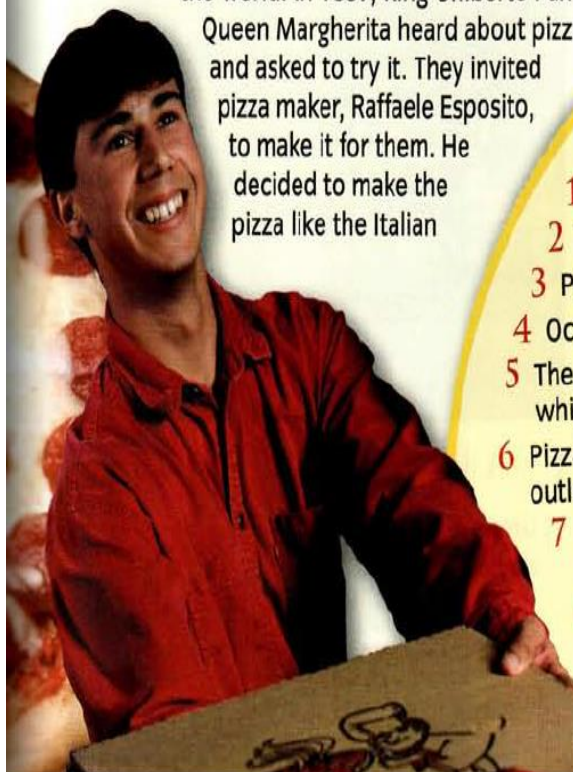
flag, so he used red tomatoes, white mozzarella cheese, and green basil leaves. The Queen loved it and the new pizza was named 'Pizza Margherita' in her honour.

Pizza migrated to America with the Italians at the end of the nineteenth century. The first pizzeria in the United States was opened in 1905 at 53½ Spring Street, New York City, by Gennaro Lombardi. But the popularity of pizza really exploded when American soldiers returned from Italy after World War II and raved about 'that great Italian dish'. Americans are

now the greatest producers and consumers of pizza in the world.

PIZZA TRIVIA

- 1 Americans eat 350 slices of pizza per second.
- 2 There are 61,269 pizzerias in the United States.
- 3 Pizza is a \$30 billion per year industry.
- 4 October is national pizza month in the United States.
- 5 The world's first pizzeria, the Antica Pizzeria Port'Alba, which opened in Naples in 1830, is still there.
- 6 Pizza Hut has over 12,000 restaurants and takeaway outlets in over 90 countries.
- 7 In America, pepperoni is the favourite topping. Anchovies is the least favourite.
- 8 In Japan, eel and squid are favourites. In Russia it's red herring, salmon, and onions.
- 9 In Brazil, they like green peas on their pizza. In Australia the favourites are shrimp and pineapple.



VOCABULARY

Adjectives for food, towns, and people

- 1 In each group, *four* of the adjectives cannot go with the noun. Which ones?

FOOD

junk fast delicious tasteless
fresh
disgusting ~~disgusted~~ plain tasteful
frozen rich home-grown vegetarian
wealthy starving

TOWN

excited exciting home old university
polluted modern young
capital industrial agricultural busy
antique cosmopolitan historic small

PEOPLE

young sophisticated long elderly antique
expensive shabby starving
bored boring rude tall
wealthy sociable outgoing crowded

LISTENING AND SPEAKING

New York and London

- 1 Look at the pictures of New York and London. Write down what you know about these cities. Compare your lists as a class. Has anyone been to either city?



Vocabulary

12 Verb + noun

- 1 Write the words in the box in the correct column.

friends	the housework	my homework	a cake
the shopping	an IT course	a phone call	your best
up my mind	the washing-up	me a favour	a noise

make	do
friends	

- 3 Write the words in the box in the correct column.

a photo	some music on	your glasses on
my advice	the date in my diary	a long time
suncream on	the children to the zoo	your coat off

take	put

LESSON PLAN

Course title: Grammar in context

▪ Topic: Food: *Eating places: cafes restaurants, pubs, choyhonas*. Future time frame. Using Future verses. Past time frame

▪ Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

▪ Aim: to explain students Future time frame. Using Future verses. Past time frame.

▪ Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. . - Brainstorm some topics together as a class (<i>English idioms</i>.)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about Future time frame. Using Future verses Past time frame in context. - Teacher explains Future time frame. Using Future verses Past time frame with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/mark er Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Letter game") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram. in practice

Can you get some stamps, please, honey?

OK. I'll go to the post office.

And we need some ...
Don't forget ...

GRAMMAR SPOT

- Look at the future forms in these sentences from the conversation:
It's on my list. I'm **going to buy** some.
Good idea! I'll **get** a loaf.
In each sentence when did Ben make his decision? Before speaking, or at the moment of speaking?
- Which of these sentences expresses a future possibility, which a prediction, and which a future arrangement?
We're **playing** tennis this afternoon.
I **might stop** at Nick's.
I'll **be** back before then.

Discussing grammar

- Work with a partner. Underline the correct verb form.
 - 'Why are you putting on your coat?'
'Because I'll take / I'm going to take the dog for a walk.'
 - 'Would you like to go out for a drink tonight?'
'How about tomorrow night? I'll call / I'm calling you.'
 - 'What's the score?'
'6-0. They're going to lose / They'll lose.'
 - 'It's Tony's birthday next week.'
'Is it? I didn't know. I'll send / I'm going to send him a card.'
 - 'Are you and Alan still going out together?'
'Oh yes, we'll get / we're getting married in June.'
 - 'Where are you going on holiday this year?'
'We haven't decided. We might go / We're going to Italy.'

What do you think will happen?

- Make sentences using *I think ... will* and the prompts in A. Match them with a sentence in B.
I think Jerry will win the tennis match. He's been playing really well lately.

A	B
1 Jerry/win the tennis match	But we'd better get going.
2 it/be a nice day tomorrow	He's been playing really well lately.
3 I/pass my exam on Friday	The forecast is for warm and dry weather.
4 you/like the film	You have the right qualifications and plenty of experience.
5 we/get to the airport in time	It's a wonderful story, and the acting is excellent.
6 you/get the job	I've been studying for weeks.

Talking about you

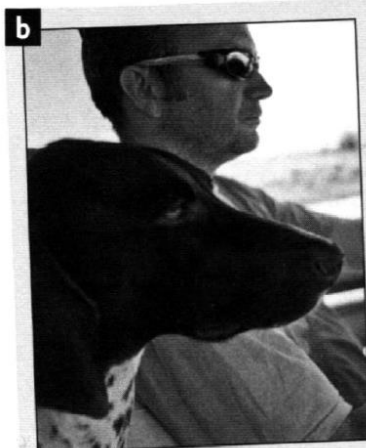
- Make true sentences about you starting with *I think ...* or *I don't think ...*.
 - I/bath tonight
 - the teacher/give us a lot of homework
 - I/eat out tonight
 - it/rain tomorrow
 - I/go shopping this afternoon
 - my partner/be a millionaire one day
 - we/have an exam this week

a Channel Champion

Twelve-year-old James White became one of the youngest people to swim the English Channel when he completed the 21-mile crossing yesterday. The journey took him just under 12 hours to complete. He drank hot soup 1 because he felt so cold in the water. 'The most difficult part was avoiding all the boats,' said James. He was exhausted but proud when he finally reached the coast of France .



James White, 12



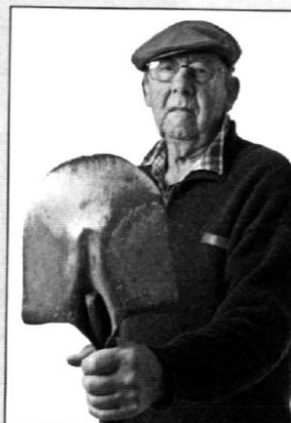
b Blind driver arrested

Police in Kentucky stopped a 31-year-old man, Daniel McCarthy, and then discovered that he was blind. 'He had his dog with him,' said police spokesman Melvyn Kittburg. McCarthy said he only recently lost his sight.

He knew the road very well . His dog was trained to bark once at a red light and twice at a green light. McCarthy lost his driving licence.

c MAN FINDS ROMAN COINS

A pensioner found a pot that contained over a thousand silver coins. Experts said that the coins dated from the third century AD, when the Emperor Carausius ruled ancient Britain. The pensioner, Mr Alfred Perkins, explained 'My spade hit something hard . It's so exciting to hold a coin in your hand that someone used to buy bread nearly 2,000 years ago.'



LESSON PLAN

Course title: Grammar in context

- Topic: Food: *Healthy food, fast food, keeping diet and fasting.* Perfect progressive tenses
- Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

- Aim: to explain students Perfect progressive tenses
- Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. . - Brainstorm some topics together as a class (<i>English idioms.</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	Teacher asks students to tell what they know about Perfect progressive tenses in context. Teacher explains Perfect progressive tenses with the help of examples. Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/mark er Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Letter game") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram. in practice

Giving instructions and special advice

Anyone who thinks that food in the United States of America is all junk food will be astonished by the variety of the true cooking of the country. Scrapple, grand central oyster stew, jambalaya, tacos, cioppino and hashed browns are all American dishes, yet they come from different traditions and different regions of the country.

There are six main cooking regions in the USA: New England, New York, Deep South, Mid West, Tex Mex and West Coast. Here's a quick guide to what you can eat there.

★ In New England they eat a lot of fish and shellfish. Many dishes are left on the stove to be eaten all day, such as boiled beef and chicken stew, and Boston is the home of the famous baked beans.

★ New York is where people from all over the world meet, and you can see this in its cooking:

Greek, Italian, Russian, Chinese and many others. Pizza and pasta are favourites, and it's the home of the hot dog and the hamburger.



Eat your heart out... in the USA

★ In the Deep South, it's a mix of English, French, African and Caribbean cooking, with spicy seafood, beans and rice, pork dishes, pecan pie and of course, southern fried chicken.

★ The farmland of the Mid West produces corn-

★ Tex Mex is hot and spicy, with green and red peppers, beans, tomatoes, mangoes, avocados, chocolate sauce (*mole*) and the fiery chilli con carne.

★ The West Coast is known for its fruit,

on-the-cob (maize), steak, tomatoes, potatoes and lettuce, and baked hams. The people who live there came from Europe, so you can also try Hungarian goulash, Swiss, Dutch and English cheeses and Scandinavian coffee cake.

especially oranges and lemons, and for its seafood, crabs, lobster and mussels. A lot of the cooking is with wine.

From brownies to tacos, from spare ribs to clam chowder, cooking in the USA has something for everyone. Enjoy!

VOCABULARY AND SPEAKING

- 1 Look at the words in the box and put them under these headings: *ways of preparing food, ways of cooking, food, kitchen equipment.*

avocado bake beans boil bowl casserole cream
chop cook cut dish fork fry frying pan
green peppers grill ham hamburger heat hot dog
knife mix mussels oil onion oven oysters pasta
peel pepper pie pizza plate pour roast salt
saucepan seafood slice spoon spread turkey

- 2 Work in pairs and talk about what dishes are typical of your country or region. What are typical ways of preparing food?

In Argentina, we eat a lot of meat, which we usually grill.

- 3 What food is typical to the United States of America?

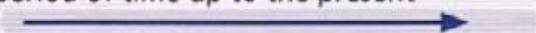
USE

Use present perfect continuous

- to talk about recent continuing activities.
*What **have you been doing** lately?*
***I've been revising** for my exams.*
- to explain how recent continuing activities have caused the present situation.
*My eyes ache. **I've been reading** all day.*
- to talk about recent continuing activities which will probably continue in the future.
*This diagram shows how the climate **has been changing**.*
- with *how long* questions.
*How long **have you been studying** French?*
(this is a continuing process, and isn't finished)
- with time words *lately, recently, all (day), every (morning), for, since*.

covering a period of time up to the present

PAST



PRESENT

***I've been studying** all morning.*

(It's still morning now and I haven't finished my work yet)

present perfect simple or present perfect continuous?

Present perfect simple ***I've written** my project.* (finished, but we don't know when)

Present perfect continuous ***I've been writing** my project.* (continuing up to the present, and not finished)

With verbs that describe continuing states eg *work, live*, there is little difference in meaning.

Underline the correct form.

A Scientists a have recently identified / have been identifying a new species of animal in the rainforest of Borneo. They b have been searching / searched for this creature for several years, after reports from local villagers, and say it is a type of lemur.



A lemur

B Archaeologists in Guatemala c have found / have been finding a Mayan wall painting which they think is more than 2,000 years old. Archaeologist William Saturno d explored / has been exploring the site since 2002.

C Scientists using the Hubble Space Telescope think they e found / have found two new moons circling the planet Pluto. Astronomers f have been looking / looked closely at Pluto since 1978 when they g spotted / have spotted its first moon. The telescope h worked / has been working for fifteen years, and i has been producing / has produced more than 700,000 images of the universe.

D Australian scientists j have been discovering / have discovered a new coral reef over 60 km long in the Gulf of Carpentaria by using satellites to spot the reefs in deep water. Recently divers k have managed / have been managing to reach the reefs and take photographs.

LESSON PLAN

Course title: Grammar in context

- Topic: Health: *Visiting a doctor*. Reported Speech and change of time Frame(use /meaning).
- Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

- Aim: to explain students Reported Speech and change of time Frame(use /meaning)
- Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. . - Brainstorm some topics together as a class (<i>English idioms</i>.)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	Teacher asks students to tell what they know about Reported Speech and change of time Frame(use /meaning) in context. Teacher explains Reported Speech and change of time Frame(use /meaning) with the help of examples. Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/mark er Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Letter game") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram. in practice

reported statements

Direct speech is the actual words people say. We use speech marks.

Napoleon said: 'I have fought sixty battles and I have learned nothing.'

Reported or indirect speech tells us what people have said. We do not use speech marks.

*Napoleon **said that he had fought** sixty battles and had learned nothing.*

tense changes

In reported speech we usually begin with a past tense reporting verb (eg *said*) so we change all the verbs that follow, and put them back further in the past.

*'I **know** the answer', she said.*

*She said (that) she **knew** the answer.*

*'I've **done** it,' she said.*

*She said (that) she **had done** it.*

'I'll see you later', he said.

*He said **he would** see us later.*

people: personal pronouns

We also change the word we use to refer to the person who spoke.

Jack said: 'I have finished.'

*Jack said that **he** had finished.*

words referring to time and place

In direct speech time words like *now*, *today*, *tomorrow*, change because there is no longer a 'here and now' reference. The point of view has changed.

*'I'll see you **tomorrow**.'*

*He said he would see me **the following day**.*

Reference words like *here* and *this* also change.

*'I like **this** painting.'*

*She said that she liked **the** painting.*

*'I don't understand **this**.'*

*He said that he didn't understand **it**.*

tomorrow →	the following day, the next day
yesterday →	the day before
here →	there
this (pronoun) →	it
this (determiner) →	the

say and tell

We always put an object after *tell*.

*He **said** that he felt ill.*

*He **told them** that he felt ill.*

We use *tell* in the phrases *tell a lie* and *tell the truth*.

*She **told her teacher a lie**. He **told me the truth**, I'm sure.*

We don't say *He said the truth* or *He said a lie*.

no changes

- When we report immediately what someone says, or talk as if it was very recent, we use a present tense reporting verb and we do not make tense changes.

*Helen **says she'll be back** later.*

- When we report a state meaning (eg *like*, *live*, *believe* etc) it is possible to make no changes if we want to show that the state continues.

*'I still don't believe you.' He said that he still **doesn't** believe me.*

We can also make the tense change, but it can suggest that the state belongs to the past.

*He said that he **didn't** believe me at that time.*

- When we report a narrative we need not change past simple to past perfect.

'I was standing at the bus-stop, and I saw everything that happened,' he said.

Reported commands

4 She advised me to ...

Rewrite the sentences in reported speech using the verbs in the box.

persuade	order	ask	advise	tell
encourage	invite	beg	remind	



- 'If I were you, I'd go to Casualty,' he said to me.
He advised me to go to Casualty.
- 'Could you cook dinner?' he asked Sue.

- 'Hand in your homework on Monday,' the teacher told the class.

- 'Don't forget to post the letter,' my wife said to me.

- 'Come and have dinner with us,' Marta said to Paul.

- 'You must pay a fine of two hundred pounds,' the judge said to Edward Fox.

- 'Buy the black shoes, not the brown ones,' Flora said to Emily. 'They're much, much nicer.'
'Mmm ... I'm not sure. OK, I'll buy the black ones. You're right!' said Emily.

5 ask and tell



- Remember that *ask* can be used to report questions and commands, and *tell* can be used to report statements and commands, but the form is different.

Questions

She **asked** me where I lived.

She **asked** me if I wanted a lift.

Statements

He **told** me he was very unhappy.

He **told** his wife that he loved her.

Commands

He **asked** me to turn the music down.

She **told** him to go away.

- Notice the negative command.
They **asked** me not to tell anyone.
She **told** her son not to worry.

Rewrite the sentences in reported speech using *ask* or *tell*.

- 'Leave me alone!' she said to him.
She told him to leave her alone.
- 'Please don't go,' he asked her.

- 'I'm going to bed now,' he said to Debra.

- 'How much do you earn, Dad?' asked Jeremy.

- 'Turn to page 34,' the teacher said to the class.

- 'Can you call back later, Miss Fulton?' asked the secretary.

- 'You did very well in the test,' said the teacher to the class.

- 'Don't run across the road!' the police officer told the children.

LESSON PLAN

Course title: Grammar in context

▪ Topic: Health: *Traditional and modern medicine*. Subject-verb agreement

▪ Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context.

Longman English Grammar Practise. Internet resources.)

▪ Aim: to explain students Subject-verb agreement

▪ Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. . - Brainstorm some topics together as a class (<i>English idioms</i>.)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	Teacher asks students to tell what they know about Subject-verb agreement in context. Teacher explains Subject-verb agreement with the help of examples. Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/mark er Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Letter game") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram. in practice

Agreement of the verb with the subject

We have already learned that a singular noun takes a singular verb.

John **likes** science fiction. (Here the singular verb 'likes' agrees with the singular subject John.)

A plural subject requires a plural verb.

My children **like** video games.

Notes

A verb becomes singular when we add –s to it. Study the examples given below.

I **enjoy** classic music.

My son **enjoys** classic music. (By adding –s to the verb enjoy, we make it singular.)

Many students find this rule confusing because in the case of nouns –s is added to the plural. For example, the noun 'boy' is singular whereas 'boys' is plural.

My son enjoys singing and dancing. (Here the singular noun 'son' takes the singular verb 'enjoys'.)

My sons enjoy singing and dancing. (Here the plural noun 'sons' requires the plural verb 'enjoy'.)

The pronouns **I** and **you** are unusual. They take plural verbs although they are singular in number. Note that the pronoun 'you' can also be plural.

I like to paint. (NOT I likes to paint.)

You play cricket. (NOT You plays cricket.)

This means that only a subject in the third person singular requires a singular verb.

The pronoun I is in the first person. The pronoun you is in the second person.

I speak English.

You speak English.

He speaks English.

She speaks French.

1.2D Context

Write: Read this story and arrange the words in each sentence in the right order. Add capital letters and (,), (.), (!) or (?) in the right places [> 1.1B].

SO PLEASE DON'T COMPLAIN!

- 1 the local school | attends | my son Tim *My son Tim attends the local school.*
- 2 to his school | my wife and I went | yesterday
- 3 we | to his teachers | spoke
- 4 Tim's school report | we collected
- 5 very good | wasn't | Tim's report
- 6 in every subject | were | his marks | low
- 7 was waiting anxiously for us | outside | Tim
- 8 'my report | how was' | eagerly | he asked
- 9 'very good | it wasn't' | I said
- 10 'you | harder | must try
- 11 seems | that boy Ogilvy | very clever
- 12 good marks | he got | in all subjects'
- 13 'clever parents | Ogilvy | has' | Tim said

LESSON PLAN

Course title: Grammar in context

- Topic: Health: *Traditional and modern medicine*. Homonyms
- Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

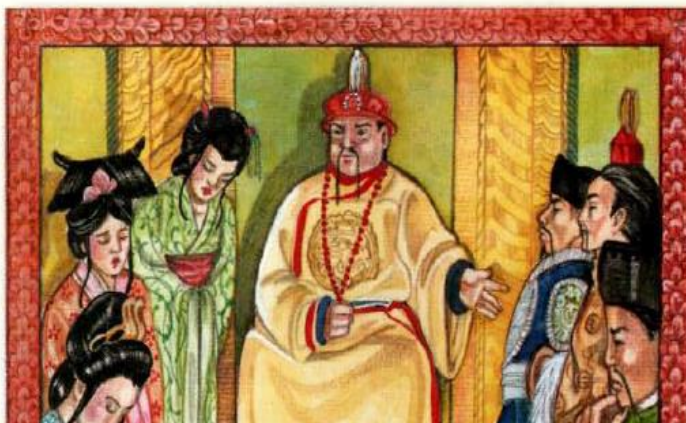
- Aim: to explain students homonyms
- Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. . - Brainstorm some topics together as a class (<i>English idioms</i>.)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	Teacher asks students to tell what they know about homonyms in context. Teacher explains homonyms with the help of examples. Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Letter game") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram. in practice

THE EMPEROR AND HIS DAUGHTERS

There was once an emperor _____ lived in a palace.
 He had three daughters _____ no sons.
 He wanted his daughters to marry _____ he died.
 He found three princes. _____ his daughters didn't like them.
 They refused to marry the princes, _____ the emperor became very angry.
 He said they must get married _____ they were sixteen years old.
 The three daughters ran away _____ the night and found work on a farm.
 They fell in love with the farmer's sons _____ they were working there.
 They married the sons _____ they were sixteen.

before
 as soon as
 while
 during
 when
 but
 However,
 so
 who



3 In what ways are these sentences different from the ones in exercise 2?

There was once an old emperor who lived in an enormous, golden palace in the middle of the city Ping Chong. He had three beautiful daughters, but unfortunately no sons.

Continue rewriting the story, adding more detail to make it more interesting.

4 Write a folk tale or fairy story that you know. Write about 200 words.

A NARRATIVE (1)

Telling a story – linking ideas

1 Read the story. Where do clauses a–f go?

- a as soon as their father had died
- b who had worked hard in his vineyard all his life
- c what their father had meant by the great treasure
- d and while they were working they thought about what their father had said
- e because they felt that all their hard work had been for nothing
- f Soon they had dug up every inch of the vineyard

Complete the moral.

THE FARMER AND HIS SONS

There was once an old, dying farmer (1) _____. Before he died he wanted to teach his three sons how to be good farmers. So he called them to his bedside and said, 'My boys, I have an important secret to tell you: there is a great treasure buried in the vineyard. Promise me that you will look for it when I am dead.'

The sons gave their promise and (2) _____ they began looking for the treasure. They worked very hard in the hot sun (3) _____. They pictured boxes of gold coins, diamond necklaces, and other such things. (4) _____ but they found not a single penny. They were very upset (5) _____.

However, a few months later the grapes started to appear on the vines. Their grapes were the biggest and best in the neighbourhood and they sold them for a lot of money. Now the sons understood (6) _____ and they lived happily ever after.

THE MORAL OF THIS STORY IS: HARD WORK BRINGS . . .

LESSON PLAN

Course title: Grammar in context

- Topic: Health: *Illnesses and alcohol drinking, smoking, drug addiction*. Conjunctions.
- Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

- Aim: to explain students conjunctions
- Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. . - Brainstorm some topics together as a class (<i>English idioms</i>.)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	Teacher asks students to tell what they know about conjunctions in context. Teacher explains conjunctions with the help of examples. Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/mark er Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Letter game") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram. in practice

because, so, as, since

Use *because*, *so*, *as* and *since* to link an action with its purpose.

We went home early, **because** / **as** / **since** we felt tired.

We felt tired, **so** we went home early.

for example, such as

Use *for example* and *such as* to give examples. We usually put a comma after *for example*.

Eat lots of green vegetables, **such as** cabbage and spinach.

Try taking more exercise. **For example**, you could walk to work.

instead (of)

Use *instead* when we say that one thing replaces another. We can put it at the end or beginning of a clause or sentence.

He was too tired to go out so **(instead)** he watched television **(instead)**.

We could watch television **instead of** going out.

according to

Use *according to* when we say where an idea or statement has come from.

According to Freud, we learn through fairy tales, myths, jokes, and folklore.

however, yet, although / though, even though, while

Make contrasts with *however*, *although*, *even though*, and *while*.

However comments on what has come before. Use it to begin and end sentences, or put it inside a sentence to separate parts of the sentence. Note that *however* always has punctuation before and after it.

Crude oil itself is not very useful. **However**, its compounds have many uses.

Its compounds (, **however**,) have many uses (, **however**,)

Yet has a similar meaning to *although*, or *but*. It cannot come at the beginning of a sentence.

Crude oil itself is not very useful, **yet** its compounds have many uses.

Although is followed by two contrasting ideas. The *although*-clause starts or finishes the sentence.

Though is another form of *although*.

Although crude oil itself is not very useful, its compounds have many uses.

The compounds of crude oil have many uses, **although** crude oil itself is not very useful.

Use *while* in the same way. It does not have a time meaning in this use.

While crude oil is not very useful, its compounds have many uses.

Use *even though* to make a surprising contrast. It has the same positions as *although*.

We continue using oil-based products, **even though** many pollute the environment.

as well, too, also

As well and *too* go at the end of a clause or sentence. *Also* goes in the middle of a clause, before a verb, or after an auxiliary or modal.

The roots of acacia trees grow deep in the soil, but spread outwards **too**.

The roots of acacia trees grow deep in the soil, but spread outwards **as well**.

The roots of acacia trees grow deep in the soil, but **also** spread / can **also** spread outwards.

6 Complete the text with one suitable word or phrase from page 176 in each space.

Wind power is another way of producing electricity. **a** *Although* wind power produces just 0.4% of the world's electricity, many countries are building wind farms, **b** this has many advantages over other methods. Compared to a **power station** using oil or coal, **c** , a wind farm produces no air pollution and wind itself will never run out. **d** , a wind farm only works well when it is built in the right place. Wind plants **generate** electricity only when the wind blows, **e** if there is no wind, there is no electricity. On the other hand, **f** there are many advantages, there are **g** some problems, **h** noise and the way the **turbines** spoil the look of the countryside. **i** wind farms are often built on mountains or near the sea, the people who visit these places often feel that they have been spoilt by the wind turbines. One solution to this problem may be to avoid building the farms on land, and where possible to build them on man-made islands out at sea **j** . **k** this is a solution for countries with long **coastlines**, it is obviously not the answer everywhere. **l** visitors to areas with wind farms usually complain about the noise and the **spoilt** view, people who live nearby often get used to wind farms. There may **m** be problems with wildlife. Birds, **n** , are often killed by the turbines. **o** there are problems with wind farms, they are clearly better for the environment than most other forms of power station.



Rewrite each set of sentences as ONE sentence containing the word in capitals. Make any other necessary changes.

- | | | |
|---|--|---------|
| a | Every living organism needs energy to maintain its body. It needs energy to grow. | ALSO |
| | <i>Every living organism needs energy to maintain its body and also grow.</i> | |
| b | Omnivores are animals that eat plants. They eat other animals. | TOO |
| | | |
| c | Decomposers are organisms that eat dead animals and dead plants. They enable other plants to feed off the dead material. | AS WELL |
| | | |
| d | Producers are plants that use photosynthesis to turn the energy of the Sun into food. They are the lowest layer of the food web. | ALSO |
| | | |
| e | Primary consumers are the animals that eat the producer layer. They are called <i>herbivores</i> too. | ALSO |
| | | |
| f | Secondary consumers eat the primary consumers and are carnivores. Some of them eat plants. | AS WELL |
| | | |

LESSON PLAN

Course title: Grammar in context

- Topic: Family values: *Marriage, divorce, planning the family*. Position and usage of Attribute and object
- Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

- Aim: to explain students position and usage of Attribute and object
- Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	• Students have homeworks checked. • Students answer the teacher's questions. . • Brainstorm some topics together as a class (<i>English idioms</i>.)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	▪ Teacher asks students to tell what they know about position and usage of Attribute and object in context. ▪ Teacher explains position and usage of Attribute and object with the help of examples. • Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/mark er Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	• Students read the given text and analyse it • Students do exercises and quiz • Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	• Students play game ("Letter game") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram. in practice

3. The Object is a secondary part of the sentence which completes or restricts the meaning of a verb or sometimes an adjective, a word denoting state, or a noun.

e.g. I was very proud of *it*.

There are the following kinds of Objects:

1. Direct Object

e.g. Our students read *many books*.

2. Indirect Object

e.g. Give *me* some apples.

3. Prepositional Object

e.g. I sent the SMS *to him*.

4. Complex Object

e.g. The teacher wants *the student to make* a report.

4. The Attribute is a secondary part of the sentence. It usually stands before the word it modifies or, if this word has an article, the attribute stands between the article and the word. The Attribute may be expressed by an adjective or a participle, by some pronouns, by a numeral, by a noun in the Possessive Case, by a noun, by a prepositional phrase, by an infinitive or a participle construction, or by an attributive clause.

e.g. We were met by *our* friend.

In some cases the Attribute stands after the word it modifies:

1) when it modifies one of the pronouns built up from *some, any, every, no*; A

e.g. I saw *somebody very important*.

2) when it is expressed by an adverb; A

e.g. *The room above* was empty.

3) when it has some defining words of its own;

‘I don’t know
if I’m happy.’

Sidney Fisk, 45

Work

Sidney Fisk is a lawyer. He’s paid very well, but he usually has to work long hours. He works for an international company in Dallas, Texas, so he travels a lot in his job. At the moment he’s working in Mexico, and next week he’s travelling to France.

Home life

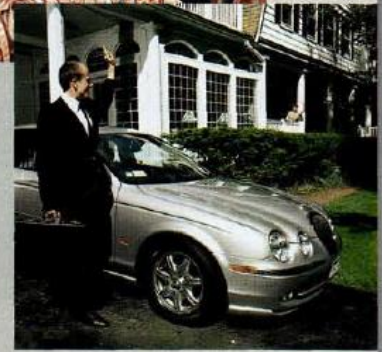
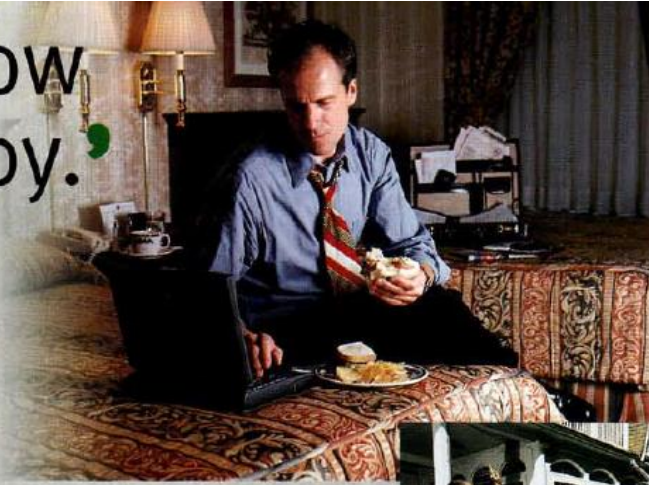
Sidney is married and he’s got two children, aged 11 and 14. He rarely sees his children because so much of his time is spent away from home. He’s got a beautiful house in a suburb of Dallas. It’s very big, with eight bedrooms. His wife is an interior designer.

Free time

If he’s at home at the weekend, he and his wife sometimes play golf, but that doesn’t happen very often. They never have much time to relax together.

Is he happy?

He says he doesn’t know if he’s happy. He’s too busy to think about it.



Find out attributes and objects from the text.

Birth, marriage, and death

- 1 Write these words and phrases in the correct column.

wedding	funeral	get engaged
have a baby	bouquet	wreath
pregnant	reception	bury
groom	midwife	widow
cot	mourners	honeymoon
nappy	get divorced	coffin

Birth	Marriage	Death

- 2 Here are the opening and closing lines of a short story of a long life.

❧

Victor Parrot was born one cold, stormy night in ...

... He died, aged ninety-five, with a smile on his face. Over five hundred mourners came to his funeral.

❧

Work with a partner. Write the story of the main events of Victor's life. Use as many of the words from exercise 1 as possible. Read your story to the class.

- What happens at births, weddings, and funerals in your country?

A birth

- 1 Work in small groups. What have you been told about the day you were born? Who told you? What did they say? Tell any interesting stories to the class.

- 2 **T 12.8** Jane Banner lives on the Isle of Mull off the west coast of Scotland. She has recently had a baby. Listen to her sister, Catherine, telling the story of the baby's birth. Who can you identify in the photo?



- 3 Underline the correct answer.

- Jane was taken off the isle by ... helicopter / ferry / lifeboat.
- She ended up giving birth ... in the aisle of a plane / on the lifeboat / on the mainland.
- At the birth there was/were ... a doctor / a midwife / two midwives.
- One of the problems was ... Jane's husband wasn't present / lack of space / it was a difficult birth.
- The crew drank to the health of the baby with ... champagne / whisky / a cup of tea.
- The baby was named ... Edith Mora / Caledonian McBrayne / Hazel Beth Mora.
- To commemorate the baby's birth they ... put her name on the bell / put a notice in the newspaper / named a ferry after her.

Roleplay

Work with a partner.

- Student A** You are one of the lifeboat crew. Tell the story of the birth to a friend.
- Student B** React to the story and ask questions to get more information.

Did you see the story in the local paper?

Which story was that?

LESSON PLAN

Course title: Grammar in context

▪ Topic: Family values: *Family tree, upbringing children, generation gap.* Use of adverbial clauses.

▪ Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context.

Longman English Grammar Practise. Internet resources.)

▪ Aim: to explain students use of adverbial clauses

▪ Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. . - Brainstorm some topics together as a class (<i>English idioms.</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	Teacher asks students to tell what they know about use of adverbial clauses in context. Teacher explains use of adverbial clauses with the help of examples. Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Letter game") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram. in practice

GRAMMAR

Position of adverbs and adverbial phrases

An adverb or adverb phrase of manner describes *how* something happens.

*He raised his head **slowly**.*

An adverb or adverb phrase of place describes *where* something happens.

*He was drinking **at a waterhole**.*

An adverb or adverb phrase of time describes *when* something happens.

***Then** he turned his back on us.*

Adverbs and adverb phrases usually go after the direct object. If there is no direct object, they go after the verb.

*He disappeared **quickly**.*

If there is more than one adverb or adverbial phrase, the usual order is manner, place, time.

*We had set out **by jeep after supper**. (manner, time)*

*...which set up National Parks **all over the country in a few years**. (place, time)*

But you can put some adverbs and adverb phrases before the verb clause for emphasis.

***Twenty years ago**, the tiger was in trouble.*

1 Work in groups of three or four. What has changed in your country or in the world as a whole, either for better or for worse? Think about:

- traffic - green space - tourism - pollution
- clean beaches - motorways - the climate

2 Write a description of the situation and how it has changed. Use the linking words in **bold**.

Say what the situation was like in the past.

***Ten years ago** we lived in the country, and there were fields at the back of our house.*

Say what changed and why.

***Then** they built a factory, and they needed houses for the workers.*

Say what the situation is like today.

***Today**, although the shops and other facilities are better, there is a lot more traffic.*

Say what the situation will be in the future.

***In ten years' time**, we'll just be part of the city.*

Use adverbs and adverbial phrases where you can.

VOCABULARY AND READING

1 In which parts of the world can you find the following animals?

elephant tiger zebra falcon wolf moose lion giraffe
whale eagle bear vulture panda leopard gorilla
rhinoceros tortoise pigeon butterfly jaguar

Which animals are in danger of becoming extinct?

2 *Wild and beautiful* is about animals which may be in danger of extinction. Do you think the description of their situation will be optimistic or pessimistic?

3 Read *Wild and beautiful* and find out which animals it mentions. Are they still in danger of extinction?

4 Are these statements true, false or is there no information in the passage?

- 1 The Indian government helped save the tiger.
- 2 The ivory trade put the elephant in danger.
- 3 The number of black rhinos in the Masai Mara has fallen by a third.
- 4 Tourists were not interested in whales thirty years ago.
- 5 There are wild lions in America.

1 Look at the words and phrases in **bold**. Are they adverb phrases of manner, place or time?

- 1 **Twenty years ago**, the tiger was in trouble.
- 2 Poachers still hunt the tiger **illegally**.
- 3 **In Africa** the most important species in danger is the elephant.
- 4 **In 1979** there were 1.3 million elephants **there**.
- 5 The world agreed to ban the ivory trade **completely**.
- 6 Elephant numbers in Kenya and Tanzania are increasing **rapidly**.

2 Look at these sentences from the passage. Decide where the adverbs and adverb phrases in brackets can go in the sentences.

- 1 Africa has lost 99 per cent of its black rhinos. (in the past twenty years)
- 2 There were only 11 rhinos left. (in Kenya's Masai Mara national reserve/ten years ago)
- 3 The grey whales recovered. (quickly)
- 4 There are perhaps 20,000. (today)
- 5 Other rare species continue to receive protection. (all over the world)
- 6 Wildlife is good for the tourist trade. (suddenly)

Now look back at the passage and check.

LESSON PLAN

Course title: Grammar in context

▪ Topic: Family values: *Family celebrations, household*. Review.

▪ Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context.

Longman English Grammar Practise. Internet resources.)

▪ Aim: to review all themes.

▪ Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. - Students show their presentations. - Brainstorm some topics together as a class (<i>English idioms</i>.)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	Teacher asks students to tell what is unclear with themes. Teacher explains given problems from students with the help of examples. Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/mark er Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Letter game") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram. in practice

READING AND SPEAKING

A father and daughter

1 Discuss these questions with a partner and then with the class.

- Who do you look more like, your mother or your father?
- Who are you more like in character, your mother or your father?
- Do you want to bring up your children in the same way you were brought up?

2 In the magazine article on the right, two different members of the same family describe their relationship with each other.

Work in two groups.

Group A Read what **Oliver Darrow** says about his daughter, Carmen.

Group B Read what **Carmen Darrow** says about her father, Oliver.

3 In your groups, discuss the answers to the questions about your person.

- Which two sentences best describe their relationship?
 - It was closer when Carmen was a child.
 - They get on well and have similar interests.
 - They don't have much in common.
- Which two sentences best describe Oliver?
 - He's done a lot for his daughter.
 - He isn't very sensitive to how she feels.
 - He's more interested in himself than his family.
- Which two sentences best describe Carmen?
 - She is selfish and spoilt.
 - She tried to please her father.
 - She was never really happy until she married George.
- How did Oliver behave in front of Carmen's friends?
- Why did she leave school?
- Is she happily married? How do you know?
- What does Carmen think of her father's career?
- Why don't they see each other very much?

FAMILY MATTERS

Oliver Darrow, actor, talks about his daughter, Carmen.

My first wife and I only had one child. It might have been nice to have more. I would have liked a son, but we just had Carmen.

I see her as my best friend. I think she always comes to me first if she has a problem. We have the same sense of humour and share many interests, except that she's crazy about animals, obsessed with them – she has always had dogs, cats, and horses in her life.

We were closest when she

was about four, which I think is a wonderful age for a child.

That's when they need their parents most. But as soon as Carmen went to school, she seemed to grow up and grow apart from her family, and any father finds it difficult with a teenage daughter. She was very moody and had an odd group of friends. There was an endless stream of strange young men coming to our house. I remember I once got annoyed with her in front of her friends and she didn't talk to me for days.

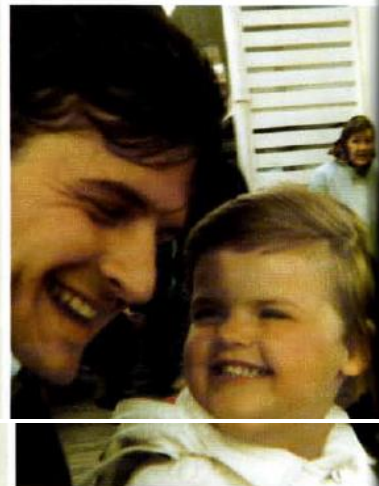
I've always wanted the best for her. We sent her to a good school, but she wasn't happy there. She left because she wanted to become an actress, so with my connections I got her into drama school, but she didn't like that either. She worked for a while doing small roles

'I see her as my best friend.'

in films, but she must have found it boring because she gave it up, though she never really said why. She got married a few years ago; her husband's a vet. They must be happy because they work together, and she loves animals.

We have the same tastes in books and music. When she was younger, I used to take her to the opera – that's my passion – but she can't have liked it very much because she hasn't come with me for years. I don't think she goes to the cinema or watches TV much. She might watch my films, but I don't know. It's not the kind of thing she talks to me about.

I'm very pleased to have Carmen. She's a good daughter, but I don't think she likes my new wife very much because she doesn't visit us very often. I'm looking forward to being a grandfather one day. I hope she'll have a son.



TEST YOUR GRAMMAR

1 Read the story of John and Moira in A and complete their actual conversation in B.

THE MARRIAGE PROPOSAL

A John greeted Moira and asked how she was. She told him she was fine. He said it was great to see her. He added that they hadn't seen each other since Paris. She said that she had loved Paris and asked if they could go back next spring. John said there was something he had to ask her. He told her that he loved her and asked if she would marry him and come to Paris on honeymoon. She said that she would and that she loved him too.

B J Hi, Moira. How are you?

M I , thanks.

J It to see you again. We seen each other since Paris.

M I Paris. we back next spring?

J There something I to ask you.

I you. you me and come to Paris on honeymoon?

M Yes, I . I you, too.

- 1 In Progress check 16–20, you saw an explanation of the four types of multi-part, or phrasal verbs. Remember that many multi-part verbs are idiomatic and have several meanings. Here are some Type 1 multi-part verbs (which do not take an object).

break down *The car broke down.*
take off *The plane took off.*

Here are some Type 4 multi-part verbs (which have two particles).

run away with *The thief ran away with my purse.*
face up to *He faced up to his problems.*

Replace the words in *italics* in the sentences with phrasal verbs from the box.

blow up catch up with do away with drop off
face up to fall back on fall through get away
get back get down get on with give up
go down with go in for go off hold back
look out make up for run away with stand back
stand up to turn back wear off

- 1 He *became ill with* pneumonia.
- 2 The enemy soldiers *surrendered*.
- 3 She couldn't do it alone, so she *relied on* him for support.
- 4 The milk *turned sour* in the sun.
- 5 I *have a good relationship with* her.
- 6 The bomb *exploded*.
- 7 The runner behind *drew level with* the one in front.
- 8 She *stopped* eating meat a year ago.

- 2 Complete the sentences with the adverbs and adverb phrases in brackets.

- 1 She moved _____. (five years ago/to London)
 - 2 He drove _____. (down the street/slowly)
 - 3 We were having lunch _____. (one Sunday/in a restaurant)
 - 4 She works _____. (in the office/hard/all day)
 - 5 He waited _____. (for twenty minutes/at the bus stop)
 - 6 Would you take this letter _____. (quickly/to the post office)
- 1 *She moved to London five years ago.*

- 3 Write these reported statements in direct speech.

- 1 He said it was raining.
 - 2 She said she didn't have any money.
 - 3 He said he liked watching television.
 - 4 She said she would leave early.
 - 5 He said he'd spoken to his mother last week.
 - 6 She said she hadn't understood the question.
- 1 *'It's raining,' he said.*



THE WEDDING

Reported statements and questions

- 1 Adam and Beatrice meet at John and Moira's wedding. Match a line in A with a line in B.

A Adam	B Beatrice
1 How do you know John and Moira?	Yes, we have. We flew in from Dublin yesterday.
2 Are you married?	Sure. I'll introduce you to my husband.
3 Where did you meet your husband?	We're staying at the Four Seasons Hotel.
4 Have you travelled far to get here?	Yes, I am. That's my husband over there.
5 Do you live in Dublin?	I went to the same school as Moira.
6 So, where are you staying?	Actually, I met him at a wedding.
7 So am I. Can we meet there later for a drink?	Yes, we do.

T 12.2 Listen and check.

- 2 Beatrice is telling her husband, Ron, about the conversation with Adam. Read what she says.

*'I just met this really nice guy called Adam. He was very friendly. Do you know what he said? First, he asked me how I **knew** John and Moira. I told him that I **had gone** to the same school as Moira. Then he asked if I **was** married. Of course I said that I **was**! And next ...'*

Semester N2**LESSON PLAN**

Course title: Grammar in context

Topic: Education: Questions and Answers (tag, who-questions, short answers)

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

▪ Aim: to explain students questions and answers (tag, who-questions, short answers)

▪ Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up hometask	-to let students speak about the theme	- Students have hometasks checked. - Students answer the teacher's questions. . - Brainstorm some topics together as a class (<i>English idioms.</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about questions and answers (tag, who-questions, short answers) in context. - Teacher explains questions and answers (tag, who-questions, short answers) with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/mark er Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Letter game") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give hometask	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram.

We make questions with *be* by putting the verb in front of the noun or pronoun. This movement of the verb is called *inversion*. When *be* is part of the verb tense we also put it in front of the noun or pronoun.

Statement (noun + verb)

Everest is the highest mountain.

The Romans were expecting an attack.

Question (verb + noun)

Is Everest the highest mountain?

Were the Romans expecting an attack?

Do the same when *will*, *have* and *had* are part of the verb tense.

Will we arrive on time?

Have you read War and Peace?

Had Napoleon intended to fight the battle?

Present simple tenses form questions with *do / does*, and past simple with *did*, using the verb stem.

Do ants show any kind of intelligence?

Did Columbus discover America?

Does a cat know how to swim?

modal auxiliaries, *have to* (see Units 22–25)

Modals form questions by moving the auxiliary in front of the pronoun.

Can bats hear well?

Should we stop eating white sugar?

Have to forms questions with *do / does* and *did*. *Have to* is generally used as a question form of *must*.

Do I have to turn on the computer first?

Did Roman slaves have to work hard?

yes / no questions, short answers

Questions without a question word have the answer *yes* or *no*. When we answer this kind of question, we often give a short answer which repeats part of the question.

Is Everest the highest mountain?

Yes, it **is**. / No, it **isn't**.

Was Columbus the first European to reach America?

No, he **wasn't**. / Yes, he **was**.

Do ants show any kind of intelligence?

Yes, they **do**. / No, they **don't**.

Had Napoleon intended to fight the battle?

No, he **hadn't**. / Yes, he **had**.

Can bats hear well?

Yes, they **can**. / No, they **can't**.

Did Roman slaves have to work hard?

Yes, they **did**. / No, they **didn't**.

wh- questions

We put a question word in front of question forms.

Which is the highest mountain?

How do ants show intelligence?

Who was the first European to reach America?

Why is the climate changing everywhere?

When will the ice at the Poles melt completely?

How well can bats hear?

embedded questions

Statements or questions with verbs like *know* and *wonder*, or polite requests like *Can you tell me ...* can introduce a second question. The second question is in statement form.

direct question

How hot is it on Mars?

Where does the blue wire go?

Who is Romeo?

What is the answer?

What was the time?

embedded question

I wonder how hot it is on Mars.

Can you tell me where the blue wire goes?

Do you know who Romeo is?

I know what the answer is.

I didn't know what the time was.

question phrases

Many questions are formed from a question word and other words.

What is the difference between X and Y?

How strong / large is this?

What is the relationship between X and Y?

What kind of plant is this?

What effect does heat have on water?

How does this work?

Question tags and intonation

1 Look at the sentences and write the question tags.

1 It isn't very warm today, _____?	↗
2 You can cook, _____?	
3 You've got a CD player, _____?	
4 Mary's very clever, _____?	
5 There are a lot of people here, _____?	
6 The film wasn't very good, _____?	
7 I'm a silly person, _____?	
8 You aren't going out dressed like that, _____?	

T 11.4 Listen and check. Write ↗ if the questions tag goes up and ↘ if it goes down.

2 Match a response with a sentence in exercise 1.

- ☒ 4 Yes. She's extremely bright.
☐ Believe it or not, I haven't. I've got a cassette player, though.
☐ Why? What's wrong with my clothes? I thought I looked really cool.
☐ No, it's freezing.
☐ No, you're not. Everybody makes mistakes.
☐ Me? No! I can't even boil an egg.
☐ I know! It's absolutely packed. I can't move!
☐ It was terrible! The worst I've seen in ages.

T 11.5 Listen and check. Practise the conversations with a partner.

Conversations

3 Add three question tags to the conversation below. Do they go up or down?

- A It's so romantic.
B What is?
A Well, they're really in love.
B Who?
A Paul and Mary.
B Paul and Mary aren't in love.
A Oh yes, they are. They're mad about each other.



T 11.6 Listen and compare.

4 Look at p156. Choose one of the conversations and add question tags. Learn it by heart, and act it out for the rest of the class.

T 11.7 Listen and compare.

How well do you know your world?



1 Do you know the answers to these questions?

- Do animals have feelings?
- What are the Earth's oldest living things?
- What man-made things on Earth can be seen from space?
- What is the most terrible natural disaster to have hit the Earth?
- Why isn't there a row 13 on aeroplanes?
- Why do women live longer than men?
- Was Uncle Sam a real person?

2 Put one of these lines before each question in exercise 1. What is true for you?

I think I know ... I'm not sure ...
I think ... I have no idea ...
I don't know ... I wonder ...

I think animals have feelings.

I have no idea what the Earth's oldest living things are.

Asking polite questions

1 Match a word in A with a line in B and a line in C.

A	B	C
What	newspaper	times have you been on a plane?
How	football team	do you support?
Which	long	music do you like?
	far	do you read?
	kind of	is it to the station from here?
	many	time do you spend watching TV?
	much	does it take you to get ready in the morning?

LESSON PLAN

Course title: Grammar in context

Topic: Education: Relative Clauses(subject, object and defining relative clauses)

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context.

Longman English Grammar Practise. Internet resources.)

▪ Aim: to explain students relative clauses(subject, object and defining relative clauses)

▪ Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. . - Brainstorm some topics together as a class (<i>English idioms.</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about relative clauses(subject, object and defining relative clauses) in context. - Teacher explains new theme with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/mark er Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Who am I") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram.

These come after relative pronouns *who / whom* for people, *which / that* for things, *whose* for possession. Relative clauses can refer to the subject of the sentence or the object. They behave in different ways. In object clauses, it is possible to leave out the relative pronoun *which / that*.

*Glaciers are rivers of ice **which** form in cold climates on mountains. The amount of fresh water **(that)** glaciers contain is greater than all other lakes and rivers on Earth.*

Subject: *which form in cold climates* This refers to **glaciers**, the subject of **form**.

Object: *that glaciers contain* This refers to **water**, the object of **contain**.

Note that in a subject clause there is never a subject pronoun after the relative pronoun.

*Glaciers are rivers of ice. **They** form in cold climates on mountains.*

*Glaciers are rivers of ice **which** ~~they~~ form in cold climates on mountains.*

subject: *who* or *that*

Use *who / that* to refer to people in subject relative clauses. When we refer to a named person we generally use *who*, and *that* in informal speech and writing.

*Charles Dickens was the novelist **who** wrote David Copperfield.*

*Louis Agassiz was the first scientist **who** argued that there had been an Ice Age in the past.*

subject: *which* or *that*

Use *which / that* to refer to things in subject relative clauses.

*Last week I bought a new computer **which** is much faster than the old one.*

*In 1840 Agassiz published Etudes sur les glaciers **which** was the first book to describe the movements of glaciers and the way they changed the landscape.*

subject: *whose*

Use *whose* to refer to things belonging to people.

*That was the man **whose** car was stolen.*

*Louis Agassiz had a son, Alexander, **whose** main interest was mining.*

omitting the relative pronoun

When you omit the relative pronoun in an object clause, you might also need to omit the verb after it.

*The photos **(which were)** used on the web site are fascinating.*

*The glaciers **(which were)** described in the book are in danger of melting.*

object: *who, that, whom* or zero

Use *who / whom / that* in an object relative clause when we refer to people.

Whom is used in formal language, or after a preposition.

*He is one of the scientists **who / whom / that** I admire most.*

It is possible to leave out the relative pronoun in this kind of sentence.

He is one of the scientists I admire most.

object: *which, that* or zero

Use *which / that* in an object relative clause when we refer to people.

*This is Pickwick Papers, one of the first books **which / that** Dickens wrote.*

It is possible to leave out the relative pronoun in this kind of sentence.

This is Pickwick Papers, one of the first books Dickens wrote.

object: *of which*

Use *of which* in an object relative clause when we refer to one thing belonging to another.

It is used in formal language.

*This is his third book, the publication **of which** made such an impression.*

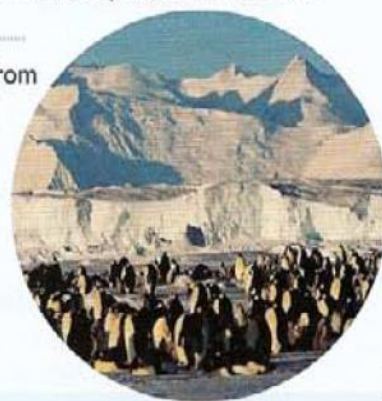
It is possible to use *whose* in informal language. It is also possible to avoid this kind of construction.

*This is his third book, **whose** publication made such an impression.*

*This is his third book, **the one that** made such an impression when it was published.*

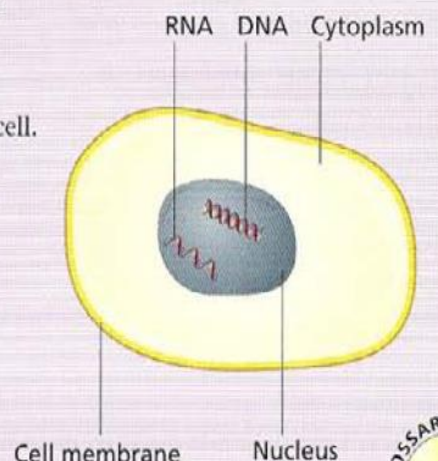
- 7 Complete the text with a suitable relative pronoun in each space (including *of which*). Leave the space blank if this is possible.

Antarctica is mainly known for the penguins and seals **a** *that* live there, but recently scientists have discovered the **remains** of two dinosaurs **b** lived there millions of years ago. These are not the first dinosaur fossils **c** have been discovered in Antarctica, and bring the total to eight. The first new discovery was a plant-eating dinosaur **d** was found by a mountain climber. Scientists **e** examined the fossils say it is a plant-eating dinosaur **f** is nearly 200 million years old. The parts of the animal **g** they examined suggest that it was nine metres long and two metres tall. Dinosaurs **h** have been found in other parts of the world are as long as 30 metres, however. So this specimen, the discovery **i** has excited researchers, is rather small. On the other side of Antarctica, dinosaur bones **j** were discovered by accident have also proved interesting. This second dinosaur was a meat-eater **k** stood about two metres tall. Scientists **l** were **sheltering** from bad weather found the bones near the sea. The dinosaur they discovered, **m** bones were next to fossils of sea life, probably died and was washed out to sea after its death. Dinosaurs are creatures **n** could not **survive** in cold conditions, but in their time, Antarctica was different. It didn't have the cold climate **o** it has today, but was warm and wet.



- 4 Rewrite each pair of sentences as one sentence, using *which*. Make any necessary changes.

- a The word *cell* comes from the Latin *cella*. This means *a small room*.
The word cell comes from the Latin cella which means a small room.
- b All cells have a **membrane** or skin. It covers the cell.
- c Inside the cell is a substance called the *cytoplasm*. It contains a number of chemicals.
- d All cells contain **DNA**. This holds **genetic** information.
- e They also contain **RNA**. It includes the information the cells need to build **proteins**.
- f All cells contain a nucleus. This controls the actions of the cell.
- g Bacteria consist of only one cell. This can divide and make other new bacteria.
- h One of the most complex structures is the human body. It contains over 100,000 billion cells.



LESSON PLAN

Course title: Grammar in context

Topic: Education: Voice (active and passive)

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context.

Longman English Grammar Practise. Internet resources.)

▪ Aim: to explain students voice (active and passive)

▪ Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. . - Brainstorm some topics together as a class (<i>English idioms.</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about voice (active and passive) in context. - Teacher explains new theme with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Who am I") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram.

FORM

Use **be** + **past participle** to form the passive.

present simple active	We find oil and gas beneath the ground or sea.
present simple passive	<i>Oil and gas are found beneath the ground or sea.</i>
present continuous active	The police are questioning two men.
present continuous passive	<i>Two men are being questioned by the police.</i>
past simple active	Teachers trained Aztec boys to fight.
past simple passive	<i>Aztec boys were trained to fight.</i>
present perfect active	Tourism has harmed some countries.
present perfect passive	<i>Some countries have been harmed by tourism.</i>
will active	We will choose a new class representative on Monday.
will passive	<i>A new class representative will be chosen on Monday.</i>

USE

Use the passive

- to move important information (the object of the active sentence) to the beginning.
*Two men **are being questioned** by the police.*
- when we want to be impersonal and not mention the name of the person who performs the action.
We often use the passive in scientific or technical processes.
*Oil and gas **are found** beneath the ground or sea.*
- when it is obvious who performed the action, eg teachers, or we do not want to use a general subject eg *people, they*.
*Aztec boys **were trained** to fight.*

*Two missing children **have been found** safe and well.*
- more often in formal speech and writing than in everyday speech.

transitive and intransitive

Verbs which have an object are called transitive verbs; verbs without an object are intransitive. Only transitive verbs can be made passive.

transitive	subject	verb	object	
	<i>I</i>	<i>lost</i>	<i>my wallet</i>	<i>on the way to school.</i>
intransitive	<i>I</i>	<i>swim</i>	–	<i>every day.</i>

Use **by**

- when it is important to know the 'agent' or person who performed the action
*Some countries **have been harmed by tourism**.*
- only when it is really necessary.
*The two men **were arrested**. (by the police – this is obvious)*

Use **with**

- for objects which perform actions.
*The game **was played with a ball of solid rubber**.*

LISTENING AND WRITING

Books and films

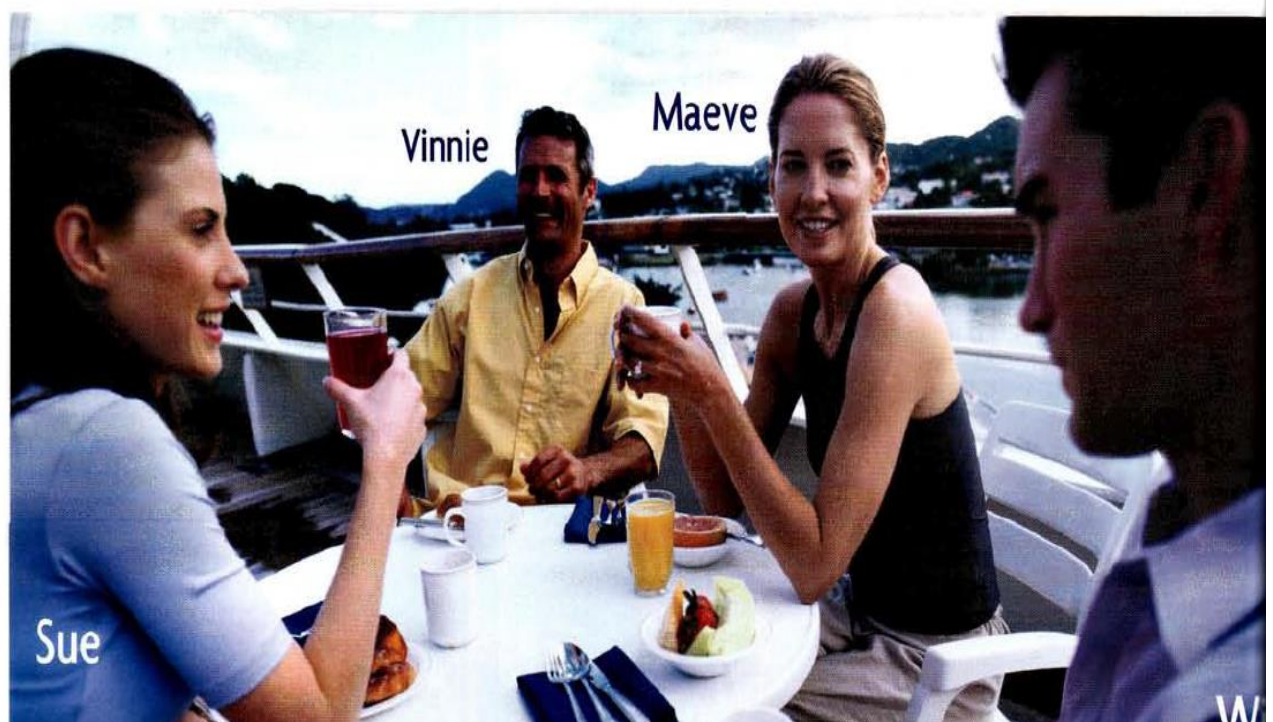
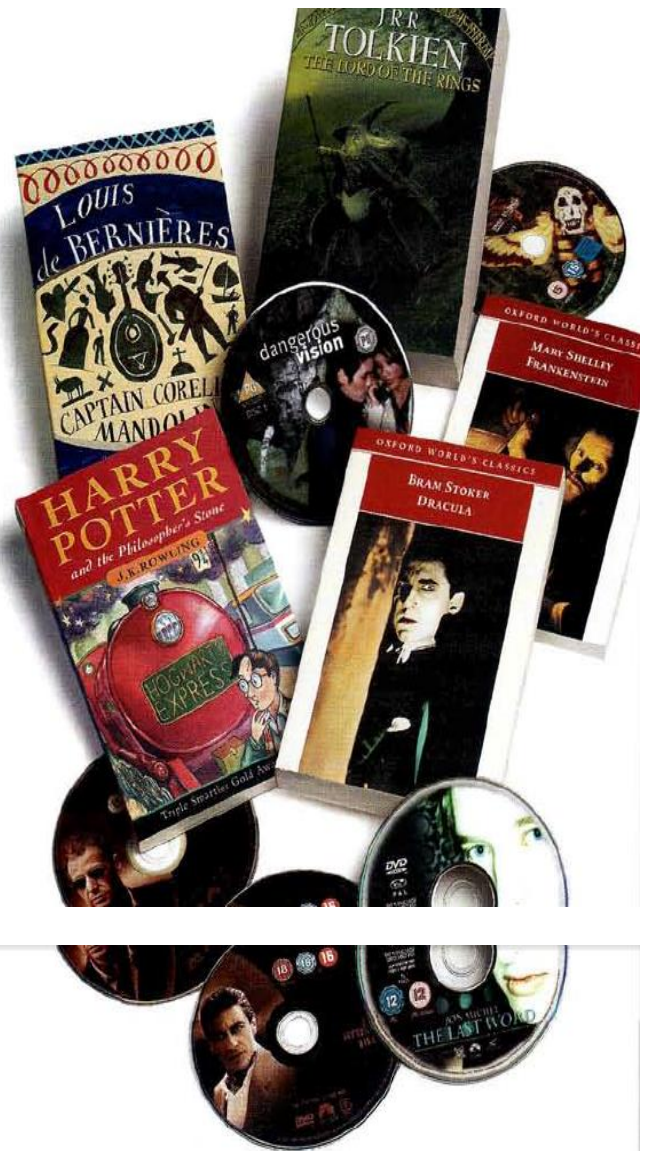
- 1 Work in groups. Do you have a favourite book or film? Why do you like it? Tell your group.
- 2 Look at the list of books and films. Which do you know? Which are both book *and* film?

- | | |
|---|---|
| ☐ Dracula | ☐ Titanic |
| ☐ Frankenstein | ☐ Captain Corelli's Mandolin |
| ☐ Spiderman | ☐ The Godfather |
| ☐ Harry Potter and the Philosopher's Stone | ☐ Star Wars |
| ☐ The Silence of the Lambs | ☐ The Lord of the Rings |
| | ☐ The Sun Also Rises |

- 3 **T 3.6** Listen to four friends chatting about their favourite books and films. Tick (✓) the titles they mention in exercise 2. What do they say about them? Discuss with your group, then with the class.
- 4 Write some notes about a book or film that you know and like. Use these questions to help you. Discuss your notes with a partner.
 - What's it called?
 - Who are the main characters?

- | | |
|----------------------|-----------------------------|
| • Who wrote it? | • Where does it take place? |
| • Who directed it? | • What's it about? |
| • Who starred in it? | • Why do you like it? |

- 5 Use your notes to write a paragraph about the book or film that you chose.



LESSON PLAN

Course title: Grammar in context

Topic: Education: Modal verbs (can, may, must, should, ought to, need and dare)

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

▪ Aim: to explain students modal verbs (can, may, must, should, ought to, need and dare)

▪ Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. . - Brainstorm some topics together as a class (<i>English idioms.</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about modal verbs (can, may, must, should, ought to, need and dare) in context. - Teacher explains new theme with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Who am I") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram.

Signs

- 5 What do these signs mean? Use *have to*/*don't have to*, *can*/*can't*, or *(not) be allowed to*.



What do you think?

Is it the same in your country?

In Britain ...

- you can get married when you're 16.
- you can't drink alcohol until you're 18.
- you have to wear a seat-belt in a car.
- you can vote when you're 18.
- young people don't have to do military service.
- there are lots of public places where you aren't allowed to smoke.

PLANNING A TRIP

should and *must*

- 1 **T 4.4** Antony and his friend George are going to travel around Asia. Listen to them talking about their trip. What two decisions do they make?



- 2 Practise the conversation.

A I can't stop thinking about this trip.

G Same here. I spend all my time just looking at maps.

A What do you think? Should we take cash or traveller's cheques?

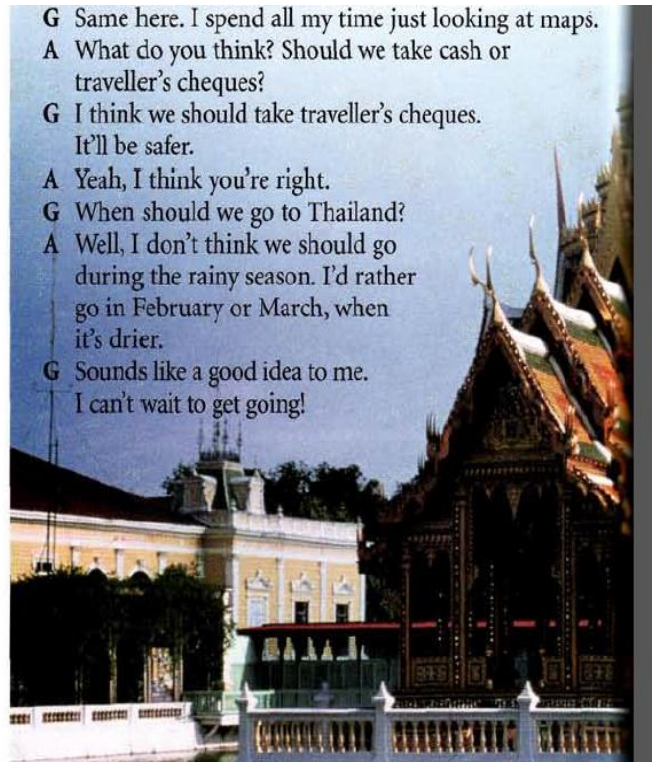
G I think we should take traveller's cheques. It'll be safer.

A Yeah, I think you're right.

G When should we go to Thailand?

A Well, I don't think we should go during the rainy season. I'd rather go in February or March, when it's drier.

G Sounds like a good idea to me. I can't wait to get going!



5 Choose all the possible answers, A, B or C, for each gap.

Most of us enjoy a good night's sleep, but we **a** A, B not realize just how important sleep is. Everyone knows that without sleep for a night or two, a person **b** _____ find it hard to think well. After three nights without sleep, you **c** _____ start to see things, and you **d** _____ begin to lose your sense of reality. In experiments, rats which are not allowed to sleep **e** _____ actually die, which seems to prove that sleep **f** _____ be very important. We know that children who do not sleep enough can fail to grow properly, as growth hormones **g** _____ be active while the body is asleep. Lack of sleep **h** _____ also damage the immune system, so you **i** _____ fall ill more often. Scientists don't know exactly what sleep is for and why humans need so much of it, but they believe that it **j** _____ give the body a chance to repair muscles and replace cells. It **k** _____ also give the brain the opportunity to organize memory, and some experts believe that dreams **l** _____ help in this process. The brain also needs to rest, so sleep **m** _____ give the brain a chance to 'recharge' its batteries. Obviously, sleep **n** _____ also be related to the fact that there are hours of darkness when our activities are limited. Another possible reason for sleeping is that if we didn't sleep and save some energy, we **o** _____ have to eat a lot more food.



- a A may B might C must
b A can B will C must
c A can B could C might
d A can't B must C could
e A might B can C will
f A will B must C can't
g A can B can't C may
h A can B may C could

- i A might B must C could
j A might B can't C will
k A might B could C may
l A could B can't C may
m A might B can C can't
n A must B can C can't
o A can't B will C might



EXTENSION ACTIVITY

- 1 Make some predictions about how your life could change in the next 20 years.
- 2 What do you think it must be like to be an astronaut? Use these ideas: food, feelings, sleep, washing, how you spend the time, training.

Need more practice? Go to the **Review** on page 192.

LESSON PLAN

Course title: Grammar in context

Topic: City and country life: Modal verbs in past

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

- Aim: to explain students modal verbs in past
- Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. . - Brainstorm some topics together as a class (<i>English idioms.</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about modal verbs in past in context. - Teacher explains new theme with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/mark er Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Who am I") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram.

Use **could, may, might + have + past participle**

- to describe things that possibly happened in the past.

*I don't know where my bag is. I suppose someone else **might have taken** / **could have taken** it by mistake.
Scientists now believe that ice **may have shaped** the surface of the planet Mars.*

Use **could, might + have + past participle**

- to make a contrast between what was possible in the past and what actually happened.

*That was a stupid thing to do! You **might have hurt** someone.
It was lucky you didn't light the gas. It **could have exploded**.*

- to criticize someone's actions.

*You **might have told me** the bus left at 3.00! I missed it!*

Use **can't have + past participle**

- when we are certain something was not true.

*I still haven't heard from Peter. He **can't have got** my message.*

Use **must have + past participle**

- when we are certain something was true.

*Congratulations on your exam results. You **must have been** really pleased when you heard the news.
After the volcanic eruption on the Greek island of Santorini in about 1650 BC, there **must have been** a huge tsunami.*

Use **could, may and might and could have, may have, might have**

- in conditional sentences, when the results are not certain.

*If you **heat** the solution too quickly, it **may / might / could** explode.
If we **found** water on Mars, we **could use** it to make rocket fuel.*

1 Complete the comment using the word in capitals.

- | | | |
|---|---|-------|
| a | You almost dropped the computer and you nearly damaged it.
You _____ <i>could have damaged the computer!</i> | COULD |
| b | You weren't careful when you were carrying it.
You _____ | MIGHT |
| c | It would have been a good idea to ask for help!
You _____ | MIGHT |
| d | You pulled out the sheet of paper and you nearly broke the printer.
You _____ | COULD |
| e | You opened an e-mail and the computer nearly got a virus.
The computer _____ | COULD |
| f | Why didn't you check the name of the sender!
You _____ | MIGHT |
| g | The computer almost crashed and you would have lost all your work.
You _____ | COULD |
| h | That was nearly a very serious problem.
That _____ | COULD |
| i | You didn't tell me you hadn't used a computer before!
You _____ | MIGHT |
| j | You didn't turn the computer off when you finished!
You _____ | MIGHT |

LESSON PLAN

Course title: Grammar in context

Topic: City and country life: Used to and Would

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context.

Longman English Grammar Practise. Internet resources.)

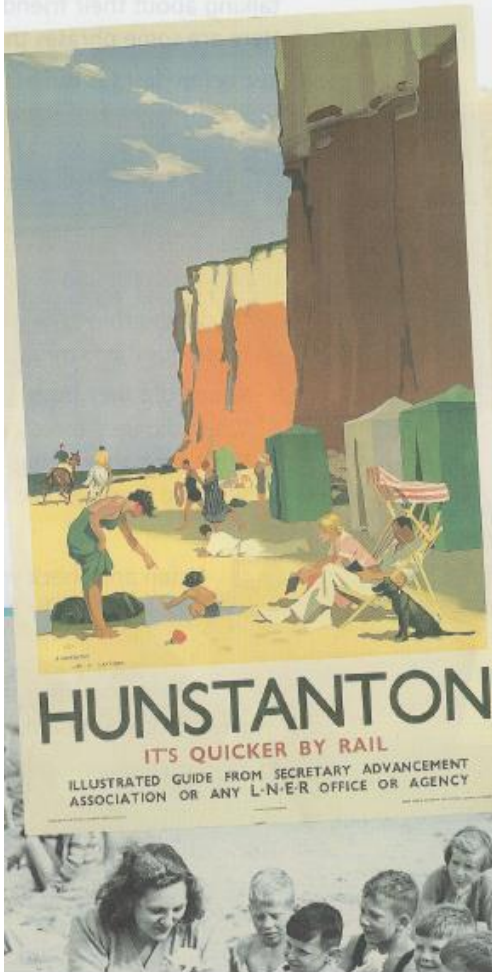
▪ Aim: to explain students Used to and Would

▪ Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. . - Brainstorm some topics together as a class (<i>English idioms.</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about Used to and Would in context. - Teacher explains new theme with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Who am I") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram.

The way things used to be

Used to and would + infinitive



Investing in memories

My uncle had a moustache, a good job in the Civil Service and used to smoke forty cigarettes a day. But when he organised day trips for our family he used to behave like a boy. Today, seventy years later, we still talk about the wonderful trips to the sea our uncle used to organise when we were children.

He organised the trips very carefully. He used to buy the railway tickets and write special programmes long before the day arrived so we began to look forward to the trip. On the cover of the programme was the name of the place we were visiting and a humorous drawing of everyone in the family. There was even a lucky number on each programme and the winner didn't have to carry the bags on the way home.

All through the day he organised games and competitions. In his view, all the games had to be slightly anti-social. So if the programme said '4pm: Annual Ladies v Gentlemen football match', the match would always take place, even if the beach was very crowded. He organised treasure hunts, modelling competitions with seaweed, shells and bits of wood from the beach, and other events. There would be a special prize for the winner of every competition, usually an old sporting cup from a local junk shop.

He made sure that there were as many people on the trip as



possible, and invited neighbours and their children as well to join the family for the day. The fun started as soon as we left home. Even the walk down to the station in the morning used to involve a game ('the first person to see a policeman gets a point').

One game we used to play in the car was called 'I know that lady'. One of us would choose someone walking along the street, and as we approached, the driver sounded the car horn, and everybody waved. The woman wouldn't understand why we were waving at her and would look puzzled.

He never thought money spent on a well-organised outing was wasted. When his wife complained about the cost of a family day out, he said, 'Look, it's not wasting money, it's investing in memories'.

Adapted from *Memories are made of this*
by David Randall, *The Observer*

- 3 Answer the questions and try to guess the meanings of the words or phrases.

behave – Does this mean something like *act* or *become*?

look forward to – Do they want the trip to the sea to happen or not?

seaweed – What kind of plants do you find on the beach?

junk shop – Is this a place where you can buy something new or old and second-hand?

puzzled – How would you feel if you didn't recognise people waving at you?

- 4 Work in pairs. Would you enjoy a trip to the sea like this?

GRAMMAR

Used to and would

You use **used to** + infinitive to talk about past habits, routines and states which are now finished. You often use it in narratives.

My uncle **used to smoke** 40 cigarettes a day.

He **didn't use to smoke** cigars.

You often use **used to** to contrast past routine with present state.

I **used to live in France**. I don't live there now. I live in Britain.

You can also use **would** + infinitive to talk about past habits and routines, but not past states.

There **would be** a special prize for the winner.

someone.

Now say the sentences aloud. Try to use the same stress and intonation.

SPEAKING AND WRITING

- 1 Work in groups of two or three. Talk about how you used to spend your holidays in the past. Think about:
- where you used to go – where you used to stay
 - how you used to get there – when you used to go
 - who you used to go with
 - what the weather used to be like
- 2 Work on your own. Write a description of how things used to be and how they are now. Use the expressions of time in **bold**.

Say how things used to be.

When I was a child, we **used to go** to our holiday home in Wales.

Say how things changed.

After a while, my brothers and sisters left home.

Say what happened in the end.

Eventually, my parents sold the house.

Say how things are today.

Now we go abroad for our holidays.

habits in the past

For describing habits and states in the past, it is more natural to use **used to** + verb than past continuous, especially when we make contrasts with the present. We do not mention the exact date.

Used to is unchangeable, and has only a past tense form.

Negative: *didn't use to*

Question: *Did you use to?*

Rainforests **used to cover** a third of the Earth, but now they are getting smaller.

Once people **didn't use to worry** about this problem.

What games **did you use to play** in the playground at school?

Note: we also use **past simple** (+ frequency adverb) to describe habitual actions in the past.

People **once thought** that the Sun travelled round the Earth.

LESSON PLAN

Course title: Grammar in context

Topic: City and country life: Non- finite forms of the verbs

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context.

Longman English Grammar Practise. Internet resources.)

▪ Aim: to explain students non- finite forms of the verbs

▪ Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. . - Brainstorm some topics together as a class (<i>English idioms</i>.)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about non- finite forms of the verbs in context. - Teacher explains new theme with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/mark er Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Who am I") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram.

verbs followed by bare infinitive

make and let (make / let + object + bare infinitive)

Factory owners **made young children work** twelve hours a day.

My parents **don't let me hold** noisy parties.

would rather ('d rather)

Do you want to watch a DVD?

No, **I'd rather** play cards.

verbs followed by bare infinitive, or to-infinitive

help, dare

(help / dare + object + bare infinitive / to-infinitive)

Computers can **help us analyse / to analyse** large amounts of information.

Nobody **dared to make / make** a noise.

verbs followed by to-infinitive

aim, fail, intend, learn how, long, manage, need, offer, plan, prefer, refuse, try, want

We **aim to complete** the work by next week.

Please **try to arrive** punctually at 8.30.

verbs followed by to-infinitive, or that-clause

decide, expect, hope, promise, threaten, warn

We **decided to leave** early.

We **decided that we would** leave early.

As these verbs often refer to the future, the *that*-clause often contains *would*.

With the verb *pretend*, the *that*-clause often contains a past tense verb.

Jack **pretended to be** ill.

Jack **pretended that he was** ill.

verbs followed by an object and to-infinitive

advise, allow, dare, encourage, forbid, force, instruct, order, permit, persuade, remind, teach, tell

They **advised me to try** again later.

Tom's mother **taught him to cook**.

verbs followed by to-infinitive, or -ing (see also Unit 15)

begin, start, hate, like, love

After an hour, the spectators **began to leave** the stadium.

After an hour, the spectators **began leaving** the stadium.

adjectives followed by to-infinitive

- These can describe how someone feels about something, for example: *afraid, anxious, ashamed, careful, determined, free, frightened, happy, keen, quick, ready, sorry, willing*.

Peter was **determined to pass** the exam.

Some adjectives can also be followed by a preposition. See Unit 42.

- We can give an opinion about something, using adjectives such as *agreeable, amusing, boring, difficult, easy, hard, impossible, nice, good, important, necessary*.

It's **easy to fall** over on the ice.

- Adjectives can be used in phrases with *be*, for example: *be supposed to, be expected to, be allowed to, be prepared to*.

Sorry, but **you're not allowed to wait** here.

LESSON PLAN

Course title: Grammar in context

Topic: City and country life: Gerund.

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context.

Longman English Grammar Practise. Internet resources.)

▪ Aim: to explain students Gerund

▪ Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. . - Brainstorm some topics together as a class (<i>English idioms.</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about gerund in context. - Teacher explains new theme with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Banana") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram.

Infinitive of purpose

You use **to + infinitive** to say how you do something.

To make your windows really shine, **clean** them with wet newspaper.

You can also put the clause of purpose at the end of the sentence.

Clean your windows with wet newspaper **to make** them really shine.

By + -ing

You can use **by + -ing** to say how you do something. The **by** clause can go at the beginning or the end of the sentence.

By adding a cube of plain chocolate to coffee just before using, you can restore the aroma.

Giving advice: if clauses

You can use **if + present simple** to describe a common problem, followed by an imperative or **you can** to describe what to do about it.

If a lettuce becomes limp, **place** it in a saucepan with a lump of coal.

If an oven dish gets burnt, **you can** put it face down on the grass all night.

This kind of **if** clause is often called the zero conditional. For more information, see Lesson 31.

- 1 Write full answers to the questions in *Vocabulary and reading* activity 2 by using **to + infinitive**.

To make lettuce crisp, place it in an empty saucepan with a lump of coal.

- 2 Rewrite the sentences in 1 using **by + -ing**.

By placing lettuce in a saucepan with a lump of coal, you will make it crisp.

- 3 Write sentences giving advice for these problems starting with **if...**

- 1 Your coffee has lost its aroma.
- 2 You want to test if an egg is fresh.
- 3 You want shiny, bright teeth.
- 4 You get food on your tie.
- 5 There are flies on your windscreen.

LISTENING AND WRITING

- 1 What would you advise for the following problems?
 - tight shoes
 - hiccups
 - marks on wooden furniture
 - chewing gum on clothes
- 2  Listen and find out what people advise for the problems in 1.
- 3 Write down the Superhints in activity 2. Use some of the vocabulary in *Vocabulary and reading* 1.
- 4 Think about your Superhints for three of the following:
 - preparing for an exam
 - learning vocabulary
 - staying healthy
 - cooking
 - travelling long journeys
 - looking good
 - keeping the house clean
 - making friends



Superhints is a book of good ideas: a collection of helpful suggestions on a variety of subjects – from cookery, gardening and DIY to travelling, planning ahead and emergencies – contributed by judges, TV personalities, actors, designers, politicians, beauty experts, company executives and housewives.

To make your windows really shine, clean them with wet newspaper, then polish them with a soft cloth.

Dame Judi Dench, Actress

To keep teeth shiny and bright, brush them occasionally with salt.

Mrs Nigel Talbot-Rice

To clean flies off the windscreen, put toothpaste on with a wet rag, wash it off and polish the glass with newspaper.

Rosemary, Marchioness of Northampton

If a lettuce becomes limp, place it in an empty saucepan with a lump of coal. Put the lid on, and after a few hours it will become crisp again.

Mrs Darling's nanny

When, at a meal, soup or food gets on a tie, soak it well with dry white wine – this usually takes the stain out.

The Right Honourable The Lord Havers

After removing a stain it helps to avoid a ring if you dry the damp spot quickly with a hairdryer.

VOCABULARY AND READING

- 1 Look at the words in the box. Underline the verbs.

aroma ash basket blanket
boiling water bright brush off
carpet chewing gum clock
coal crisp dish fly
hiccups ice cube lettuce lid
limp lump mark mop up
olive oil oven polish
puppy rag remove
scrape off shine shiny sip
spot spread stain stretch
tie tight wet wrap

This is the name for the form of the verb ending *-ing*. When we use it as a noun, we can also call it a *gerund*, and when we use it as an adjective or verb, we also call it the *present participle*, though it is often difficult to decide which is which.

- verbs of feeling and opinion etc followed by *-ing*

admit, avoid, consider, deny, dislike, enjoy, fancy, feel like, finish, can't help, involve, keep, mean, mind, miss, practise, risk, can't stand, suggest

*Having a healthy lifestyle **involves following** a balanced diet, which **means eating** a variety of fruit and vegetables and **avoiding** too many sweet or fatty foods, and also **taking** regular exercise.*

- expressions with *it's*

it's no good, it's no use, it's not worth

*It's not worth **taking** an umbrella. It's not going to rain.*

- expressions with *spend*

spend (one's) time, spend (quality) time

*I **spent my time swimming** and **sunbathing**.*

*Anna **spent a lot of time researching** her project.*

- expressions with *like*

We can use *-ing* and *to*-infinitive after *like*.

*I don't **like getting** up early. I **like to watch** TV late at night.*

- verbs followed by *-ing* or *to*-infinitive with different meanings

stop *It's a good idea to **stop eating** sweets between meals. (stop an activity)*
*They **stopped to buy** food, and then continued their journey. (stop in order to)*

try *Try **going** for a swim – it's a good way to get fit. (see if it works)*
*They **tried to reach** the island, but it was too far away. (make an effort)*

remember *Remember to **warm up** before you start exercising. (don't forget)*
*I remember **going** to school for the first time. (past memory)*

- prepositions followed by *-ing* (See Unit 42)

We use the *-ing* form after a preposition. A preposition can follow a verb or an adjective.

be interested in, apologize for, be used to, accuse (someone) of, specialize in, succeed in, insist on

*Are you **interested in joining** a tennis club?*

*I must **apologize for arriving** late.*

*I am not **used to staying up** so late.*

*They **accused Rick of stealing** the money.*

- *come* and *go* followed by *-ing*

There are many expressions of this kind, mainly connected with sport, but not team games. We also use *shopping* in this way.

*Do you want to **come swimming / sailing / running** with us?*

Not ~~She's gone playing tennis.~~

*They've **gone shopping**.*

- *-ing* form as subject

We can use *-ing* form as a noun subject.

***Adding and subtracting** decimals is similar to adding and subtracting whole numbers.*

LESSON PLAN

Course title: Grammar in context

Topic: Working on mistakes

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

▪ Aim: Working on mistakes

▪ Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. . - Brainstorm some topics together as a class (<i>English idioms.</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Students write mid-term control work - Teacher explains their mistakes with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/mark er Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Letter game") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram.

1 Underline the correct word or phrase.

- a New research shows some young people can't help / consider / risk eating food which contains large amounts of sugar, salt, and animal fat.
- b Many young people also avoid / enjoy / keep taking any exercise.
- c They don't even avoid / enjoy / suggest walking to school or playing active games with their friends.
- d For too many young people, enjoyment feels like / involves / keeps sitting in front of the television, or in front of a computer playing games.
- e Of course if they involve / keep / suggest doing this, they are very likely to have health problems at an early age.
- f Health experts consider / mean / suggest taking hard exercise at least three times a week.
- g This can't help / keeps / means running, cycling or swimming.
- h So even if you don't avoid / feel like / risk taking exercise, it's important to organize regular exercise activities.
- i You could go / involve / practise swimming or jogging, for example.
- j You may also consider / involve / keep changing your diet, and eating more fruit and fresh vegetables.

2 Complete each sentence a to h with an ending from 1 to 8.

- a For a Roman soldier, joining the Roman army meant b
- b He received wages, but had to spend money too, since being in the army involved _____
- c In the early days of Rome, everyone became a soldier and young men couldn't avoid _____
- d However, as time went on, fewer Romans served as soldiers. The army stopped _____
- e When the army was at the height of its power, an enemy who considered _____
- f Unless the enemy had very large numbers of soldiers or attacked by surprise, they risked _____
- g Foreign armies were often disorganized and ran away, but the Romans always kept _____
- h The Romans were more successful because their soldiers spent more time _____
- 1 ... being completely destroyed by the ancient world's best fighting force.
- 2 ... buying his own food, uniform and weapons.
- 3 ... attacking it faced very serious problems.
- 4 ... taking all the young Roman men, and service became voluntary.
- 5 ... fighting, until the end if necessary, and rarely surrendered.
- 6 ... remaining in service from 20 to 30 years.
- 7 ... training to use their weapons, and fighting in organized groups.
- 8 ... serving in the army if there was a war, as it was compulsory.

3 Complete the text with the -ing or to-infinitive form of the verbs in brackets.

People who remember **a** (do) to do everything they have planned are usually people who organize their tasks in some way, and avoid **b** (get) _____ into a muddle. A shopping list is a good example of this technique, provided you remember **c** (take) _____ the list with you when you go **d** (shop) _____.

It's sometimes possible to remember a fact, for example, if first of all you stop **e** (think) _____ for a few moments. When you try **f** (remember) _____ something, this will be easier if you have learnt it in an organized way. If you are not sure how to do this, try **g** (write) _____ brief notes about the text you are reading. Many people find this an effective way of learning. After all, it's easy to read something and not understand or remember it, usually because you have stopped **h** (pay) _____ attention.

LESSON PLAN

Course title: Grammar in context

Topic: Leisure and sports: Participles

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context.

Longman English Grammar Practise. Internet resources.)

▪ Aim: to explain students participles

▪ Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Teacher checks homeworks. - Students answer the teacher's questions. - Brainstorm some topics together as a class (<i>English idioms.</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about participles in context. - Teacher explains new theme with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Banana") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram.

Participles

►► Grammar Reference 8.2 Student's Book p150

6 Participles as adjectives

Complete the adjectives with *-ed* or *-ing*.

- 1 a shock ing story
- 2 a reserved seat
- 3 screaming children
- 4 a satisfied customer
- 5 a disgusted meal
- 6 a confused explanation
- 7 a house in an exposed position
- 8 a conceited person
- 9 a frightened film
- 10 an exhausted walk

- 19 a promised start
- 20 a cake loaded with calories



7 Participle clauses

1 Rewrite the sentences with a present or past participle clause instead of a relative clause.

- 1 Can you see the woman who's dressed in red over there?

Can you see the woman dressed in red over there?

- 2 People who live in blocks of flats often complain of loneliness.

- 3 Letters that are posted before 5 p.m. should arrive the next day.

- 4 The train that is standing on platform 5 is for Manchester.

- 5 Firemen have rescued passengers who were trapped in the accident.

- 6 They live in a lovely house that overlooks the River Thames.

- 7 It took workmen days to clear up the litter that was dropped by the crowds.

2 Complete the sentences with a verb from the box in either its present or past participle form.

feel borrow explain say ~~ruin~~ study finish take know steal

- 1 Jo was in a bad mood for the whole week, completely ruining our holiday.
- 2 After _____ her exams, Maggie went out to celebrate.
- 3 Jewellery _____ in the robbery has never been recovered.
- 4 I got a letter from the Tax Office _____ that I owe them £1,000.
- 5 _____ hungry, I decided to make myself a sandwich.
- 6 Books _____ from the library must be returned in two weeks.
- 7 Not _____ what to do, she burst out crying.
- 8 I had a long talk to Jack, _____ why it was important for him to work hard.
- 9 _____ everything into consideration, I've decided to give you a second chance.
- 10 With both children _____ at university, the house seems really quiet.

Participles Present and past participles can be used as adjectives (*a boring man/an exhausted athlete*). Present participles describe actions still happening. Past participles describe actions that have happened. They are both used as reduced relative clauses (*There was a man (who was) selling newspapers*), and in adverb clauses (*He woke up feeling ill*). The subject of the main verb clause and the participle clause must be the same:

The house stood at the end of the road. It appeared large and friendly.

Standing at the end of the road, the house appeared large and friendly.

If the subject of the two clauses are different, then they must both be used with main verbs:

I looked through the window. The house appeared large and friendly.

If a participle clause were used here, then it would mean that *the house* was looking through the window!

~~*Looking through the window, the house appeared large and friendly.~~

Find out participles from the text

EX-OLYMPICS CHIEF WANTS TO 'GO SOFT' ON DRUGS

Juan Antonio Samaranch, the former president of the International Olympics Committee (IOC), has angered many British sportsmen, sportswomen, and sports administrators. In an interview with a Spanish newspaper, he demanded that some performance-enhancing drugs be legalised in sport. In his opinion, only drugs which harm health need to be banned.

Cycling has one of the worst reputations for drug abuse in sport. Many officials and cyclists really believe that using certain drugs is no different from having a special diet. So it is perhaps not surprising that the directors of Spain's top two cycling teams agreed with Mr Samaranch's point of view, saying that such a decision would improve the image of their sport.

However, Mr Samaranch's comments upset British experts, who have been asking for stricter controls, fearing that more freedom would make the current

problems even worse. Sir Arthur Gold, an anti-doping campaigner, and the president of the Amateur Athletic Association, called Mr Samaranch's comments 'unwise'. Craig Reedie, chairman of the British Olympic Association (BOA) said that the BOA was opposed to the use of all performance-enhancing drugs, whether they can harm an athlete's health or not. The former British world-record holders Steve Ovett and Steve Cram also spoke out against Mr Samaranch's views. Mr Ovett asked, 'How do you define dangerous? Is it when someone dies?'

Meanwhile, a leading British distance runner, Jon Brown, said that the banned performance-enhancing drug EPO was being used as much in his own sport as in cycling.

As a result of the controversy, the IOC announced a special conference in Lausanne to review the fight against doping in sport.

LESSON PLAN

Course title: Grammar in context

Topic: Leisure and sports: Conditionals (general)

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

▪ Aim: to explain students conditionals

▪ Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Teacher checks homeworks. - Students answer the teacher's questions. - Brainstorm some topics together as a class (<i>English phrasal verbs</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about conditionals in context. - Teacher explains new theme with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Banana") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram.

1 Match a line in A with a line in B.

A	B
1 If I had £5 million,	I'll tell her the news.
2 If you're going to the post office,	I'd give up my job and travel around the world.
3 If I see Anna,	you have to work hard.
4 If you want to do well in life,	go to bed and rest.
5 If you don't feel well,	could you post this letter for me?



What verb forms are used in the two parts of each sentence?

2 Answer these questions about you.

- If you have a problem, who do you talk to?
- If you won a lot of money, what would you do with it?
- What will you do if the weather's nice at the weekend?

conditionals: true, real and unreal

always true (zero conditional)
if X happens, Y happens

These sentences describe what always happens in certain circumstances eg scientific facts.

present simple present simple

*When / If you **press** the switch, the light **comes on**.*

real conditions (conditional 1)
if X happens, Y will happen

These sentences describe what the speaker thinks will possibly happen as a consequence of a real situation

present simple will future

*If we **do not deal** with the global warming problem, temperatures **will rise**.*

*If we **leave** now, we'll **catch** the bus. If we **don't leave** now, we **won't catch** it.*

In informal speech, we often use **going to** instead of **will**.

*If you **don't take** an umbrella, you're **going to get** wet.*

We also use **might** or **can / could** in place of **will**. See Unit 25

We can also use imperatives in real conditions.

*If you don't know a word, **look it up** in the dictionary.*

Sentences beginning **If you will...** are only used when **will** means **insist**, or is used as a polite form.

*If you **will stay up** so late, then of course you'll feel tired.* (insist)

*If you'll **wait** here, I'll see if the manager is ready.* (polite)

unless

Unless means **only if not**. We use it when we say that if something does not happen, something else will happen.

***Unless we deal with** the global warming problem, average temperatures **will rise**.*

provided, as long as + present simple

Provided and **as long as** mean **only if**.

***Provided / as long as** we **reduce** energy consumption, we can slow down global warming.*

in case + present simple

This describes a possible situation we want to be prepared for.

*Take an umbrella **in case it rains**.*

LESSON PLAN

Course title: Grammar in context

Topic: Leisure and sports: First Conditionals

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context.

Longman English Grammar Practise. Internet resources.)

▪ Aim: to explain students First Conditionals

▪ Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Teacher checks homeworks. - Students answer the teacher's questions. - Brainstorm some topics together as a class (<i>English phrasal verbs</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about First Conditionals in context. - Teacher explains new theme with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Banana") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram.



A PLACE IN THE SUN

First conditional and time clauses

- 1 **T 8.1** Jack and Annie are tired of English weather. So they're moving to Spain to live in the sun and grow lemons. Their friend David thinks they're crazy. Listen and complete the conversation with these verbs.

'll only know will you do (x2) 'll have 'll regret
don't like (x2) won't earn won't need

David You're both mad. I think you _____ it. You were earning good money here. You _____ much growing lemons.

Jack We know that, but we _____ a lot of money to live there.

David But what _____ if you can't find anywhere to live?

Annie There are lots of cheap, old farms. We _____ no trouble finding somewhere.

David But you don't even like gardening. What _____ if you _____ farming either?

Jack We _____ if we _____ farming when we try it.

David Well, OK. But what if you ... ?

- 2 Have more conversations. What will you do if you ...

- miss your family and friends
- have problems with the language
- can't stand the heat
- want to move back to the UK
- fall ill
- run out of money
- get bored
- don't like the food

What will you do if you miss your family and friends?

No problem! We'll ... !

- 3 **T 8.2** Listen to the next part of the conversation. Put the verbs in the correct form.

David Will you keep in touch with friends?

Annie Of course we will. When we _____ (get) there, we _____ (give) you a call.

David And how will I contact you?

Jack Well, as soon as we _____ (find) a place to live, we _____ (send) you our address.

David I can always email you.

Jack Yes, email's brilliant for keeping in touch, but you _____ (have to) wait until we _____ (set up) our computers.

Annie And David, I promise, you _____ (be) our

first guest when we _____ (move) into our new home.

David Excellent. I'll look forward to that!



PRACTICE

Another busy day

- 1 Put *if*, *as soon as*, or *before* into each box. Put the verbs in the correct form.

David Bye, darling! Good luck with the interview!

Sue Thanks. I'll need it. I hope the trains are running on time. *if* I *'m* (be) late for the interview, I (be) furious with myself!

David Just stay calm! Call me when you can.

Sue I will. I (call) you on my mobile I (get) out of the interview.

David When you (know) you've got the job?

Sue They (tell) me in the next few days. they (offer) me the job, I (accept) it. You know that, don't you?

David Of course. But we'll worry about that later.

Sue OK. Are you going to work now?

David Well, I (take) the children to school

I (go) to work.

Sue Don't forget to pick them up you (finish).

David Don't worry, I won't forget. You'd better get going. you (not hurry), you (miss) the train.

Sue OK. I (see) you this evening. Bye!

LESSON PLAN

Course title: Grammar in context

Topic: Technology and communication: Second and zero conditionals

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

- Aim: to explain students second and zero conditionals
- Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up up hometask	-to let students speak about the theme	• Teacher checks hometasks. • Students answer the teacher's questions. • Brainstorm some topics together as a class (<i>English phrasal verbs</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	▪ Teacher asks students to tell what they know about second and zero conditionals in context. ▪ Teacher explains new theme with the help of examples. • Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	• Students read the given text and analyse it • Students do exercises and quiz • Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	• Students play game ("Banana") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give hometask	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram.

READING AND SPEAKING

Who wants to be a millionaire?

- T 8.6** Listen to the song 'Who Wants to Be a Millionaire?' What do/don't the singers want to do? Look at the tapescript on p128. Listen again and check.
- Look at the chart below. Do you think these are good (✓) or bad (✗) suggestions for people who win a lot of money? Write your opinions on the chart.

If you win a lot of money, ...	Your opinion	The article's opinion
1 you should give up your job.	☐	☐
2 you should buy a new house.	☐	☐
3 you shouldn't tell anyone.	☐	☐
4 you should give money to everyone who asks for it.	☐	☐
5 you should go on a spending spree.	☐	☐
6 you should give lots of it away.	☐	☐

- Read the article. What does it say about the six suggestions in exercise 2? Put (✓) or (✗) in the chart.
- Complete the article with the phrases below.

- his unluckiest bet
- to move to a bigger house
- we feel at home
- among all the members of her family
- what the money would do to us
- as soon as possible
- most of their money will be spent
- nothing but misery

5 Answer the questions.

- According to the article, is it a good thing or a bad thing to win a lot of money?
- How does winning a large amount of money affect our work? Our home? Our friends? Our relatives?
- In what way is our life like a jigsaw? How does a windfall smash the jigsaw?
- How can money be wasted?
- What are the two bad luck stories?
- What made Jim Taylor happy?
- How has Anita Cotton survived?

What do you think?

- How would you answer the questions in the last paragraph of the article?
- What advice would you give to someone who has won a lot of money?

Who wants to be a millionaire?

All over the world, lotteries create new millionaires every week. But what is it actually like to wake up one day with more money than you can imagine?

Nearly all of us have fantasized about winning the big prize in a lottery. We dream about what we would do with the money, but we rarely stop to think about (1)___!

For most of us, our way of life is closely linked to our economic circumstances. The different parts of our lives fit together like a jigsaw – work, home, friends, hobbies, and sports make up our world. This is where we belong and where (2)____. A sudden huge windfall would dramatically change it all and smash the jigsaw.

For example, most people like the idea of not having to work, but winners have found that without work there is no purpose to their day and no reason to get up in the morning. It is tempting (3)___ in a wealthy area, but in so doing, you leave old friends and routines behind.

Winners are usually advised not to publicize their address and phone number, but charity requests and begging letters still arrive. If they are not careful, (4)___ on solicitors' fees to protect them from demanding relatives, guards to protect their homes and swimming pools, and psychiatrists to protect their sanity!

Winners who lost it all

There are many stories about people who couldn't learn how to be rich. In 1999 **Abby Wilson** from Brixton, London, won £7 million on Thunderball, and it brought her (5)____. She immediately went on a spending spree that lasted for four years and five marriages. She is now penniless and alone. 'I'm a miserable person,' she says. 'Winning that money was the most awful thing that ever

happened to me.'

LESSON PLAN

Course title: Grammar in context

Topic: Technology and communication: The third conditionals.

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context.

Longman English Grammar Practise. Internet resources.)

▪ Aim: to explain students the third conditionals.

▪ Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Teacher checks homeworks. - Students answer the teacher's questions. - Brainstorm some topics together as a class (<i>English phrasal verbs</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about the third conditionals. in context. - Teacher explains new theme with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Banana") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram.

impossible or past conditions (conditional 3)

if X had happened, Y would have happened

These sentences describe what the speaker thinks would have happened as a consequence of a situation which is in the past, so is impossible to change.

*On 18 June 1815 the Coalition Army under Wellington and Blucher defeated Napoleon
would have + verb past perfect
and the French army. But what would have happened if Napoleon had won the battle?
would have + verb
The history of Europe would certainly have been different.*

I'm sorry I didn't talk to you yesterday, but I simply didn't see you!

If I'd seen you, I would have said hello.

We also use *might have* or *could have* in place of *would have*. See Unit 25.

past condition with a result in the present

if X had happened, Y would be different

We often think about past events, and their effects on the present.

If Chris hadn't gone to the hospital, he wouldn't be alive today.

wishes

● about the present

When we use *wish* to make a wish about the present, we use the *unreal past simple*, as in an unreal conditional sentence. We can also use *could I was able to*.

I wish I knew more about European history.

(= If I knew more about it now, I would be happier.)

I wish I could swim really fast.

● wishes about the past

When we use *wish* to make a wish about the past, we use the past perfect, as in an impossible past conditional sentence.

I wish I had been present at the battle of Waterloo.

(= If I had been present at the battle of Waterloo, I would have been happy!)

● wishes with would

We also use *wish* with *would* when we want someone to do something or not to do something. This is often because we think it is a bad habit.

I wish you wouldn't keep staring at me!

I wish Pete would phone.

● if only

We can use *if only* to make a stronger kind of wish about the present or the past.

If only I knew more about European history!

If only I had studied harder!

EXTENSION ACTIVITY

- 1 What would your life have been like, if you had lived a hundred years ago? Write five sentences.
- 2 Write a list of wishes about things you want to change about yourself.

LESSON PLAN

Course title: Grammar in context

Topic: Technology and communication: Mixed conditionals

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

- Aim: to explain students mixed conditionals
- Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Teacher checks homeworks - Students answer the teacher's questions. - Brainstorm some topics together as a class (<i>English idioms.</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about mixed conditionals in context. - Teacher explains new theme with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding	Students play game ("Who am I") with teacher.	10 min	Group work	Board

	the theme				
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram.

LANGUAGE FOCUS

Hypothesizing – past and present

- All of these sentences are hypothetical. That is, they imagine changing certain facts. What are the facts?
 - I wish I **knew** the answer. I **don't** know the answer.*
 - If only I **could** come.*
 - If only I'd **told** the truth.*
 - If I **didn't** get so nervous, I'd **get** better results.*
 - If you'd **helped** us, we'd **have finished** by now.*
 - I **should have listened** to your advice.*
 - I wish I **spoke** French well.*
 - I wish you **would speak** to him.*
- Which of the sentences are about present time? Which are about past time?
- Look at sentences *c*, *d*, and *e*. What are the full forms of the contractions *I'd*, *you'd*, and *we'd*?
- Other expressions are also used to hypothesize. Complete the sentences with the facts.

It's time you **knew** the truth. The fact is that you ...

I'd rather you **didn't smoke**. The fact is that you ...

I'd rather they **hadn't come**. The fact is that they ...

Supposing you'd **fallen** and **hurt** yourself? Fortunately you ...

Broken dreams

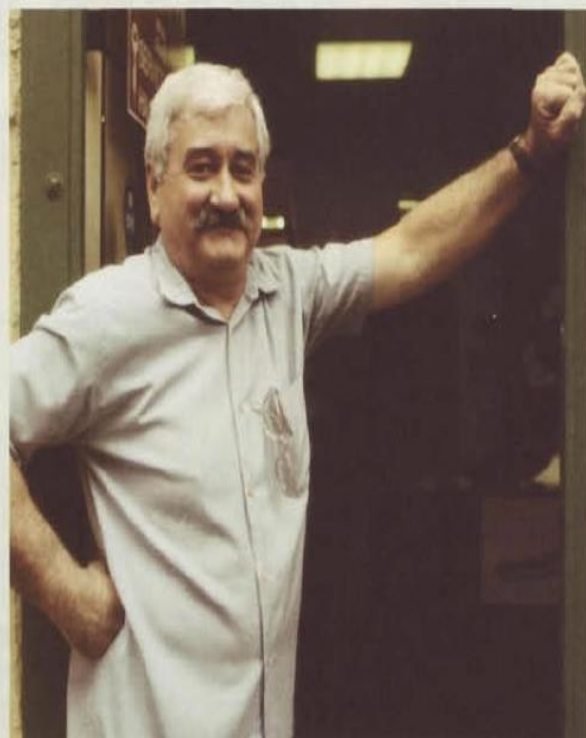
2 Read Sozos's sad story. Explain the title. Complete his final regret.

Politeness doesn't pay!

SOZOS PAPADOPADOS A RETIRED BOAT BUILDER

IN THE 1970s, Sozos was a newly arrived Greek immigrant in Australia. Each and every week he bought a lottery ticket. One week he was queuing to buy a ticket, when an old lady stepped into the shop also wanting to buy one. Sozos, being a polite young man and remembering his mother's words, 'always be kind to old people', offered the woman his place in the queue. The next week, to his shock and horror, he saw on TV that the winning ticket was the one the old lady bought. She had won \$6 million.

Sozos says: 'I think about it to this day. How different my life would have been if only I ... !'



LESSON PLAN

Course title: Grammar in context

▪ Topic: Technology and communication: Abbreviations and Acronyms
Expressions with *do* and *make*

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

- Aim: to explain students abbreviations and acronyms. Expressions with *do* and *make*
- Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Teacher checks homeworks - Students answer the teacher's questions. - Students show their presentations - Brainstorm some topics together as a class (<i>English idioms.</i>)	20 min	Individual work Whole work	Markers Posters

While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	▪ Teacher asks students to tell what they know about abbreviations and acronyms Teacher explains new theme with the help of examples. • Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	• Students read the given text and analyse it • Students do exercises and quiz • Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	• Students play game (“Who am I”) with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram.

Which nouns go with which verbs? Copy and complete the table. Then answer the questions below.

chess basketball board games sports swimming tennis cards dancing
weightlifting skiing yoga shopping exercise karate poker puzzles kick boxing hiking

Play	Go	Do
chess		

- Which verb do you use most with activities ending in -ing?
- Which verb do you use most for competitive games?
- Which verb do you use most for other recreational activities?

Word part	Meaning
-graphy	the writing or drawing of
bio-	life
auto-	self
thermo-	temperature
eco-	related to physical surroundings
zoo-	animal
ge(o)-	the earth or land
hydro-	water
chrono-	time

- | | |
|--|--|
| <ol style="list-style-type: none"> barometer chronometer thermometer ecology biology geology zoology hydrology geography hydrography | <ol style="list-style-type: none"> an extremely accurate clock that is used especially by sailors at sea the study of the relationships between plants, animals, people and their environment, and the balances between these relationships the study of the Earth's structure, surface and origin the study of the countries of the world and of such things as the land, seas, climate, towns and population the scientific study of animals the science related to the study of living things an instrument that measures air pressure and shows when the weather is changing an instrument for measuring temperature, usually consisting of a narrow glass tube containing a thin column of a liquid which rises and falls as the temperature rises and falls the study and recording (mapping) of the oceans, seas and rivers the study of the distribution, conservation, use, etc. of the water of the Earth and its atmosphere |
|--|--|

Choose the correct verb for each sentence:

1. He always _____ his homework on time.

a) does b) makes

2. It's pretty hard to _____ breakfast for 10 people.

a) do b) make

3. My husband is a lawyer and he _____ a lot of money

a) does b) makes

4. I have to _____ my taxes soon.

a) do b) make

5. It was pretty easy for me to _____ a decision about where to go to university.

a) do b) make

6. You should always try to _____ your job well.

a) do b) make

7. You _____ three mistakes on your test.

a) did b) made

8. The hurricane _____ a lot of damage.

a) did b) made

9. Octavio has _____ a lot of progress at school.

a) did b) made

10. I need to go out and _____ some shopping.

a) do b) make

LESSON PLAN

Course title: Grammar in context

▪ Topic: Technology and communication: Lexical relationships. Review Expressions with *do* and *make*

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

▪ Aim: to explain students lexical relationships.

▪ Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up hometask	-to let students speak about the theme	- Teacher checks hometasks - Students answer the teacher's questions. - Students show their presentations - Brainstorm some topics together as a class (<i>English idioms.</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about lexical relationships. Teacher explains new theme with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/mark er Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give hometask	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram.

1 Complete the tense charts. Use the verb *work* for the active and *make* for the passive.

ACTIVE	Simple	Continuous
Present	he works	we are working
Past	she	I
Future	they	you
Present Perfect	we	she
Past Perfect	I had worked	you
Future Perfect	they	he will have been working

PASSIVE	Simple	Continuous
Present	it is made	they are being made
Past	it	it
Future	they	
Present Perfect	they	
Past Perfect	it	
Future Perfect	they will have been made	

2 **T 1.3** Listen to the lines of conversation and discuss what the context might be. Listen again and identify the tenses. Which lines have contractions?



He's been working such long hours recently. He never sees the children.

- Could be a wife talking about her husband.

- Present Perfect Continuous, Present Simple.

- He's (He has) been



- He's (He has) been working ...

Discussing grammar

3 Compare the meaning in the pairs of sentences. Which tenses are used? Why?

- Klaus **comes** from Berlin.
Klaus **is coming** from Berlin.
- You're very kind. Thank you.
You're **being** very kind. What do you want?
- What **were** you **doing** when the accident happened?
What **did** you **do** when the accident happened?
- I've **lived** in Singapore for five years.
I **lived** in Singapore for five years.
- When we arrived, he **tidied** the flat.
When we arrived, he'd **tidied** the flat.
- We'll **have** dinner at 8.00, shall we?
Don't call at 8.00. We'll **be having** dinner.
- How much **are** you **paying** to have the house painted?
How much **are** you **being paid** to paint the house?
- How **do** you **do**?
How **are** you **doing**?

Talking about you

4 Complete these sentences with your ideas.

- At weekends I often ...
- My parents have never ...
- I don't think I'll ever ...
- I was saying to a friend just the other day that ...
- I hate Mondays because ...
- I'd just arrived home last night when ...
- I was just getting ready to go out this morning when ...
- I've been told that our teacher ...
- In my very first English lesson I was taught ...

10 The reason I'm learning English is because ...

T 1.4 Listen and compare. What are the responses?

5 Work with a partner. Listen to each other's sentences and respond.

SPOKEN ENGLISH Missing words out

Which words are missing in these lines from conversations?

- Heard about Jane and John splitting up?
- Leaving already? What's wrong?
- Failed again? How many times is that?
- Sorry I'm late. Been waiting long?
- Doing anything interesting this weekend?
- Like the car! When did you get it?
- Bye Jo! See you later.
- Just coming! Hang on!
- Want a lift? Hop in.
- Seen Jim lately?

Read the lines aloud to your partner and make suitable responses.

T 1.5 Listen and compare.

LESSON PLAN

Course title: Grammar in context

▪ Topic: Homophones. Review

Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context.

Longman English Grammar Practise. Internet resources.)

▪ Aim: to explain students homophones.

▪ Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up up hometask	-to let students speak about the theme	- Teacher checks hometasks - Students answer the teacher's questions. - Students show their presentations - Brainstorm some topics together as a class (<i>English idioms.</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	- Teacher asks students to tell what they know about homophones. Teacher explains new theme with the help of examples. - Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/marker Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give hometask	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram.

Homonyms and homophones

- 1 Work on your own. What do these words mean?

fine match park book cross mean

- 2 **T 9.8** Write down the words you hear.
3 Work with a partner. Compare your answers to exercises 1 and 2. Do you have any differences? What are they?

Homonyms

- 4 Homonyms are words with the same spelling and more than one meaning.

a **bank** in the High Street
the **bank** of a river

I've supported you up till now, but don't **bank** on it forever.

Complete the pairs of sentences with the same word used twice.

Homophones

- 6 Homophones are words with the same pronunciation, but different spellings and different meanings.

/rəʊd/ the **road** to the town centre
She **rode** a horse.

I **rowed** across the river.

Write the word in phonetics in the correct spelling.

- 1 /həʊl/ the _____ world
a _____ in the ground
2 /pi:s/ a _____ of cake
war and _____
3 /flaʊə/ a rose is a _____
_____ to make bread
4 /seɪlz/ a yacht has _____
buy clothes in the _____
5 /sel/ salespeople _____ things
a prisoner lives in a _____

- 1 You'll like Paul. He's a really _____ guy.
Easy-going, and very good looking.

There was a lovely _____ breeze
coming off the sea.

- 2 'What's today's _____?' 'The third.'
I've got a _____ tonight. I'm going out
with Carol.

- 3 *Friends* is _____ in New York.
My wife bought me a chess _____ for
my birthday.

- 4 He goes to the gym every day. He's very
_____.
The trousers are too small. They don't
_____ you.

- 5 I can't _____ people who never stop
talking about themselves.
My four-year-old son won't go anywhere
without his teddy _____.

Think of two meanings for these words.

wave suit fan miss type
point train right mind fair

- 7 Think of a homophone for these words.

bored caught war hire pair plain waist seas sure aloud

- 8 **T 9.9** A lot of children's jokes are made with homonyms and homophones. Here are two! Which word makes the joke?



A How do you keep cool
at a football match?

B I don't know.

A Sit next to a fan.

A Why did the teacher
wear sunglasses?

B I don't know.

A Because her students
were so bright.



LESSON PLAN

Course title: Grammar in context

- Topic: Review.
- Level: Pre-intermediate – intermediate

Materials: Exercises, texts taken from books (Macmillan English Grammar in Context. Longman English Grammar Practise. Internet resources.)

- Aim: to review all themes.
- Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Pre-stage Checking up homework	-to let students speak about the theme	- Students have homeworks checked. - Students answer the teacher's questions. - Students show their presentations. - Brainstorm some topics together as a class (<i>English idioms.</i>)	20 min	Individual work Whole work	Markers Posters
While stage Presenting new material	-to explain the theme - to pre-teach the vocabulary	Teacher asks students to tell what is unclear with themes. Teacher explains given problems from students with the help of examples. Teacher shows some examples students might not know and elicits their meaning from the students	25 min	Whole class	Board, chalk/mark er Worksheet
Practice new material	- to let students practise reading, speaking, grammar skills	- Students read the given text and analyse it - Students do exercises and quiz - Teacher gives students a set of cards with the missing words and phrases. Students try to find them.	20 min	Individual work	Cards Worksheets
Role-play	-to let students check their understanding the theme	Students play game ("Letter game") with teacher.	10 min	Group work	Board
Post-stage Homework	-to announce marks and mistakes-to give homework	Teacher announces marks of students and gives tasks from the book	5 min		Headway. Pre-intr. Longman Eng.Gram. in practice

PRACTICE

News and responses

Student B

Read the newspaper story. Then tell the story to your partner. Show him/her the photo.

Man fined for keeping tiger in apartment

A MAN WHO kept a 400-pound tiger in his apartment in Harlem, New York, has been fined \$2,500, and forbidden from keeping animals for ten years.

Brian Jackson, 31, had bought the Bengal tiger, named Ming, when it was just a three-month-old cub. It had been living in his fourth-floor apartment for three years, eating raw meat provided by Jackson, who worked as a butcher. Neighbours had often complained of strange smells and loud noises.

Jackson's unusual pet came to light because he had had to go to hospital with cuts and bites to his arm. The tiger had attacked him in an apparent attempt to capture and kill a cat that he also kept in the apartment.

Police officers scaled down the outside of the building and fired tranquilizer darts through an open fourth-floor window. They removed the tiger, and also an alligator, to a New York animal shelter.

A neighbour said, 'We liked having Ming here. He was cool. My worry is that he won't like the country. He's a city cat, and likes jazz and hip-hop.'



EVERYDAY ENGLISH

Roleplay

A = Anna B = Ben H = Henry K = Kim

B Kim! Hello! Great to see you. Come on in. Let me take your coat.

K Thanks very much. Oh, these are for you.

A What lovely flowers! How kind of you! Thank you so much. Now, I don't think you know Henry? Let me introduce you. Henry, this is Kim.

H Hello, Kim. Nice to meet you. I've heard a lot about you.

K ...

H Where exactly are you from, Kim?

K ...

H That's interesting. And what are you doing in London?

K ...

H And how do you find London, Kim? Is it like home, or is it very different?

K ...

B Now, Kim. What would you like to drink?

K ...

B Right. I'll just get that for you.

K ...

A Right, everybody. Dinner's ready. Come and sit down. Kim, can you sit next to Henry?

K ...

B Has everyone got a drink? Cheers, everybody!

K ...

A Kim, help yourself. Would you like some Parmesan parsnips?

K ...

A Well, they're parsnips coated in Parmesan cheese and roasted. Would you like to try some?

K ...

B Another glass of wine, perhaps?

K ...

B Yes, of course. Sparkling or still?

K ...

A Well, bon appétit everyone!

UNIT 4 p55

PRACTICE

Quiztime!

Group B

Music

- 1 Eminem sings rap music. (What kind?)
- 2 Michael Jackson's brothers formed the pop group 'The Jackson Five.' (Whose?)

Sports

- 3 The Marathon is the longest running race in the Olympic Games. (What ... called?)
- 4 Baseball was first played in the United States in the 19th century. (Where and when?)

Science

- 5 A butterfly has six legs. (How many?)
- 6 Charles Darwin developed the theory of evolution. (Which theory?)

Geography

- 7 Alaska is the biggest state in the US. (Which state?)
- 8 The Atlantic and Pacific Oceans are linked by the Panama Canal. (Which oceans?)

History

- 9 President John F. Kennedy was assassinated in Dallas, Texas. (Which town and state?)
- 10 The last Concorde flew to New York in 2003. (In which year?)

Sample ISS Lesson Plan

(Independent Study Skills)

Objective: to introduce student with new subject ISS, with its aim and objectives

Time: 80 min

Materials: blackboard

To greet students and get introduced with each other (15min).

Instructions	Examples
Discuss with Ss this	What is PRESETT? What aspects does it include in?
Write on the board	PRESETT is pre-service teacher training
Ask the whole class	How is translated ISS into Uzbek and what kind of subject is it? To listen their suggestions (5 min)
	<u>ISS</u> it is Independent Study Skills (mustaqil ta'lim ko'nikmalari)
Tell Ss this	ISS course introduces the study and transferable skills required in higher educational environment. Its aim to aware students with practical implications of the concept of learner autonomy at higher educational system. 5 (min)
Ask the whole class	What is self- study? What do you understand by learner portfolio? And how to make it? Discussion (5 min)
Tell Ss this and introduce Ss the portfolio specifications	Self study is a work on yourself. Portfolio is a collection of entries (reflective written bits) that you will produce over the semester. Each entry has a task that is described below. 5 (min). A portfolio should include examples of work and interests. It helps the process of reflection.
Ask the whole class and discuss it	What is self – awareness? And self- criticism?

Tell Ss this	Self awareness is the capacity for introspection and the ability to oneself as an individual separate from environment and other indi.s.
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SAMPLE LESSON PLAN

Course title: ISS

Topic: becoming more autonomous

Level: Pre-intermediate – intermediate

Materials: internet resources

Aim: to give students a general idea about how should be an autonomous student

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	-to let students get to know the difference between study at school and university	• T asks students about the difference of study at school and university • T puts students into pairs and gives some markers and a piece of poster paper to each pair; tells them to write what is traditional and communicative methods of teaching • Students should discuss it and talk about the possibility of its usage. • Students must talk about their experiences and likes/dislikes the subject where both these methods were used	30 min	Whole class Pair work Pair work	Blackboard Markers posters
Pre-stage Reading activity		• Students should skim the topic about “becoming more autonomous” and discuss what they have understood • T gives questions about the topic: • According to your opinion, how autonomous are you as a learner? • What are the main advantages of being autonomous in your field of study?	30 min	Whole class	

1. **Read the text.**

Improve your study habits.

Throughout history, almost all of the world's smartest people have been largely self-taught. Leonardo de Vinci was the greatest painter, engineer, and genius of his time; he invented the helicopter, airplane, tank, and scuba-gear; and his only education was a few years at an art academy. Benjamin Franklin dropped out of school when he was ten, going on to invent several musical instruments, discover electricity, and help found the United States.

There are several benefits to independent study which you might consider.

PLAN your time carefully. When you plan a trip, one of the first things you must do is to make a list of things to take. If

you don't, you are almost certain to leave something important at home. When you plan your week, you should make a list of things that you have to do. Then make a schedule of your time. Decide on a good, regular time for studying. Of course, studying shouldn't occupy all your free time. Don't forget to set aside enough time for entertainment, hobbies, and maybe just relaxation.

FIND a good place to study. Look around the house for a good study area. Keep this space and free of everything but study materials. No games, radios, or TV! If you can't find such a place at home, go to a library where you can study. When you sit down to work, concentrate on the subject!

STUDY regularly. When you get home, go over your notes. Review the important points that your teacher mentioned in class. Remember really listening in class means less work later. Read any related material in your textbook.



3. Choose the best answer.

The text is about ...

- being famous and popular .
- improving study habits.
- following the schedule.
- concentrating on the subject.

4. Answer the questions.

- Who invented the scuba-gear?
- Who invented several musical instruments?
- What should you do while you are planning your week?
- What is a good place to study?
- How can you study regularly?



5. Discuss with your partner. Think of tips for improving study skills. Have a conversation with your partner.

Do you agree with your partner's tips? Why?/Why not?



1. Discuss in small groups.

- When did you begin learning English?
- What kind of ways did you use to remember new words?
- What techniques of learning English do you know?
- What was difficult for you to learn?

How did I learn English?

My name is Mansur. I live in Tashkent and Uzbek is my native language. I am a mathematician, but I like learning English too. I learned English very well and now I want to share my experience with other people. I had my first contact with English when I was six. My dad inspired me to listen to The Beatles. I listened to them every day for the next seven years. In the beginning I could understand nothing of what they were singing. But soon I started to understand every word, especially the ones which appeared in the titles. So The Beatles were my first motivation. Today, I can understand The Beatles very clearly. When I was 13 years old, I started reading science fiction books. I read in Uzbek. The books were all American. I could not read the original versions because I did not know English so well. Somehow I felt that in English the books will be even more interesting and reading will be more exciting. I finally decided that I wanted to read books in English. I learned every new English word that I met. I found that reading is much more exciting in English. Now I study mathematics. Most of the books in my math institute's library are in English. I discovered that my knowledge of English is very important for my learning mathematics.



2. Mark statements True or False.

- Mansur is an architect. (F)
- He began learning English when he was six. ()
- He began learning by reading books. ()
- The first English songs he heard were by The Beatles. ()
- He began reading English books when he was 13. ()
- He wanted to read books in the original language. ()
- He discovered that his English is useful for mathematics too. ()

3. Discuss with your partner the things you did to learn English.

- Did you attend a special course? If yes, was it helpful for you?
- Did you do a lot of homework?
- Do you think it's helpful to learn a language through songs?
- Does reading books in the original language help? If yes, have you ever read any?

Lesson Plan

Course title: ISS

Lesson 3:

Topic: Learning styles and preferences

Time: 80 min

Level: B 1

Aim: introduce students with their own learning styles and preferences and improving their knowledge by using learning styles

Task/ Activity	Procedure	Objectives	Mode of interaction	Time	Materials

Activity 1	1. Teacher writes the theme and asks the students to say what CEFR is .	To write on the board levels of CEFR	Whole group	5minutes	Board
Activity 2	2. T. Explains specifications of PRESETT program and estimating themselves according to CEFR.	To introduce CEFR		10	Board
Explanation		And importance to estimate correctly their level			handouts A piece of A4 paper per student
Activity 3	T. asks what is self assessment and how student can estimate themselves	T. shows the ways of improving knowledge		15 min	Tape, board
	3. T. Dictates the setting goals	• give SS opportunity to practice vocabulary of the topic • give SS opportunity to practice vocabulary of the topic	Whole group	25 minutes	Board
	Teacher distributes copies of handouts. Ss should read them and get introduced with their level.			10 min	
Activity 4					
Activity 5	How to set the goal		Individual	10 minutes	
Activity 6			Group work		
				5 min	
Activity 5	T. gives homework to make presentation		Individual		
Reflection				5minutes	
			Pair		
				35 minutes	

				10 minutes	
--	--	--	--	---------------	--



1. Look and match the pictures.

1.

2.

3.



ig tips:



a. VISUAL

b. TACTILE/KINESTHETIC

c. AUDITORY

2. Read the text

Learning Styles Auditory Learners

Remember stories better if they hear them than if they read them, can follow spoken instruction better than written ones, and say every word in their head as they read silently.

Auditory Learners can try the following study tips:

- Record lectures and listen to them several times

- Join a study group
- Read and repeat important points out loud.

Visual Learners

Learn best from reading, like to see things written out, and picture things in their heads to remember them.

Visual Learners can try the following study tips:

- Watch the instructor and take notes during the lecture.
- Organise, rewrite, and highlight notes.
- Visualise words or facts that need to be memorised.

Tactile/kinesthetic Learners

Enjoy hands-on learning, are good at puzzles and mazes, and can often put things together without instructions.

Tactile/kinesthetic Learners can try the following study tips:

- Make lists or write things out several times.
- Use computers and hands-on study aids.
- Learn by doing and practising, or by role-playing.

3. Read the statement and define the learning style. Put V- for visual, A- for auditory, K- for kinesthetic.

1. can remember best about a subject by listening to a lecture.
2. requires explanations of diagrams, graphs, or visual directions.
3. can easily understand and follow directions on a map.
4. learns to spell better by repeating words out loud.
5. can remember best by writing things down several times.
6. follows oral directions better than written ones.
7. feels very comfortable touching others, hugging, handshaking.
8. good at working and solving jigsaw puzzles and mazes
9. play with coins or keys in his/her pocket.



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?



Match columns and write down the definitions of the phrases.

		Definitions
1 go	the tickets	
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	



T.19.

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.

- On Monday she's _____ her _____ from the travel agent.
- On Tuesday she's meeting Alisher and Charos after _____ and they're going _____.
- On Wednesday she's seeing the _____ at 11 o'clock, then she's _____ lunch with her mother.
- On Thursday she's _____ work early and she's _____ her bags.
- On Friday at 6.30 in the morning she's going by _____ to the airport and she's _____ Alisher and Charos there. At 9.30 they're _____ to Samarkand.

LESSON PLAN

Course title: Integrated skills

Topic: People and personality: Talents, in-born talents

Level: Pre-intermediate – intermediate

Materials: Headway.Intermediate.

Aim: to enable students to talk about talents, in-born talents

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Checking up homework	-to let students speak about talents, in-born talents	- The group discuss about talents, in-born talents by giving their own opinion - The class votes for the best presentation. The winner gets the highest score - Students must talk about their talents, in-born talents and find at least 5 things they have in common and at least 5 things that are different between them. - Brainstorm some topics together as a class (Talents, in-born talents) They should write the things they have in common in the overlapping part of the circle. The things that are different between them should go in the bigger part of the circles.	20 min	Individual work Whole work Pair work	Markers posters

Role-play	-to let students practise exchanging information	In the same groups as above SS will role play the conversation using the information on their International Identity Card.	10 min	Group work	
Pronunciation activity	- to let focus students' attention on pronunciation	Ss listen to a song 'Sacrifice" T can play the recording once more Ss sing the song together and finds adjectives from the lyrics. T check the answers	10 min	Whole class Pair work Whole class	
Homework		T asks students to complete the crossword with the words containing adjectives	5 min		NHeadway.Inter.



- 1 Look at these words to express likes and dislikes. Put them in order from positive to negative.

all right awful boring brilliant dreadful dull exciting fun great nice
OK relaxing superb terrible terrific wonderful

- 2 Look at the leisure activities in the box below. What's your opinion of them? Use the words in the box in 1.

football tennis cricket do-it-yourself (DIY) fishing gardening entertaining
shopping going to nightclubs watching television reading painting
bird-watching train spotting playing cards swimming running walking

I think football is boring.

Which other leisure activities do you like and dislike?

- 3 *Are you a couch potato?* is about leisure activities. Read it and choose the best definition for a *couch potato*.

- 1 Someone who enjoys energetic sports and active hobbies.
- 2 Someone who takes little or no exercise, and who spends their free time doing very little.
- 3 Someone who doesn't like doing sports but is active in other ways.
- 4 Someone who likes indoor gardening.

- 4 Work in pairs. Decide how energetic the activities in the box in 2 are. Give them a score from 1 (= lazy), to 10 (= energetic).

LISTENING

- 1  Listen to nine people talking about what they like doing. Put the number of the speaker by the activity in the box in *Vocabulary and reading* 2 which they like doing.
- 2 Work in pairs and decide how old each person might be. Which person or people would you describe as a *couch potato*? What else did they say about their leisure activities?



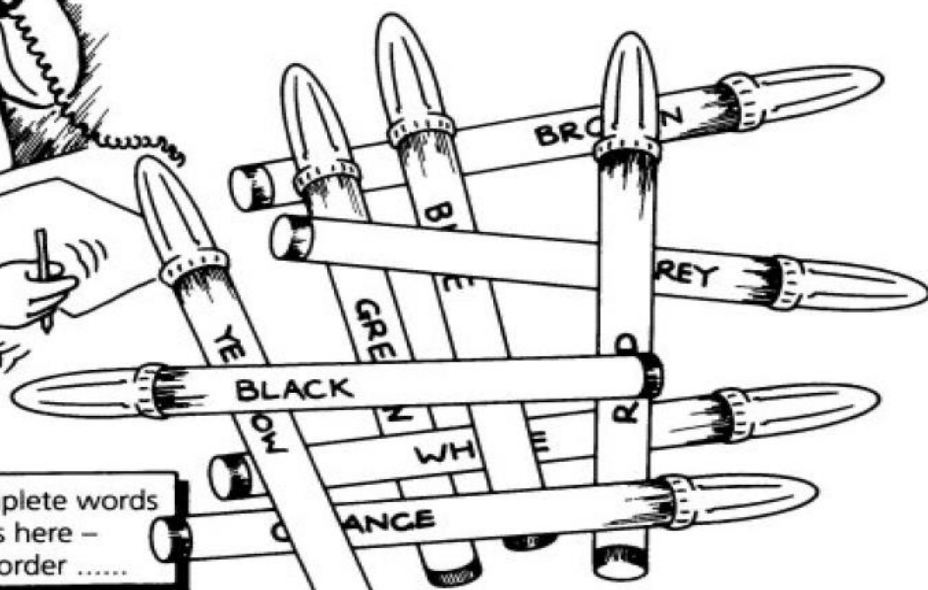
Are you a couch potato?

Centuries ago, people didn't have much free time, because everybody was working too hard. In Britain in the nineteenth century, people had more spare time, but because the Victorians hated relaxing and doing nothing, they invented football, rugby and cricket. People took up more gentle activities too, like gardening, bird-watching and train spotting, and it was even possible simply to watch a sport and give the impression that you were actually doing something. Gradually, leisure activities have become less and less demanding, and most people have a variety of more or less energetic interests and hobbies. But now there is a new type of person who thinks that lying on the sofa watching television on Sunday afternoon or reading the newspaper from cover to cover is the most exciting activity they can manage. This is the twentieth-century couch potato. For them, every activity is too much trouble, and laziness is an art form! So how do you spend

Do the quiz "Coloured pen"



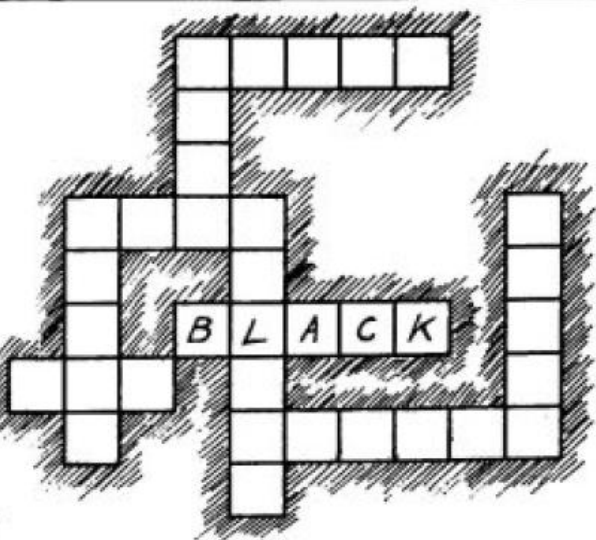
In your imagination, pick up these pens one by one – taking the top one each time.



Write the complete words for the colours here – in the correct order

1	BLACK
2	
3	
4	
5	
6	
7	
8	
9	

.... and then put the words into the grid.



LESSON PLAN

Course title: Integrated skills

Topic: People and personality: Stereotypes and prejudices

Level: Pre-intermediate – intermediate

Materials: Headway.Intermediate.

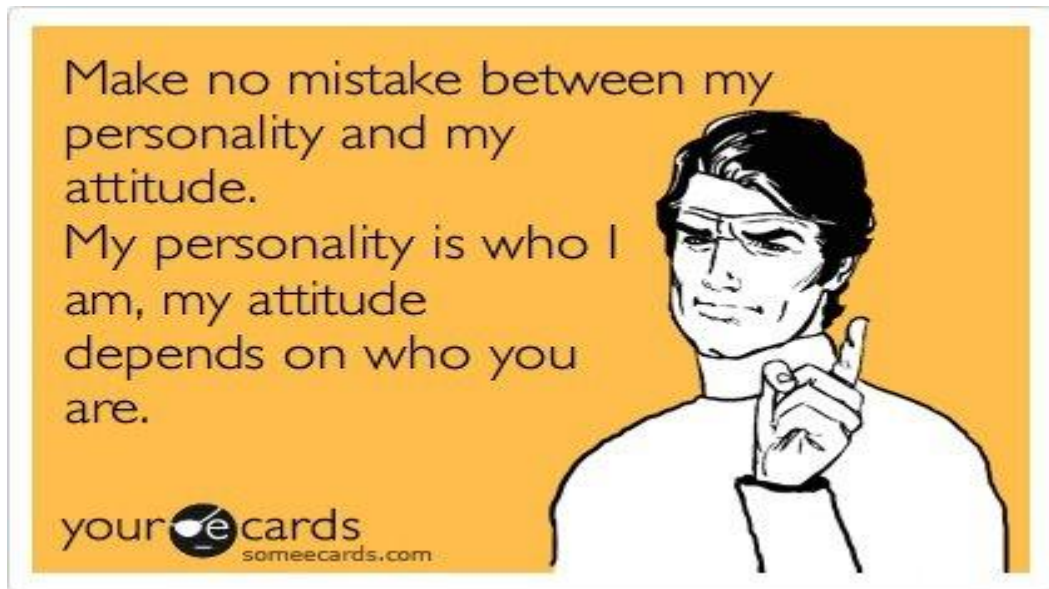
Aim: to enable students to talk about stereotypes and prejudices

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Checking up homework	-to let students speak about stereotypes and prejudices	- Ss show their presentations about talents, in-born talents - The class votes for the best presentation. The winner gets the highest score - Students must talk about their talents, in-born talents and find at least 5 things they have in common and at least 5 things that are different between them. - Brainstorm some topics together as a class (English idioms)	20 min	Individual work Whole work	Markers posters
Presenting new material	- prepare students for listening; to pre-teach the	- T asks students to tell what they know about stereotypes and prejudices - T shows the list of words which describe stereotypes and prejudices	10 min	Whole class	

Pronunciation activity	- to let focus students' attention on pronunciation	Ss listen to a song T can play the recording once more Ss sing the song together and finds adjectives from the lyrics. T check the answers	10 min	Whole class Pair work Whole class	
Homework		T asks students to complete the crossword with the words containing adjectives	5 min		NHeadway.Inter.





Comment on picture "Streotype"



In social psychology, a stereotype is a thought that can be adopted about specific types of individuals or certain ways of doing things. These thoughts or beliefs may or may not accurately reflect reality. However, this is only a fundamental psychological definition of a stereotype. Within psychology and spanning across other disciplines, there are different conceptualizations and theories of stereotyping that provide their own expanded definition. Some of these definitions share commonalities, though each one may also harbor unique aspects that may contradict the others.

Read each type of personality and analyse it. Get ready for discussion about them.

- People who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants or animals, or to be outdoors.
- Can you **do** ...

Realistic



- People who like to work with people to enlighten, inform, help, train, or cure them, or are skilled with words.
- Can you **help** ...

Social



- People who like to work with data, have clerical or numerical ability, carry out tasks in detail or follow through on others' instructions.
- Can you **do this way** ...

Conventional



- People who like to observe, learn, analyze, evaluate problems.
- Can you **find my way** to ...

Investigative



- People who like to work with people, influencing, persuading, performing, leading or managing for organizational goals or economic gain.
- Do you think you **can** ...

Enterprising



- People who have artistic, innovating or intuitional abilities and like to work in unstructured situations using their imagination/creativity.
- How do you **feel** about doing ...

Artistic



Stereotypes: british food

Do you remember british stereotypes about politeness? For british people is a sign of refinement and good behavior to act being always polite as if it was the most important fact of the communicative

action (even more important than the speaker's own feelings and speaking intentions!). In this section I show you an example.

LESSON PLAN

Course title: Integrated skills

Topic: National identities of Uzbekistan and English speaking countries

Level: Pre-intermediate – intermediate

Materials: Slide-share (Power point), Headway. Intermediate.

Aim: to enable students to talk about national identities

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Checking up homework	-to let students speak about national identities of Uzbekistan and English speaking countries	• Ss present stereotypes and prejudices • The group discuss stereotypes of the countries by giving their own opinion • The class votes for the best presentation. The winner gets the highest score • Students must talk about their stereotypes and find at least 5 things they have in common and at least 5 things that are different between them. • Brainstorm some topics together as a class • They should write the things they have in common in the overlapping part of the circle. The things that are different between them should go in the bigger part of the circles.	20 min	Individual work Whole work Pair work	Markers posters

Role-play	-to let students practise exchanging information	In the same groups as above SS will role play the conversation using the information on their International Identity Card.	10 min	Group work	
Pronunciation activity	- to let focus students' attention on pronunciation of minimal pair <u>i</u> and <u>i:</u>	- T puts some words from the recording on the board: meet, Peem, kitchen, me, pleased, is, be, etc. - In pairs, Ss will have to distinguish some words' pronunciation - Check the answers	10 min	Whole class Pair work Whole class	
Homework		T asks students to complete the tasks	5 min		Headway Intermediate.

United Kingdom



As you know, The United Kingdom of Great Britain and Northern Ireland is the English-speaking country.

1. What is the capital of the UK?

The capital of the UK is London.

2. What can you imagine when you hear the words “the UK” or “Great Britain”?

Big Ben, A Policeman, The Tower of London, London Eye, Royal Coat of Arms, A Black Taxi cab, Foot Guard, Buckingham Palace, A Life Guard, A Double Decker Bus,

St Paul's Cathedral, A Pint of Beer, Tower Bridge, Union Flag (Union Jack).



Please, tell how many parts the UK consists of.

- It consists of 4 parts.

What are they? Show them on the map.

- England is in the southern part of Great Britain.

- Scotland is a mountainous country in the north of the island of Great Britain.

- Wales is a mountainous country on the western side of Great Britain.

- Northern Ireland lies in the northeast of the island of Ireland.

What are their capitals? Please, write the names of the capitals (показать, написать столицы)

- What is the capital of England (Scotland, Wales, Northern Ireland)?

- The capital city of England is London.

- The capital city of Scotland is Edinburgh.
- The capital city of Wales is Cardiff.
- The capital city of Northern Ireland is Belfast.

Now, please, speak about symbols of each of them. Look at the board.

You have got a sheet of paper on your desks. Let's have a look at it. There is a table. Now fill in it.

Country	The Flag	Emblems
England	St. George's cross	A red rose
Scotland	St. Andrew's cross	the thistle
Northern Ireland		
Ireland	no official flag	St. Patrick's cross A shamrock
Wales	A red dragon on the white and green ground	A daffodil, leek

OK. Let's check up. The flag of England (Scotland, Wales, Northern Ireland) is ...

The emblem of England (Scotland, Wales, Northern Ireland) is ...

Now let's speak about each country using the plan

The country – in what part of the UK – the capital – the flag – the emblem

1. How do you think, what is the main national symbol of the UK?

Of, course. It is the Union Flag, or Union Jack.

Why is it called the Union Flag?

- It is called the Union Flag because it symbolizes the administrative union of the countries of the United Kingdom

The Union Flag consists of the three heraldic crosses. What are they?

- The Union Flag consists of the three heraldic crosses of St George, St Andrew and St Patrick.
- Let's draw (paint) the Union Jack and say what country is represented by the cross of St George, St Andrew, St. Patrick.

England is represented by the Cross of St. George. It is a red cross on a white ground.

Scotland is represented by the flag of St. Andrew. It is a diagonal white cross (called a saltire) on a blue field.

Northern Ireland is represented by the cross of St. Patrick. It is a diagonal red cross on a white background.

- But, what about Wales? Is it represented on Union Jack? Why not?

National Emblems of Great Britain

The red rose was the emblem of Lancastrians, the white rose that of the Yorkists, the two Houses fighting for the English throne in the War of Roses. But their struggle ended by marriage of Henry VII, the Lancastrian with Princess Elizabeth, the Yorkist. The red rose has since become the emblem of England.

The thistle is the national emblem of Scotland. It happened in very old times when Norsemen wanted to settle in this country. They came close to the Scots' camps in the night and wanted to kill them in their sleep. That's why they took off their shoes so as to make no noise. But one of the Norsemen stepped on a thistle and screamed. The Scots woke up and put the enemy to flight.

The leek is the emblem of Wales. Welshmen all over the world celebrate their national holiday St David's Day by wearing leeks. They do it because they believe St David have lived for several years on bread and wild leeks.

Irishmen wear their national emblem on St Patrick's Day. It's a small white clover with three leaves on the stem. It is called a shamrock.



LESSON PLAN

Course title: Integrated skills

Topic: National symbols of Uzbekistan and the UK

Level: Pre-intermediate – intermediate

Materials: Texts taken from books, handouts

Aim: to enable studentss to talk about national flags and emblems

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Checking up hometask	-to let students speak about national symbols of Uzbekistan and	- Ss present holidays of Uzbekistan and English speaking countries - The group discuss traditions of the countries by giving their own opinion - The class votes for the best	20 min	Individual work	

	English speaking countries	presentation. The winner gets the highest score - Students must talk about their national traditions and find at least 5 things they have in common and at least 5 things that are different between them. - Brainstorm some topics together as a class (traditions, culture, holidays) They should write the things they have in common in the overlapping part of the circle. The things that are different between them should go in the bigger part of the circles.		Whole work Pair work	Markers posters
Presenting new material	- prepare students for listening; to pre-teach the vocabulary	- T asks students to tell what they know about national symbols. - T shows symbols of Uzbekistan and English speaking Countries - T asks SS if they know the national anthem of UK. - T writes the words from the recording students might not know and elicits their meaning from the students	10 min	Whole class	Board, chalk/markers

				Whole class	
Homework		T asks students to complete the hometasks	5 min		Headway Interm.

State Symbols of Uzbekistan

The National Flag

The national flag was approved by the Extraordinary 8th Session of the Supreme Council of the Republic of Uzbekistan on November 18, 1991.

The flag of the Republic of Uzbekistan consists of blue, white and green stripes, separated by two narrow red stripes. A crescent and three rows of twelve stars are situated on the left side of the upper blue stripe.

The blue color symbolizes the sky and water as the principle sources of life. The National flag of Amir Timur was also blue in color. The white stripe is the traditional symbol of peace and of moral and spiritual purity. The green stripe symbolizes nature, the new epoch and abundance in the countries where the majority of the population is Islamic. The red separating stripes symbolize the current of vital energy in any living body and also connect our pure and noble thoughts with the sky and the earth. The crescent of the new moon, along with its traditional historical symbolism, is at the same time a symbol of the birth of republic's independence. The symbolism of twelve stars is connected historically with the solar calendar year, which begins from Navruz and embodies the twelve principles laying in the foundation of state management.

The State Emblem

The state emblem of the Republic of Uzbekistan was approved by the 10th Session of the Supreme Council of the Republic of Uzbekistan on July 2, 1992. The state emblem of the Republic of Uzbekistan actually absorbed the centuries-old experiences of the Uzbek people. It reflects a blossoming valley and a shining sun. The right side of the valley is set off with wheat and to the left with a cotton plant garland. The octagonal star, symbolizing the unity of the Republic, crowns the state emblem. The holy Muslim symbols of the crescent and the star are placed inside the star. In the center of the emblem there is the holy bird, Khumo, with its spread wings symbolizing magnanimity, nobility and service. These symbols reflect the long way of the Uzbek people towards peace, stability, happiness, wealth and prosperity. A little frame with the inscription "Uzbekistan" is placed in the lower part of the state emblem.

The state anthem of the Republic of Uzbekistan was approved by the 11th Session of the Supreme Council of the Republic of Uzbekistan at the 12th convocation on December 10, 1992. The lyrics are by Abdulla Aripov and the music by Mutal Bourkhanov.



Course title: Integrated skills
Topic: Political systems of Uzbekistan and Great Britain
Level: Pre-intermediate – intermediate
Materials: Texts taken from books
Aim: to enable students to talk about political systems
Time: 80 min

Activity	Objective	Procedure	Ti me	Mode of interaction	Materia ls
Checking up hometask	-to let students speak about political systems of Uzbekistan and English speaking countries	• The group discuss state symbols of the countries by giving their own opinion • The class votes for the best presentation. The winner gets the highest score • Brainstorm some topics together as a class (Uzbek culture)	20 min	Individual work Whole work	Markers posters

Presenting new material	- prepare students for listening; to pre-teach the vocabulary	• T asks students to tell what they know about political systems. • T asks SS if they know the political systems of UK. • T writes the words from the recording students might not know and elicits their meaning from the students	10 min	Whole class	Board, chalk/markers
Practice new material	- to let students practise speaking skills	• Ss will do the tasks given by T • SS read the text about political systems and discuss them • T divides students into groups of two and groups make a speech about two countries' political systems	20 min	Individual work Whole class	CD player, Listening
Role-play	-to let students practise exchanging information	• In the same groups as above SS will role play the conversation using the information on Cards given by T.	10 min	Group work	
Pronunciation activity	- to let focus students' attention on pronunciation	• T explains the pronunciation of new words of the theme and shows how to pronounce them. • T gives examples and Ss pronounce them. T checks the answers	10 min	Whole class Pair work Whole class	
Homework		T gives homework from books	5 min		Headway .Inter. Reward I

Form Of Government

The UK's form of government is a constitutional monarchy with a parliamentary system and its capital city is London.



Parliament at night, with the London Eye visible at right

Form Of Government

It consists of four countries: England, Scotland, Wales, and Northern Ireland.

The latter three have devolved administrations, each with varying powers, based in their capital cities, Edinburgh, Cardiff, and Belfast, respectively.

Government

Unitary parliamentary constitutional monarchy with federal elements.

- ✓ **Monarch - Queen Elizabeth II**
- ✓ **Prime Minister - David Cameron MP**
- ✓ **Deputy Prime Minister - Nick Clegg MP**



Economy

The United Kingdom is a developed country and has the world's sixth-largest economy by nominal GDP and eighth-largest economy by purchasing power parity.

It was the world's first industrialised country and the world's foremost power during the 19th and early 20th centuries.



LESSON PLAN

Course title: Integrated skills

Topic: Holidays and traditions. Traditional costumes of Uzbekistan and English speaking countries

Level: Pre-intermediate – intermediate

Materials: Headway. Intermediate. Reward.Intermediate

Aim: to enable studentss to talk about holidays and traditions

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Checking up homework	-to let students speak about holidays and traditions of Uzbekistan and English speaking countries	- Ss present political systems of Uzbekistan and English speaking countries - The group discuss political systems of the countries by giving their own opinion - Brainstorm some topics together as a class (English proverbs) Ss give their own examples for proverbs	20 min	Individual work Whole work Pair work	Markers posters
Presenting new material	- prepare students for listening; to pre-teach the vocabulary	- T asks students to tell what they know about holidays, traditions. - Ss tell their own answers and compare two countries' traditions - T writes the words from the recording students might not know and elicits their meaning from the students	10 min	Whole class	

					Board, chalk/m arkers
Practice new material	- to let students practise speaking skills	- Ss do the practical tasks given by T - SS read the texts of different countries' traditions and discuss them - T divides students into groups of four and gives each group a different Card. T tells them to describe any holiday of two countries.	20 min	Individual work Whole class Group work	CD player, Listenin g
Role-play	-to let students practise exchanging information	In the same groups as above SS will role play the conversation using the information on their Card.	10 min	Group work	
Pronunciatio n activity	- to let focus students' attention on pronunciation	- T puts some words from the recording on the board: lough, tough, stuff, love, etc. - In pairs, Ss will have to distinguish where the sound <u>f</u> and <u>v</u>; and underline the letter(s) which gives these sounds. If students find it difficult to do the task, T can play the recording once more or ask students to look up in the dictionary. - Check the answers	10 min	Whole class Pair work	

				Whole class	
Homework		T asks students to complete the crossword.	5 min		Headway .Inter. Reward Inter.

WHAT DO YOU THINK?

What are we celebrating?

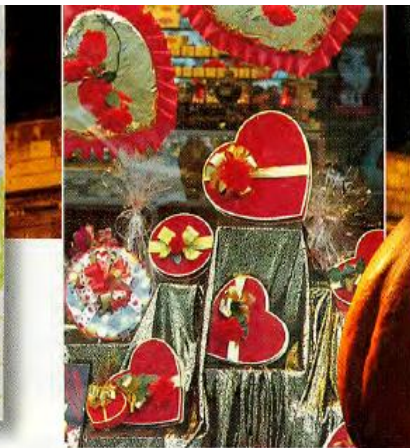
- 1 Work with a partner. Look at the two photos of Christmas. Match these words with the photos. Some words are used more than once.

gifts promises religious church profit carol
credit card shopper congregation modern nativity
commercial faith old-fashioned tradition advertising
worship crib

Photo 1	Photo 2

- 2 Describe and compare the two photos. Use the words in exercise 1. Which way of celebrating do you prefer? Make a list of the reasons for your opinion.





T 7.11 Listen and check. Practise the conversations with a partner.

3 T 7.12 Listen and answer.

Unit 7 • Then and r

PRONUNCIATION

Spelling and silent letters

1 There are many silent letters in English words. Here are some words from the reading texts on p57. Practise saying them.

bomb /bɒm/ widow /'wɪdəʊ/
hard /hɑːd/ fought /fɔːt/

Cross out the silent letters in these words.

- | | |
|-------------------|-------------|
| 1 w <u>a</u> rk | 7 work |
| 2 l <u>i</u> sten | 8 war |
| 3 k <u>n</u> ow | 9 island |
| 4 w <u>r</u> ite | 10 build |
| 5 e <u>i</u> ght | 11 resign |
| 6 f <u>a</u> rm | 12 daughter |

T 7.9 Listen and check. Practise saying the words.

2 Look at the phonetic spelling of these words from exercise 1. Write the words.

- | | |
|------------|-------------|
| 1 /wɜ:k/ | <u>work</u> |
| 2 /fɑ:m/ | _____ |
| 3 /'lɪsən/ | _____ |
| 4 /bɪld/ | _____ |
| 5 /raɪt/ | _____ |
| 6 /'dɔ:tə/ | _____ |

Special occasions

1 Look at the list of days. Which are special? Match the special days with the pictures. Do you have the same customs in your country?



3 Write the words. They all have silent letters.

- 1 /bɔ:n/ _____
- 2 /bɔ:t/ _____
- 3 /wɜ:ld/ _____
- 4 /'ɑ:nsə/ _____
- 5 /naɪvz/ _____
- 6 /rɒŋ/ _____
- 7 /'kʌbəd/ _____
- 8 /'krɪsməs/ _____

T 7.10 Listen and practise saying the words.



2 Complete the conversations. What are the occasions?

- 1 A Ugh! Work again! I hate _____ mornings!
B Me, too. Did you have a nice weekend?
A Yes. It was brilliant.
- 2 Happy _____ to you.
Happy _____ to you.
Happy _____, dear Tommy.
Happy _____ to you.
- 3 A Did you get any _____ cards?
B Yes, I did. Listen to this.
Roses are red. Violets are blue.
You are my _____
And I love you.
A Oooh-er! Do you know who it's from?
B No idea!
- 4 A Congratulations!
B Oh ... thank you very much.
A When's the happy day?
B Pardon?
A Your _____ day. When is it?

LESSON PLAN

Course title: Integrated skills
Topic: Horoscopes, types of temperaments
Level: Pre-intermediate – intermediate
Materials: Headway. Intermediate.
Aim: to enable studentss to talk about horoscopes
Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials

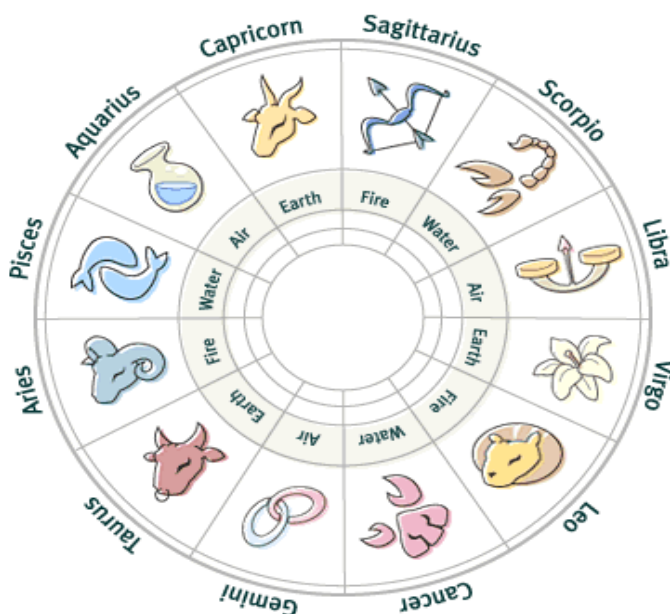
Checking up homework	-to let students speak about horoscopes	• Ss show their homeworks • The class votes for the best presentation. The winner gets the highest score • Students must talk about holidays and traditions, find at least 5 things they have in common and at least 5 things that are different between Uzb. and the UK. • Brainstorm some topics together as a class (English idioms)	20 min	Individual work	
				Whole work	Markers posters
Presenting new material	- prepare students for listening; to pre-teach the vocabulary	• T asks students to tell what they know about horoscopes and temperaments • T shows the list of words which describe horoscopes and temperaments • T writes the words from the recording students might not know and elicits their meaning from the students	10 min	Whole class	Board, chalk/m arkers

Homework		T asks students to complete all the tasks	5 min	Whole class	NHeadw ay.Inter.

12 SIGNS OF THE ZODIAC

The signs of the Zodiac / What's your lucky star?

12 Signs of the Zodiac



Date	Sign	Symbol	Keyword
3/21 4/20	Aries	♈	Ram
4/21 5/21	Taurus	♉	Bull
5/22 6/21	Gemini	♊	Twins
6/22 7/22	Cancer	♋	Crab
7/23 8/21	Leo	♌	Lion
8/22 9/23	Virgo	♍	Virgin
9/24 10/23	Libra	♎	Scales
10/24 11/22	Scorpio	♏	Scorpion
11/23 12/22	Sagittarius	♐	Archer
12/23 1/20	Capricorn	♑	Goat
1/21 2/19	Aquarius	♒	Water Bearer
2/20 3/20	Pisces	♓	Fishes

Aries (March 21 to April 20) – Your planet is Mars. Your color is red. You are strong and have a lot of energy. But you drink too much Coke. You shouldn't drink so much Coke. That's not good for your health.

Taurus (April 21 to May 22) – Your planet is Venus. Your color is pink. The native of Taurus is serious and careful in his work. Sometimes he is too serious. He loves science and he says he doesn't like superstitions. But he knows he should be careful on Friday 13th.

Gemini (May 23 to June 21) – Your planet is Mercury. Your color is yellow. You are intelligent, artistic and sociable. You love to talk, but sometimes you talk too much. You shouldn't be so talkative.

Cancer (June 22 to July 22) – You are under the influence of the Moon. Your color is gray. You are nice and friendly, but you eat too many cookies. You shouldn't eat so many cookies. You may get fat.

Leo (July 23 to August 22) – Leos are under the influence of the Sun. Your color is orange. Leos are very responsible (sometimes too responsible), and they have a strong personality. Are you a Leo? You may be a leader one day. That's possible.

Virgo (August 23 to September 22) – Your planet is Mercury. Your color is brown. The native of Virgo is practical, logical, systematic. He/she will be famous one day and make a lot of money. But he/she mustn't worry so much. Life is so short...

Libra (September 23 to October 22) – You are under the influence of Venus. Your color is blue. You are nice and make friends easily. Everybody loves a Libra. But sometimes you don't have enough decision. It's not easy for you to make decisions.

Scorpio (October 23 to November 21) – Your planets are Pluto and Mars. Your color is red. The native of Scorpio is a creative and determined person. But he is also an extremist in all he does; with him it's all or nothing. He is not patient enough to wait for his opportunity. But he shouldn't worry. His dream will be a reality soon.

Sagittarius (November 22 to December 22) – Your planet is Jupiter. Your color is purple. You are generous and very optimistic. You are optimistic enough to believe the world will be perfect one day. You might be right.

Capricorn (December 23 to January 20) – Your planet is Saturn. Your color is black. The native of Capricorn is practical and objective. He has a lot of energy and talent, but he should be more patient. It's not easy for him to be patient.

Aquarius (January 21 to February 19) – Your planets are Uranus and Saturn. Your color is blue. The native of Aquarius is original, artistic and talented. But he doesn't like sports and he doesn't take enough exercise.

Pisces (February 20 to March 20) – You are under the influence of Neptune and Jupiter. Your color is green. Talent and creativity will bring you fame and a lot of money. You have enough good qualities to be a great success. You should worry less. You are poor now but you will be rich one day.

Star signs

- : You don't look too happy. Anything wrong?
- : Nothing serious, it's just that we lost our football match this morning.
- :
Ha! Typical Aries!
- :
What?
- : I said you're a typical Aries. Very competitive. You don't like losing.
- :
Are you talking about star signs?
- :
Yes.
- :
You don't believe in all that rubbish, do you?
- : Why not? I'm a typical Capricorn, for example. Quite shy and sensitive.
- : And gullible, if you believe in astrology.
- : Come on, Pete, you know the movement of the moon affects things on Earth, like the tides and stuff, so why shouldn't the planets and stars have an effect on people's personalities and the kind of things that happen in their lives?
- :
I can't believe I'm hearing this!
- : OK then, so why is my horoscope in the newspaper usually right?
- :
John, please...
- : Last Thursday it said I would meet an old friend, and that evening I bumped into Helen at the cinema. I hadn't seen her for years!
- : Well firstly, I think you probably remember the few things your horoscope gets right and forget the many it gets wrong. Secondly, what horoscopes say is usually so vague that you can interpret it in many different ways. And thirdly, if you'd read your horoscope in another paper it would have said something completely different.
- :
Are you saying you *never* read yours?
- : I suppose do occasionally, but only for a bit of fun – I don't take it seriously.
- : Maybe you should. It might help you prepare for important events – like football matches.
- :
Oh, shut up, will you? You're making me feel even worse!

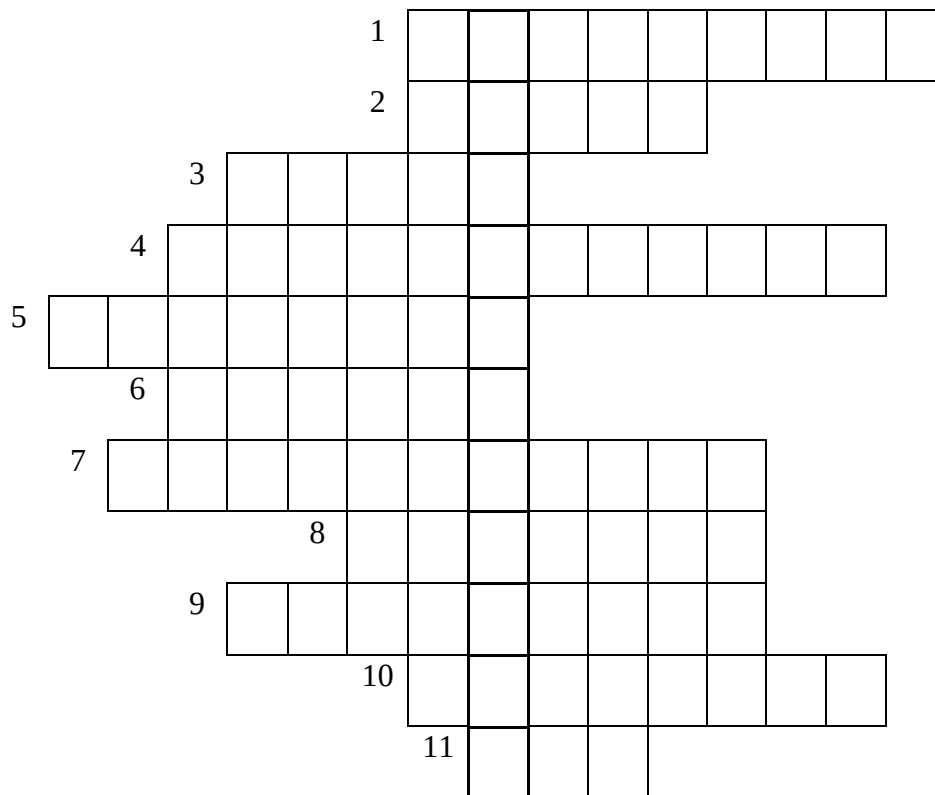
Exercise 1

Answer the questions about the text on Worksheet A.

1. Where is the horoscope that John seems to read quite regularly?
2. What example does John give of his horoscope being right?
3. What argument does John use to support the idea that the planets and stars can have an effect on people's lives?
4. Why does John suggest Pete should take his horoscope seriously?
5. What does Pete think John would have found if he had read his horoscope in a different newspaper?
6. How well do you think John and Pete know each other, and what makes you think that?

Exercise 3

Complete the crossword below. If all the words are correct, the star sign of people born between 23rd November and 22nd December will read from top to bottom.



1. It seems John believes in _____ .
2. Pete says that because horoscopes are so _____ , they can be interpreted in many different ways.
3. Pete thinks horoscopes get lots of things _____ .
4. Pete reads his horoscope only _____ .
5. John says the _____ of the moon affects the tides.
6. John believes the position of the planets and stars can have an _____ on people's lives.
7. John thinks Pete has a typical _____ for someone whose star sign is Aries.
8. Pete's football match took place in the _____ .

9. John's star sign is _____.

10. Pete thinks people who believe in astrology are _____.

11. John believes being _____ is a typical characteristic of someone with his star sign.

LESSON PLAN

Course title: Integrated skills
Topic: Food: healthy and unhealthy food
Level: Pre-intermediate – intermediate
Materials: Headway.Intermediate.
Aim: to enable studentss to talk about food
Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Checking up homework	-to let students speak about food	- Ss show their homework about horoscopes and temperaments - The class votes for the best answer. The winner gets the highest score - Students must talk about horoscopes and temperaments, find at least 5 things they have in common and at least 5 things that are different between star signs. - Brainstorm some topics together as a class (English phrasal verbs)	20 min	Individual work Whole work	Markers posters

Presenting new material	- prepare students for listening; to pre-teach the vocabulary	• T asks students to tell what they know about healthy and unhealthy food T shows the list of words which describe healthy and unhealthy food. • T writes the words from the recording students might not know and elicits their meaning from the students	10 min	Whole class	Board, chalk/markers
Practice new material	- to let students practise speaking skills	• Ss will do tasks orally and in written form • SS read the text about different people and discuss them • T divides students into groups of four and gives each student different Cards. T gives each group a set of cards with the missing words and phrases. T tells them to spread the cards out on the table, face upwards so they can read them.	20 min	Individual work	CD player, Listening Speaking

				Whole class	
				Pair work	
Role-play	-to let students practise exchanging information	In the same groups as above SS will role play the conversation using the information on their Cards.	10 min	Group work	
Pronunciation activity	- to let focus students' attention on pronunciation	Ss listen to a dialogues T can play the recording once more Ss discuss it. T check the answers	10 min	Whole class	
				Pair work	
				Whole class	
Homework		T asks students to do the tasks in books and moodle.	5 min		NHeadway.Inter.

- 2 **T 9.1** Listen to Daisy and Tom talking about what they like and don't like. Tick (✓) the food and drink in the lists on p66 that they both like.

Who says these things? Write D or T.

- ☐ I don't like wine but I like beer.
- ☐ I really like apple juice. It's delicious.
- ☐ I quite like peas.
- ☐ I don't like tomatoes very much.
- ☐ I don't like cheese at all.

- 3 Talk about the lists of food and drink with a partner. What do you like? What do you quite like? What don't you like?

I like ... and I'd like ...

- 1 **T 9.2** Read and listen to the conversation.

- A Would you like some tea or coffee?
B I'd like a cold drink, please, if that's OK.
A Of course. Would you like some orange juice?
B Yes, please. I'd love some.
A And would you like a biscuit?
B No, thanks. Just orange juice is fine.



A: Snack facts

Young people in Britain eat more snacks than people of the same age in other European countries. A recent survey has discovered that 64% of under 20-year-olds snack between meals. How does this compare with other countries? 58.7% of young people snack in Germany, 53% in France and only 40.7% in Spain. What are these young Brits eating? Savoury snacks, especially crisps, are the favourite snack in the UK.

Snack researchers found that the average person in Britain spends 43 pounds on savoury snacks each year, compared with 12 pounds for the French and only 7 pounds for the Italians. British people are spending a total of about 2.8 billion pounds a year on savoury snacks!!

B: Crisps

What are crisps exactly? They are very thin slices of potato, cooked in oil then covered in salt or other salty flavours. British people are mad for crisps and they like them in a huge variety of flavours. Some of the most popular flavours include cheese and onion, salt and vinegar, steak and onion, roast chicken, tomato ketchup, and cheese and bacon.

A crisp-making company held a competition recently to find new exciting flavours for their crisps. The competition was called 'Do us a flavour' and the company received more than a million suggestions for new flavours. The finalists included squirrel flavour and onion bhaji flavour. The winner was builder's breakfast, which tried to replicate the tastes of a full English breakfast including bacon, eggs, sausages and beans. The flavour was suggested by Emma Rushin of Belper, Derbyshire, who won £50,000 and 1% of future sales of her flavour. You can't find builder's breakfast crisps in the shops now – they were discontinued after one year. If you want to

know what kind of crisps are most popular with people in the UK you can find a list on 'The crisp list' which describes itself as a website 'for people who love crisps'.

C: Chocolate

The British love chocolate. In fact, they spend more on chocolate than any other European country! If you go to any newsagent's shop in the UK you'll see a huge selection of chocolate bars on sale. There is milk chocolate, dark chocolate and white chocolate. There are small bars of chocolate, medium-sized bars and massive bars of chocolate. You can buy mint-flavoured chocolate, chocolate-covered peanuts or raisins, chocolate with nuts, chocolate with toffee ... the list is endless! One brand of chocolate bar recently asked viewers to try four new flavours of a chocolate and then vote on Facebook for their favourite. The bar with the most votes will be permanently added to their range. Big chocolate eggs are sold in newsagents', sweet shops and supermarkets around Easter time. Parents, grandparents, aunts and uncles buy Easter eggs for children at this time of year.

The world's favourite food

1 Do you know any typical dishes from these countries? Discuss with the class.

- | | | |
|-----------|-----------|---------------------|
| • Spain | • Japan | • Mexico |
| • Italy | • Hungary | • the United States |
| • Germany | • China | • England |

Can you think of any foods that might be popular in all of the countries above?

2 Which of these are fish or seafood?

oil	garlic	anchovies	eel	squid	herring	salmon
peas	shrimp	pineapple	bacon	tuna	sweetcorn	



Adjectives for food, towns, and people

- 1 In each group, *four* of the adjectives cannot go with the noun. Which ones?

junk fast delicious tasteless
 fresh **FOOD** plain tasteful
 disgusting ~~disgusted~~ vegetarian
 frozen rich home-grown wealthy starving

excited exciting home old university
 polluted **TOWN** modern young
 capital industrial agricultural busy
 antique cosmopolitan historic small

young sophisticated long elderly antique
 expensive **PEOPLE** shy starving
 bored boring rude tall
 wealthy sociable outgoing crowded

New York and London

- 1 Look at the pictures of New York and London. Write down what you know about these cities. Compare your lists as a class. Has anyone been to either city?



My favourite food

- 1 Look at the photographs of different food. Where is it from?
Which do you like?



GLOBAL PIZZA

BY CONNIE ODOE

So you thought the hamburger was the world's most popular fast food? After all, McDonald's Golden Arches span the globe. But no, there is another truly universal fast food, the ultimate fast food. It's easy to make, easy to serve, much more varied than the hamburger, can be eaten with the hands, and it's delivered to your front door or served in fancy restaurants. It's been one of America's favourite foods for over 50 years. It is, of course, the pizza.

A BRIEF HISTORY OF PIZZA

It's kind of silly to talk about the moment when pizza was 'invented'. It gradually evolved over the years, but one thing's for certain – it's been around for a very long time. The idea of using pieces of flat, round bread as plates came from the Greeks. They called them 'plakuntos' and ate them with various simple toppings such as oil, garlic, onions, and herbs. The Romans enjoyed eating something similar and called it 'picea'.

By about 1000 A.D. in the city of Naples, 'picea' had become 'pizza' and people were experimenting with more toppings: cheese, ham, anchovies, and finally the tomato, brought to Italy from Mexico and Peru in the sixteenth century. Naples became the pizza capital of

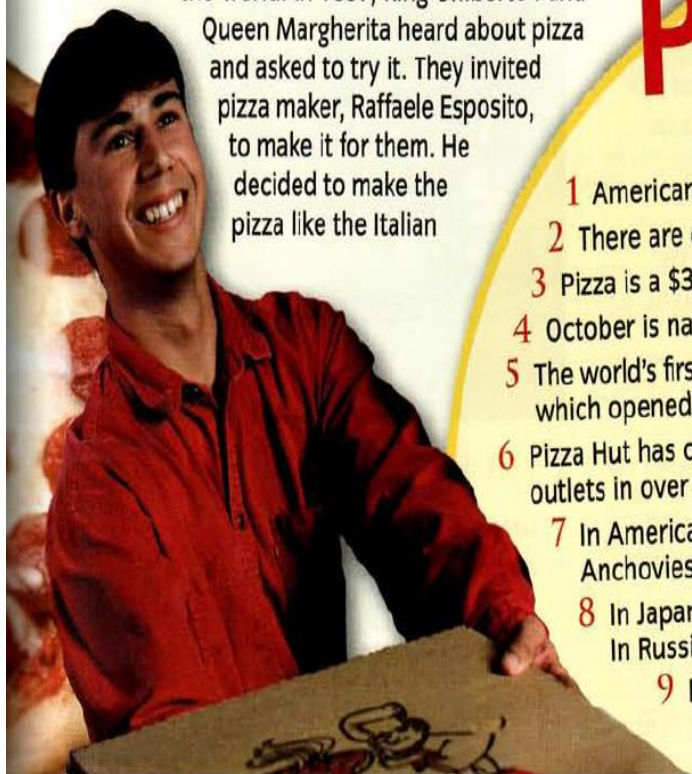
the world. In 1889, King Umberto I and Queen Margherita heard about pizza and asked to try it. They invited pizza maker, Raffaele Esposito, to make it for them. He decided to make the pizza like the Italian

flag, so he used red tomatoes, white mozzarella cheese, and green basil leaves. The Queen loved it and the new pizza was named 'Pizza Margherita' in her honour.

Pizza migrated to America with the Italians at the end of the nineteenth century. The first pizzeria in the United States was opened in 1905 at 53½ Spring Street, New York City, by Gennaro Lombardi. But the popularity of pizza really exploded when American soldiers returned from Italy after World War II and raved about 'that great Italian dish'. Americans are now the greatest producers and consumers of pizza in the world.

PIZZA TRIVIA

- 1 Americans eat 350 slices of pizza per second.
- 2 There are 61,269 pizzerias in the United States.
- 3 Pizza is a \$30 billion per year industry.
- 4 October is national pizza month in the United States.
- 5 The world's first pizzeria, the Antica Pizzeria Port'Alba, which opened in Naples in 1830, is still there.
- 6 Pizza Hut has over 12,000 restaurants and takeaway outlets in over 90 countries.
- 7 In America, pepperoni is the favourite topping. Anchovies is the least favourite.
- 8 In Japan, eel and squid are favourites. In Russia it's red herring, salmon, and onions.
- 9 In Brazil, they like green peas on their pizza. In Australia the favourites are shrimp and pineapple.



Technological model of teaching

Theme	Health: illnesses and human body
Time	80 minutes
The type of teaching	Practical
The aim of the lesson	To develop reading and translating skills; to gain practical skills; to use gained knowledge and skills; to educate practical communication;to grow mental ability;to develop logical thinking.
List of practical skills on theme	Correct reading of the given text; correct speaking and writing; learning the new words.
Methods of innovation technology	brainstorming (to collect together ideas very quickly, without judging whether the ideas are good or not.) ,training (developing communicative skills),role- play(a communicative activity in wich students talk to each other in different character roles)
Equipments for training	Dictionary, tables, distributive material,text.
Place of class	Auditorium
The students must know	New vocabulary, reading the text correctly, the meaning of the text, developing speaking skills

LESSON PLAN (11-14)

Course title: Integrated skills

Topic: Health: illnesses and human body, healthy lifestyle, alcohol drinking, smoking, opportunities for disabled people

Level: Pre-intermediate – intermediate

Materials: Headway.Intermediate.

Aim: to enable students to talk about health: illnesses and human body, healthy lifestyle, alcohol drinking, smoking, opportunities for disabled people

Time: 80 min

Activity	Objective	Procedure	Ti me	Mode of interaction	Materia ls
Checking up homework	-to let students speak about health	- Ss show their homeworks about healthy and unhealthy food - The class votes for the best answer. The winner gets the highest score - Students must talk about food which they like most - Brainstorm some topics together as a class (English phrasal verbs)	20 min	Individual work Whole work	Markers

					posters
Presenting new material	- prepare students for listening; to pre-teach the vocabulary	T asks students to tell what they know about health: illnesses and human body, healthy lifestyle, alcohol drinking, smoking, opportunities for disabled people. T shows the list of new words. T writes the words from the recording students might not know and elicits their meaning from the students	10 min	Whole class	Board, chalk/markers
Practice new material	- to let students practise speaking skills	- Ss will do tasks orally and in written form - SS read the text about different people and discuss them - T divides students into groups of four and gives each student different Cards. T gives each	20 min	Individual work	CD player, Listening Speaking

		group a set of cards with the missing words and phrases.		Whole class Pair work	g
Role-play	-to let students practise exchanging information	In the same groups as above SS will role play the conversation using the information on their Cards.	10 min	Group work	
Pronunciation activity	- to let focus students' attention on pronunciation	Ss listen to a dialogues T can play the recording once more Ss discuss it. T check the answers	10 min	Whole class Pair work Whole class	
Homework		T asks students to do the exercises, to prepare a presentation.	5 min		NHeadway.Inter.

ILLNESSES AND THEIR TREATMENT

TEXT A. A VICTIM TO ONE HUNDRED AND SEVEN FATAL MALADIES

From "Three Men in a Boat" by Jerome K. Jerome

I remember going to the British Museum one day to read up the treatment for some slight ailment. I got down the book and read all I came to read; and then, in an unthinking moment, I idly turned the leaves and began to study diseases, generally. I forgot which was the first, and before I had glanced half down the list of "premonitory symptoms", I was sure that I had got it.

I sat for a while frozen with horror; and then in despair I again turned over the pages. I came to typhoid fever — read the symptoms — discovered that I had typhoid fever — began to get interested in my case, and so started alphabetically.

Cholera I had, with severe complications; and diphtheria I seemed to have been born with. I looked through the twenty-six letters, and the only disease I had not got was housemaid's knee.

I sat and thought what an interesting case I must be from a medical point of view. Students would have no need to "walk the hospitals" if they had me. I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma.

Then I wondered how long I had to live. I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a hundred and forty-seven to the minute. I tried to feel my heart. I could not feel my heart. It had stopped beating. I patted myself all over my front, from what I call my waist up to my head but I could not feel or hear anything. I tried to look at my tongue. I stuck it out as far as ever it would go, and I shut one eye and tried to examine it with the other. I could only see the tip, but I felt more certain than before that I had scarlet fever.

I had walked into the reading-room a happy, healthy man. I crawled out a miserable wreck.

A VISIT TO THE DOCTOR

— Well, what's the matter with you, Mr. Walker?

— You'd better ask me what is not the matter with me, doctor. I seem to be suffering from all the illnesses imaginable: insomnia, headaches, backache, indigestion, constipation and pains in the stomach. To make things still worse, I've caught a cold, I've got a sore throat and I'm constantly sneezing and coughing. To crown it all, I had an accident the other day, hurt my right shoulder, leg and knee, and nearly broke my neck. If I take a long walk, I get short of breath. In fact, I feel more dead than alive.

— I'm sorry to hear that. Anyhow, I hope things aren't as bad as you imagine. Let me examine you. Your heart, chest and lungs seem to be all right. Now open your mouth and show me your tongue. Now breathe in deeply, through the nose... There doesn't seem to be anything radically wrong with you, but it's quite clear that you're run down, and if you don't take care of yourself,

you may have a nervous breakdown and have to go to hospital. I advise you, first of all, to stop worrying. Take a long rest, have regular meals, keep to a diet of salads and fruit, and very little meat. Keep off alcohol. If possible, give up smoking, at least for a time. Have this tonic made up and take two tablespoonfuls three times a day before meals. If you do this, I can promise you full recovery within two or three months.

— And if I don't, doctor?

— Then you'd better make your will, if you haven't yet done so.

— I see. Well, thank you, doctor. I shall have to think it over and decide which is the lesser evil: to follow your advice or prepare for a better world.

ESSENTIAL VOCABULARY (II)

Words

appendicitis n	insomnia n
attack (of smth.) n	prescription n
case (of a disease) n	recover (from a disease)
cholera n	remedy n
complication n	scarlet fever n
cough v, n	sneeze v
cure of v	sore (throat, eye, finger, etc..)
cure for n	surgery n
die of v	symptom n
diphtheria n	tonic n
disease n	treat v (smb. For disease)
indigestion n	treatment (for smth)
injection n	typhoid fever n

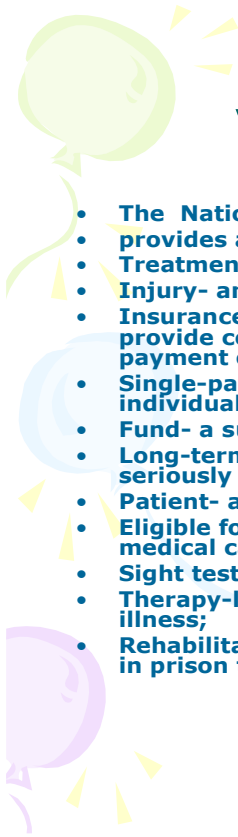
National Health Service in Great Britain

NHS

General Information

- The National Health Service or NHS is the **publicly-funded healthcare system** in England. The term is also commonly used to refer to any other or all the **national health services** in the UK but there has never been only one system since they were created in 1948; only the English system is named without national qualification; the rest are examples such as **NHS Wales** and **NHS Scotland**, and function in essentially the same manner, but are legally separate systems, although they do cooperate freely with one another in cases of patients being transferred in a medical context between various UK countries' borders.
- The NHS is the **biggest and oldest single-payer healthcare** system in the world. It is able to function in the way that it does because it is primarily funded not through fees from the patient, but through the general taxation system, similar to how the various fire departments, police departments, and primary schools are also funded. The system thus provides healthcare to anyone normally legally resident in England, and also any other part of the United Kingdom (should a person from another UK area be travelling in England, for example), with almost all services "free at the point of use" for all such people.





Vocabulary Notes

- **The National Health Care-** the system in each civilized country which provides and responsible for its people's health and general body;
- **Treatment-** medical care for illness or injury;
- **Injury-** an instance of being harmed and damaged;
- **Insurance-** an arrangement by which a company or the state guarantees to provide compensation for loss, damage, illness or death in return for payment of a regular amount of money;
- **Single-payer-healthcare-** hospital or clinic which is specialized for individuals and supplies with single care and treatment;
- **Fund-** a sum of moneysaved or made available for one exact purpose;
- **Long-term care-** care or treatment which lasts a long while when a person is seriously ill;
- **Patient-** a person receiving or registered to receive medical treatment;
- **Eligible for treatment-** people who meet the conditions to do or receive medical care;
- **Sight test-** test which held to examine people's eye-sight (mostly free);
- **Therapy-led-** treatment intended to relieve or heal a physical disorder or illness;
- **Rehabilitation Center-** a center which prepares a person who has been ill or in prison to resume normal life by training and therapy.

SHOPPING

Shopping is the examining of goods or services from retailers with the intent to purchase at that time. Shopping is an activity of selection and/or purchase. In some contexts it is considered a leisure activity as well as an economic one.

Shopping in ancient societies

In ancient Rome, there was Trajan's Market with tabernae that served as retailing units. Shopping lists are known to be used by Romans as one was discovered by Hadrian's wall dated back to 75–125 AD and written for a soldier.[1] .

The shopper



Florida woman shopping at a Mall, as a member of a "shop 'til you drop" club

To many, shopping is considered a recreational and diversional activity in which one visits a variety of stores with a premeditated intent to purchase a product.

"Window shopping" is an activity that shoppers engage in by browsing shops with no intent to purchase, possibly just to pass the time between other activities, or to plan a later purchase.

To some, shopping is a task of inconvenience and vexation. Shoppers sometimes go through great lengths to wait in long lines to buy popular products as typically observed with early adopter shoppers and holiday shoppers.

According to a 2000 report, women purchase or influence the purchase of 80% of all consumer goods and influence 80% of health-care decisions.[2]

Shopping venues

Shopping hubs

A larger commercial zone can be found in many cities, called downtown or in Arab cities, souks. Shopping hubs, or shopping centers, are collections of stores; that is a grouping of several businesses.

Typical examples include shopping malls, town squares, flea markets and bazaars.

Stores

Stores are divided into multiple categories of stores which sell a selected set of goods or services. Usually they are tiered by target demographics based on the disposable income of the shopper. They can be tiered from cheap to pricey.

Some shops sell secondhand goods. Often the public can also sell goods to such shops. In other cases, especially in the case of a nonprofit shops, the public donates goods to these shops, commonly known as thrift stores in the USA or charity shops in the UK. In give-away shops goods can be taken for free. In antique shops, the public can find goods that are older and harder to find. Sometimes people are broke and borrow money from a pawn shop using an item of value as collateral. College students are known to resell books back through college textbook bookstores. Old used items are often distributed through surplus stores.

Many shops are part of a shopping center that carry the same trademark (company name) and logo using the same branding, same presentation, and sell the same products but in different locations. The shops may be owned by one company, or there may be a franchising company that has franchising agreements with the shop owners often found in relation to restaurant chains.

• The Secondary Education in Uzbekistan

There are approximately 9,700 schools including about 1,850 secondary schools, 1,919 high schools, 75 evening schools, 107 centers of adult education, and 85 special schools for disabled children. In the year's 1999 to 2000, the number of pupils in these schools reached over 5.7 million. Compulsory-type education provided by the State (Republic of Uzbekistan) is free. This form of education allows the country to reach the 98 percent literacy rate. The Uzbekistan government builds schools; purchases equipment, material, and textbooks; educates teachers; conducts research; creates curricula and methodologies of teaching; and establishes examination procedures. The school system includes both urban and rural schools, all of which fall under the supervision of the Ministry of Public Education.

Secondary education is divided into two stages. The first stage includes nine years of compulsory schooling with the same programs all over Uzbekistan. The second stage covers education and vocational training after nine years. It includes general secondary education and specialized secondary education. Young people receive general secondary education while staying in school for the tenth and eleventh grades. Upon successful completion, they get a Certificate of Complete Secondary Education.

Specialized secondary education is provided through a net of schools:

Professionalno-Tekhnicheskoye Uchilishe (PTU or Professional Technical School). Graduates receive a Junior Specialist Diploma equal to a Certificate of Complete Secondary Education.

Tekhnikum (Technical College). Graduates receive a Junior Specialist Diploma equal to a Certificate of Complete Secondary Education.

Lytsei (Lyceum) or various training courses offered by higher education institutions or industry. Graduates receive a Junior Specialist Diploma equal to a Certificate of Complete Secondary Education.

Formerly, Soviet-type schools had one curriculum for all schools across the union. Today, the curriculum is less rigid and defined. However, there are two new subjects: the Uzbek language and a basic ecology course included in every teaching plan. All students of the same grade study together and change classes together.

The British Education System. State Education in Britain (1)

All state schools in Britain are free, and schools provide their pupils with books and equipment for their studies. Nine million children attend 35.000 schools in Britain. Education is compulsory from 5 till 16 years. Parents can choose to send their children to a nursery school or a preschool playgroup to prepare them for the start of compulsory education. Children start primary school at 5 and continue until they are 11. Most children are taught together, boys and girls in the same class. At 11 most pupils go to secondary schools called comprehensives which accept a wide range of children from all backgrounds and religious and ethnic groups. Ninety per cent of secondary schools in England, Scotland and Wales are co-educational.

At 16 pupils take a national exam called "G.C.S.E." (General Certificate of Secondary Education) and then they can leave school if they wish. This is the end of compulsory education. Some 16-year-olds continue their studies in the sixth form at school or at a sixth form college. The sixth form prepares pupils for a national exam called "A" level (advanced level) at 18. You need "A" level to enter a university. Other 16-year-olds choose to go to a college of further education to study for more practical (vocational) diplomas relating to the world of work, such as hairdressing, typing or mechanics. Universities and colleges of higher education accept students with "A" levels from 18. Students study for a degree which takes on average three years of full-time study. Most students graduate at 21 or 22 and are given their degree at a special graduation ceremony.

Questions:

1. What do state schools in Britain provide their pupils with?
2. What can parents choose?
3. When do children start primary school?
4. When do pupils take a national exam called GCSE?
5. What prepares pupils for a national exam called "A" level?
6. How long do students study for a degree?
7. Whom do universities and colleges of higher education accept?

Vocabulary:

compulsory — обязательный

primary — начальный

comprehensive — общеобразовательный

co-educational schools — школы совместного обучения мальчиков и девочек

to graduate — заканчивать

to accept — принимать

Amaliy mashg'ulotlar uchun mashqlar to'plami

Noun phrases exercise

A noun phrase is a group of words that serves the same purpose as a noun. A noun phrase can be the subject or object of a verb. It can also be the object of a preposition.

Identify the noun clauses in the following sentences.

1. I hope to win the first prize.
2. I tried to solve the puzzle.
3. Did you enjoy reading this book?
4. The boy wants to go home.
5. Horses prefer living in dark stables.
6. The accused refused to answer the question.
7. The boy denied stealing the money.
8. To write such rubbish is disgraceful.

Nouns mistakes

In this lesson, we will take a look at some common mistakes in the use of nouns.

Incorrect: He is leaving his service.

Correct: He is leaving his job. / He is quitting his job.

The expression 'leaving one' service' isn't considered correct in Standard English.

Incorrect: All his relations are poor.

Correct: All his relatives are poor.

A relative is a person connected by blood or marriage. Relation means connection or relationship.

Incorrect: We had a good play of tennis.

Correct: We had a good game of tennis.

Incorrect: In Africa, there are many poors.

Correct: In Africa, there are many poor people.

Incorrect: He provided the poors with food.

Correct: He provided the poor with food. / He provided poor people with food.

The word 'poors' does not even exist. The correct expression is 'poor people'.

Incorrect: The government does not do anything for poors.

Correct: The government does not do anything for the poor.

The expression 'the poor' means 'all poor people'. In the same way, the expression 'the blind' means 'all blind

people'. Note that the article 'the' cannot be removed from these expressions.

Incorrect: He took troubles to do his work.

Parts of speech exercise

Words in English belong to different parts of speech. In each of the following sentences, there is a bolded word.

Can you identify what part of speech it is?

1. I want to go now.

- a) Adjective
- b) Adverb
- c) Preposition
- d) Conjunction

2. What are you doing there?

- a) Preposition
- b) Adjective
- c) Adverb
- d) Verb

3. He left ten minutes ago.

- a) Noun
 - b) Adjective
 - c) Conjunction
 - d) Adverb
4. There is a mistake in line 9.
- a) Adverb
 - b) Conjunction
 - c) Preposition
 - d) Noun
5. Masons build houses.
- a) Verb
 - b) Adverb
 - c) Adjective
 - d) Preposition
6. Though she was unwell, she went to work.
- a) Conjunction
 - b) Preposition
 - c) Adverb
 - d) Adjective
7. I have been reading since morning.
- a) Adjective
 - b) Noun
 - c) Verb
 - d) Adverb
8. He died two years ago.
- a) Verb
 - b) Adverb
 - c) Adjective
 - d) Preposition

What part of speech is the underlined word?

1. If you don't want something, then it is expensive at *any price*.
2. He is as *deaf* as a post.
3. I change, but *I* cannot die.
4. He died *that* he might save his country.
5. May comes after *April*.
6. What annoys me most is his *obstinacy*.
7. He *still* lives in that house.
8. Suddenly one of the wheels came *off*.
9. Men who work *hard* enjoy their life fully.
10. Do not speak so *loudly*.
11. *Right* the wrong.
12. Do not talk *like* that.

Word order

This is a general grammar exercise that tests your knowledge of various grammar rules.

1. A trimmer is a machine used grass and weeds.
 - a) to cut
 - b) for cutting
 - c) to cutting
 - d) none of these
2. To, he lost the bet.
 - a) noone's surprise
 - b) no one's surprise
 - c) no ones surprise

- d) no ones' surprise
3. The circus round of applause for the perfectly timed acrobatic stunts.
- a) audience received a well-deserved
b) audience gave a well deserved
c) audience gave a well-deserved
d) audience did receive a well deserved
4. Because of its warm tropical climate, Hawaii subzero temperatures.
- a) experiences almost never
b) almost experiences never
c) almost never experiences
d) experiences never almost
5. You working hard.
- a) definitely been have
b) definitely have been
c) have been definitely
d) have definitely been

Banked gap filling

Read the text below and fill in the gaps 1-5 using the words in the box. There are more words than you need. There is an example (0) at the beginning of the text

A driver who was (0) going in his car at a great speed (1)_____ the country road saw a man crossing the road and a dog following him. As the car drew near them the dog (2)_____ stopped, was hit by the car and killed. The driver stopped his car and came up to the man. "I am very sorry (3)_____ what has happened," he said. "Will 50 dollars be (4)_____ for the killed dog?" — "Oh, yes," said the man, "50 dollars will be quite enough." The man put the money in his pocket and (5)_____ the driver disappeared in the distance, looked at the dog and thought, "I wonder whose dog it was."

3. Word formation

Read the text below. Some words are missing from the text. Change the words in the brackets to complete each gap. Write only one word on each line. Spelling is important in this task; the answer must contain no spelling errors to be accepted as correct. There is an example at the beginning (0).

A rich old (0)businessman (business) decided to make his will. He told his (1)_____ (law) he would give 5 thousand pounds to each of his employees who had been working with him for 20 years or more. The lawyer was surprised at such generosity of the businessman. But the businessman said that he wasn't going to be generous at all because none of his employees had worked for him longer than a year. He only wanted to produce a (2)_____ (favour) (3)_____ (impress) on the public for he was sure it would look nice in the newspapers

3. Matching (synonyms/antonyms, words/set phrases/idioms/phrasal verbs with their definitions, varieties, abbreviations, level of formality, text analysis)

- | | |
|-------------|--|
| 1. modest | a)extremely unkind and intentionally causing pain |
| 2. cruel | b)opposed to change one's mind; obstinate |
| 3. cruel | c)happy and positive in feeling or attitude |
| 4. honest | d)showing no fear of danger or difficult things |
| 5. brave | e)extremely unkind & intentionally causing pain |
| 6. cheerful | f)truthful or able to be trusted; not likely to steal, cheat, or lie |
| 7. stubborn | g) tending not to talk about or make obvious your own abilities and achievements |

Supply articles where necessary:

1. ... clinical thermometer is ... small thermometer for finding ... temperature of ... body. 2. ... boiling point of ... Fahrenheit thermometer is 212°, of ... Centigrade thermometer — 100° and of ... Reamur thermometer — 80°. 3. ... kilometer is ... measure of length as well as ... mile and ... foot; ... kilogram and ... pound are ... measures of weight. 4. His high temperature worried ... boy because he didn't know ... difference between ... Fahrenheit and Centigrade thermometers.

Fill in prepositions or adverbs where necessary:

"Well, you'd better let me take your temperature," said Griffiths.

"It's quite unnecessary," answered Philip irritably. "Come on."

Philip put the thermometer ... his mouth. Griffiths sat ... the side ... the bed and chattered brightly ... a moment, then he took it ... and looked ... it.

"Now, look here, old man, you stay ... bed, and I'll bring old Deacon ... to have a look ... you."

"Nonsense," said Philip. "There's nothing the matter. I wish you wouldn't bother ... me."

"But it isn't any bother. You've got a temperature and you must stay ... bed. You will, won't you?"

"You've got a wonderful bedside manner," Philip murmured, closing his eyes ... a smile.

Choose the correct expression from among those in brackets.

1) To bring down prices is to (lower them, raise them, leave them as they are). 2) To be in two minds is to (decide, change one's decision, hesitate). 3) To change one's mind is to (come to a decision, alter one's purpose, argue with somebody). 4) To bring about something is to (hear about it, talk about it, cause it to happen). 5) If I bring something back I (borrow it, lend it, return it). 6) If you have a good mind to do something it means that you (intend doing it, hate doing it, put off doing it). 7) To bear something in mind is to (discuss it, remember it, forget it). 8) To bring forward a proposal is to (talk about it at the meeting, reject the proposal, vote for it). 9) If you give a person a piece of your mind, you (argue with him, praise him, tell him frankly what you think of him). 10) If you ask somebody to mind the dog it means that you want him to (be on his guard against it, feed it, stroke it). 11) If someone gets into trouble it means that he (has done something that will result in punishment, will be praised, will be reprimanded). 12) To look for trouble means to (act foolishly, be very careful, act properly).

Add a positive tag to each sentence.

- a) Madagascar isn't in the Atlantic Ocean, is it ?
- b) Astronauts haven't landed on Mars,?
- c) The climate won't get any worse, ?
- d) The Romans didn't sail to America, ?
- e) Chickens can't fly, ?
- f) The world's population isn't growing in all countries, ?

Add a negative tag to each sentence.

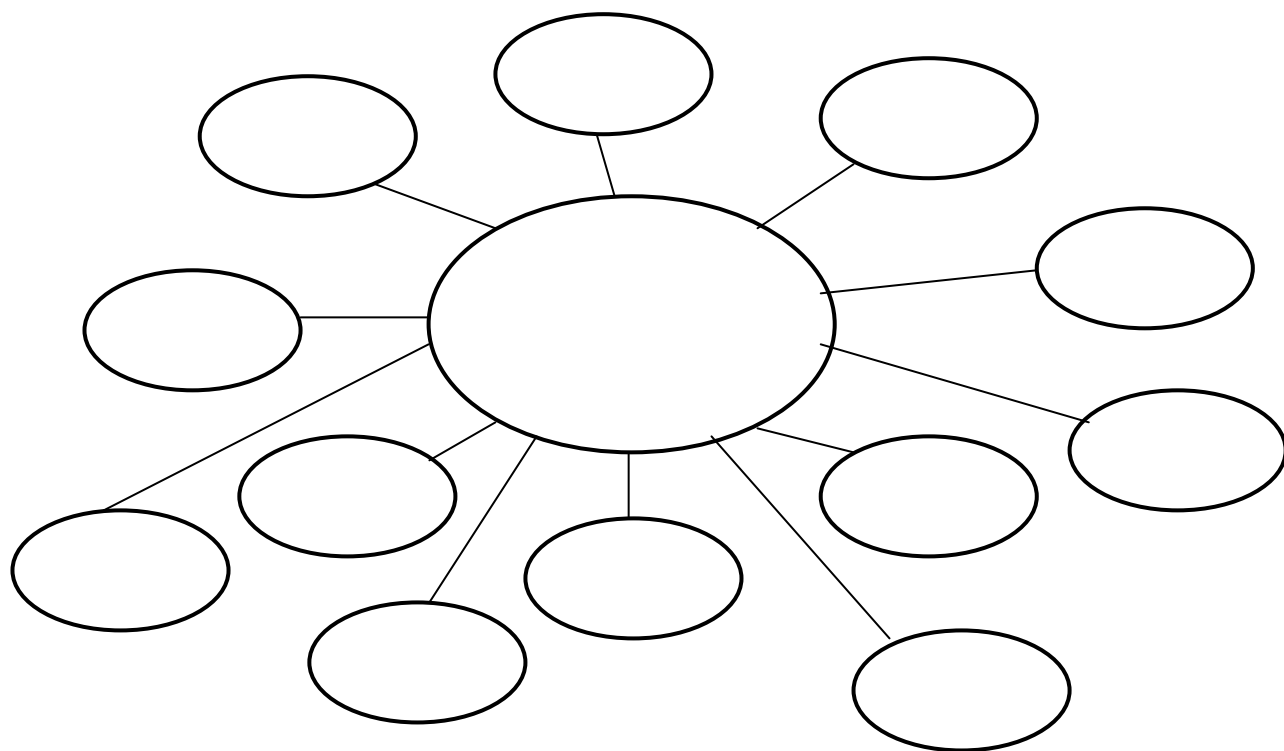
- a) You were at the same school as Maria,?
- b) This is the way to the station, ?
- c) You've forgotten to buy the tickets, ?
- d) They understand this problem, ?
- e) Helen is coming to the party, ?

“Ақлий ҳужум” технологияси

- Ҳеч қандай ўзаро баҳо бермаслик ва танқид қилмаслик!
- Таклиф этиладиган фикрларни баҳолашдан ўзини тийишлик, улар қанчалик ғайри оддий ва фантастик бўлмасин!
- Ҳамма нарса мумкин!
- Танқид қилмаслик - ҳамма фикрлар тенг равишда қадрлидир.
- Гапираётган талабани фикрини бўлмаслик!
- Асосий мақсад - фикрнинг миқдоридадир!
- Қанча кўп фикр айтилса, шунча яхшидир: янги ва қадрли фикрларни дунёга келиш имконияти кенгаяди!
- Фикрлар қайтарилса жahl чиқмаслик!
- Хаёлни «жунбушга келишига» имконият яратишлик!
- Янги туғилган фикрларни ривожлантириш, гарчи улар схемаларга тўғри келмаса ҳам!
- Мазкур муаммо фақат муайян воситалар орқали ечим топиши мумкинлигини унутишлик!

“Кластер” технологияси

1. Ҳушингизга келган барча фикрларни ёзиб олинг. Бу фикрларни муҳокама қилманг, шунчаки ёзиб олаверинг.
2. Хатни ёки матнни кечиктирадиган имло ва бошқа омилларга ҳам парво қилманг.
3. Сизга берилган вақт ниҳоясига етмагунга қадар ёзишдан тўхтаманг. Миянгиизга фикр келиши тўхтаб қолса, токи янги фикрлар келгунга қадар қоғозда нималарнидир чизиб ўтиринг.
4. Имкони борича, боғланиши мумкин бўлган ғояларни тизиб чиқинг, ғояларнинг оқими сифати ва улар орасидаги алоқаларни чегаралаб қўйманг.



Klaster.

“Зинама-Зина” технологияси

Технологиянинг тавсифи. Ушбу услуб талабаларни ўтилган ёки ўтилиши керак бўлган мавзу бўйича яқка ва кичик гуруҳ бўлиб фикрлаш ҳамда хотирлаш, ўзлаштирилган билимларни ёдга тушириб, тўпланган фикрларни умумлаштира олиш ва уларни ёзма, расм, чизма кўринишида ифодалай олишга ўргатади.

Технологиянинг мақсади. Талабаларни эркин, мустақил ва мантиқий фикрлашга, гуруҳ бўлиб ишлашга, изланишга, фикрларни жамлаб улардан назарий ва амалий тушунча ҳосил қилишга, гуруҳга ўз фикри билан таъсир эта олишга уни маъқуллашга, шунингдек, мавзунини таянч тушунчаларига изоҳ беришда эгаллаган билимларини қўллай олишга ўргатиш.

Ўтказилиш қоидаси. Бунда кўпроқ янги сўз ва иборалар устида ишлашда фойдаланиш назарда тутилади. Бунинг учун талабалар кичик гуруҳларга бўлинади ва бу гуруҳлар ёзма равишда ўтилган янги лексикадан кенг тарзда қўлланиш шarti асосида янгича матн яратишлари талаб қилинади. Тайёр бўлгандан сўнг улар ўқиб эшиттирилади ва бу орқали уларнинг берилган мавзунини қай даражада нутқда фаоллаштириш қобилиятига эга эканликлари синалади ва қайси гуруҳ қанчалик кўп даражада ўтилган лексик материалдан тўғри фойдаланилганлиги аниқланади ва баҳоланади.

“Блиц-сўров” усули

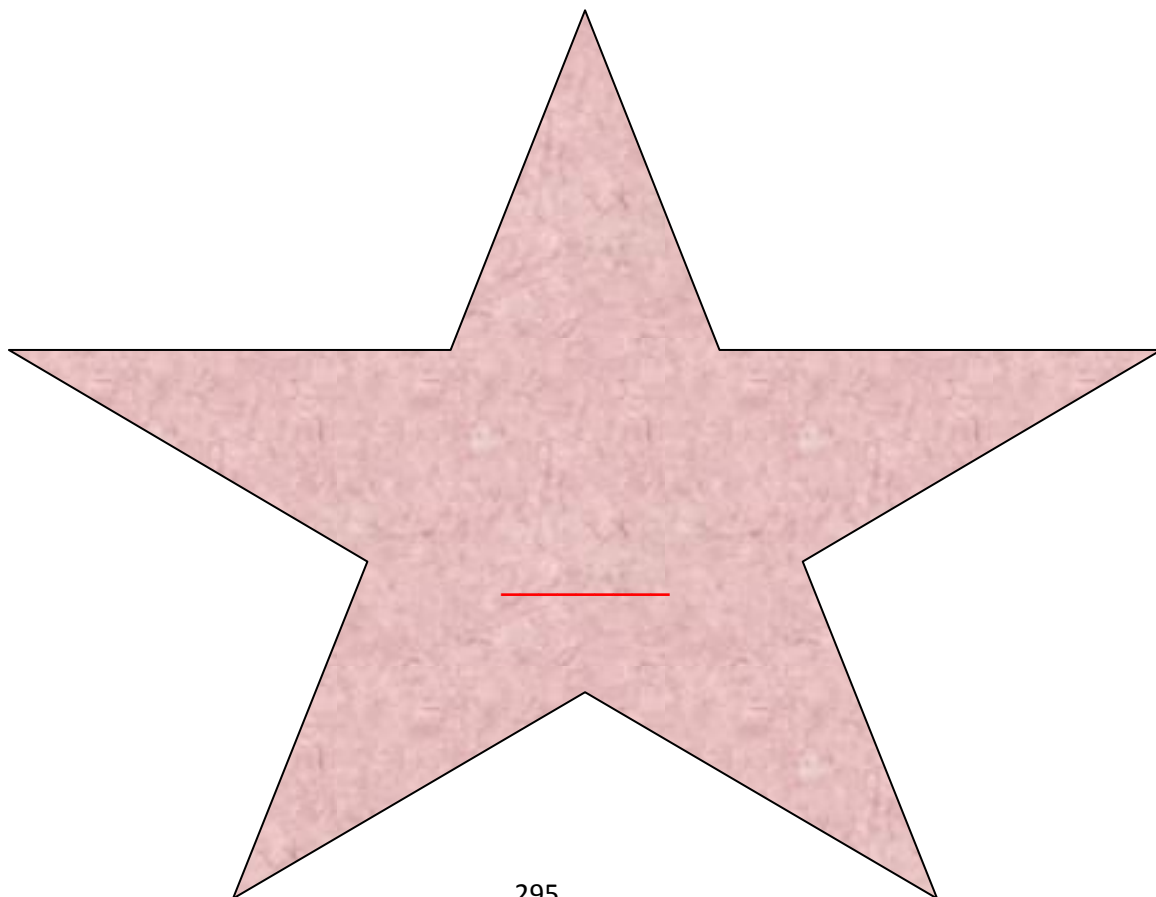
Усулнинг тавсифи. Ушбу усул талабаларни ҳаракатлар кетма-кетлигини тўғри ташкил этишга, мантиқий фикрлашга, ўрганаётган предмети асосида хилма-хил маълумотлар ичидан кераклигини танлаб олишни, шунингдек, ўзгалар фикрини ҳурмат қилиш ва уларга ўз фикрини ўтказа олишни ўргатишга қаратилган.

Усулнинг мақсади. Талабаларга тарқатилган қоғозларда кўрсатилган ҳаракатлар кетма-кетлигини аввал якка тартибда белгилаш, кичик гуруҳларда бошқалар билан ҳамфикр бўла олиш каби кўникмаларни шакллантириш.

Ўтказиш тартиби. Ушбу усул бир неча босқичда ўтказилади:

- ◆ Ўқитувчи ҳамма талабаларга алоҳида-алоҳида тарқатма материал беради ва бажариладиган вазифани тушунтиради;
- ◆ Ҳар бир талаба ўзининг шахсий фикри асосида тарқатма материалдаги “**якка баҳо**” бўлимига берилган ҳаракатларнинг мантиқий кетма-кетлигини рақамлар билан белгилаб чиқади;
- ◆ Талабаларнинг якка тартибдаги ишлари тугагач, ўқитувчи улардан 3 кишидан иборат кичик гуруҳлар тузади ва бу жараён гуруҳларда давом этади.
- ◆ Ўқитувчи якка ва гуруҳ хатоларининг умумий сони бўйича тушунча беради, уларни алоҳида-алоҳида шарҳлаб беради ва талабаларнинг билимини иловадаги мезонлар асосида баҳолайди.

“Yulduz” diagrammasi



TALABALAR BILIMINI BAHOLASH MEZONI

TALABANING KUNLIK DARSLARDA ISHTIROKI VA BILMINI BAHOLASH MEZONI

Talabaning bilimi har bir amaliy mashg'ulotda 5 ta mezon bo'yicha **10** (*yuqori ball*) va **5.5** (*minimal*) ball oralig'ida baholanib boriladi. Joriy nazorat yig'indisi muddati kelgan paytda barcha to'plangan ballar qo'shilib, mashg'ulot soniga bo'linganida umumiy o'rtacha ball kelib chiqadi.

$$\text{Umumiy o'rtacha ball} = \frac{\text{Barcha ballar yig'indisi}}{\text{Mashg'ulot soni}}$$

	Baholash obyekti	BAHOLASH		
		“A’lo”	“Yaxshi”	“Qoniqarli”
		100-86%	85-71%	70-55%
1.	Kunlik davomati uchun:	1.0	1.0	1.0
2.	Mashg'ulot uchun mashq yoki konspekt daftarining yuritilishi uchun:	1.0	1.0	1.0
3.	Mashg'ulot uchun lug'at daftarining yuritilishi uchun:	1.0	1.0	1.0
4.	Uyga berilgan vazifalarning bajarilganligi uchun (100% -70%-55%):	3.0	2.0	1.0
5.	Mashg'ulotda ishtiroki uchun (100% -70%-55%):	4.0	2.0	1.5
	Jami:	10 ball	7 ball	5.5 ball

“Kommunikativ grammatika” moduli bo'yicha talabalar bilimini baholash tizimi

Joriy nazorat - JN 1 - talabaning davomati va darsdagi faolligi; - JN 2 - auditoriyada bajariladigan mashq va topshiriqlar, uy vazifalari (portfolio, kundalik, proyektlar, intervyu va rolli o'yinlar)	40 % 20 % 20 %
Oraliq nazorat ON - matnga asoslangan vazifalardan iborat turli metodlardan foydalanib tuzilgan test (matnlarga asoslangan mashqlar, grammatik testlar. matnni to'ldirish, xatolarni aniqlash va h.k.);	30 %
Yakuniy nazorat Bilim va strategiyalarga asoslangan, turli metodlardan foydalanib	

tuzilgan leksik-grammatik testlar	30%
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TALABALAR BILIMINI REYTING TIZIMI ASOSIDA BAHOLASH MEZONI

Birinchi semestr:

Joriy nazorat – talabaning darsdagi ishtiroki, tinglash kundaligi, rolli o'yinlar, muhokama;
Oraliq nazorat – muhokama (filmyoki audio matnga asoslangan), tinglashbo'yicha test (tinglashstrategiyalarinirivojlantirishga qaratilgan);
Yakuniy nazorat – tinglashuchun test (tinglashningsamaralistrategiyalaridan foydalanishga qaratilgan), rolli o'yinlar.

Ikkinchi semestr:

Joriy nazorat – talabaning darsdagi ishtiroki, tinglash kundaligi, intervyu, turli situatsiyalar
Oraliq nazorat – o'zin io'zibaholash mashqi (do'sti bilan chet tilidagi suhbatni yozib olish (audio yokivideo tasмага) + o'z nutqini tahlil qilish + refleksiya, tinglash uchun test
Yakuniy nazorat – juftlikda muhokama qilish, tinglash uchun test.

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

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

- **Joriy nazorat (JN)** - talabaning fan mavzulari bo'yicha bilim va amaliy ko'nikma darajasini aniqlash va baholash usuli. Joriy nazorat fanning xususiyatidan kelib chiqqan holda amaliy mashg'ulotlarda og'zaki so'rov, test o'tkazish, suhbat, nazorat ishi, kollektivum, uy vazifalarini tekshirish va shu kabi boshqa shakllarda o'tkazilishi mumkin;
- **Oraliq nazorat (ON)** – ON ni o'tkazish jarayoni kafedra mudiri tomonidan tuzilga komissiya ishtirokida davriy ravishda o'rgaib boriladi va uni o'tkazish tartiblari buzilgan hollarda, ON natijalari bekor qilinadi hamda ON qayta o'tkaziladi. ON semestr davomida o'quv dasturining tegishli (fanning bir necha mavzularini o'z ichiga olgan) bo'limi tugallangandan keyin talabaning bilim va amaliy ko'nikma darajasini aniqlash va baholash usulidir. ONning soni bir semestrda ikki martadan ko'p o'tkazilmasligi lozim.
- **Yakuniy nazorat (YN)** - semestr yakunida muayyan fan bo'yicha nazariy bilim va amaliy ko'nikmalarni talabalar tomonidan o'zlashtirish darajasini baholash usuli. Yakuniy nazorat asosan tayanch tushuncha va iboralarga asoslangan "og'zaki" shaklida o'tkaziladi. Oliy ta'lim muassasasi rahbarining buyrug'i bilan ichki nazorat va monitoring bo'limi rahbarligida tuzilgan komissiya ishtirokida YN ni o'tkazish jarayoni muntazam ravishda o'rganib boriladi va uni o'tkazish tartiblari buzilgan hollarda, YN natijalari bekor qilinishi mumkin. Bunday hollarda YN qayta o'tkaziladi. Talabaning bilim saviyasi, ko'nikma va malakalarini nazorat qilishning reyting tizimi asosida talabaning fan bo'yicha o'zlashtirish darajasi ballar orqali ifodalanadi. Talabalarning semestr davomidagi o'zlashtirish ko'rsatkichi 100 ballik tizimda baholanadi.
Ushbu 100 ball baholash turlari bo'yicha quyidagicha taqsimlanadi:
YN. - 30 ball, qolgan 70 ball esa - JNga 40 ball, ONGa 30 ball qilib taqsimlanadi.

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

Talabani fan bo'yicha bir semestrda reytingi quyidagicha aniqlanadi.

$$R = (V * O) / 100$$

bu yerda:

V– semestrda fanga ajratilgan umumiy o'quv yuklamasi (soatlarda);

O'– fan bo'yicha o'zlashtirish darajasi (ballarda).

Fan bo'yicha joriy va oraliq nazoratlarga ajratilgan umumiy ballning 55 foizi saralash ball hisoblanib, ushbu foizdan kam ball to'plagan talabalar yakuniy nazoratga kiritilmaydi.

Semestrda fan bo'yicha joriy va oraliq nazoratlarga ajratilgan umumiy 70 ballning 55% (39 ball) saralash bali hisoblanib, ushbu foizdan kam (0-38) ball to'plagan talabalar yakuniy nazoratga kiritilmaydi.

Izoh: Semestrda yakuniy nazorat uchun saralash bali yo'q. Masalan, joriy va oraliq nazoratlarda talabani to'plagan bali 54 bo'lsa, u yakuniy nazoratda 1 ball olgan taqdirda ham talaba fanni o'zlashtirgan hisoblanadi. Joriy va oraliq nazoratlarning har biriga alohida saralash bali belgilanmagan.

Joriy va oraliq nazorat turlari bo'yicha 55 va undan yuqori ballni to'plagan talaba fanni o'zlashtirgan deb hisoblanadi va ushbu fan bo'yicha yakuniy nazoratga kirmasligi mumkin ya'ni bu talabani ixtiyorida bo'ladi.

Talabani semestr davomida fan bo'yicha to'plagan umumiy bali har bir nazorat turidan belgilangan qoidalarga muvofiq to'plagan ballari yig'indisiga teng.

- YN kalendar tematik rejaga muvofiq dekanat tomonidan tuzilgan reyting nazorat jadvallari asosida o'tkaziladi. YN semestrning oxirgi 2 haftasi mobaynida o'tkaziladi.
- JN nazoratlarda saralash balidan kam ball to'plagan va uzrli sabablarga ko'ra nazoratlarda qatnasha olmagan talabaga qayta topshirish uchun, navbatdagi shu nazorat turigacha, so'nggi joriy va oraliq nazoratlar uchun esa yakuniy nazoratgacha bo'lgan muddat beriladi.
- Talabani semestrda JN bo'yicha to'plagan ballari ushbu nazorat turlari umumiy balining 55 foizidan kam bo'lsa yoki semestr yakuniy joriy, oraliq va yakuniy nazorat turlari bo'yicha to'plagan ballari yig'indisi 55 balidan kam bo'lsa, u akademik qarzdor deb hisoblanadi.
- Talaba nazorat natijalaridan norozi bo'lsa, fan bo'yicha nazorat turi natijalari e'lon qilingan vaqtdan boshlab bir kun mobaynida fakultet dekaniga ariza bilan murojaat etishi mumkin. Bunday holda fakultet dekanining taqdimnomasiga ko'ra rektor buyrug'i bilan 3 (uch) a'zodan kam bo'lmagan tarkibda apellyasiya komissiyasi tashkil etiladi.
- Apellyasiya komissiyasi talabalarning arizalarini ko'rib chiqib, shu kunning o'zida xulosasini bildiradi.
- Baholashning o'rnatilgan talabalar asosida belgilangan muddatlarda o'tkazilishi hamda rasmiylashtirilishi fakultet dekani, kafedra muduri, o'quv-uslubiy boshqarma hamda ichki nazorat va monitoring bo'limi tomonidan nazorat qilinadi.

**TALABALAR JORIY NAZORATDAN TO'PLAYDIGAN BALLARNING
NAMUNAVIY MEZONLARI**
(I va II semestrlar kesimida)

№	N a z o r a t k o' r s a t k i c h l a r i	JN ballari		
		Yuqori ball	JN-1	JN-2
4.	Darsga qatnashganlik va o'zlashtirish darajasi. Amaliy mashg'ulotlardagi faolligi. Amaliy mashg'ulot daftarining yuritilishi va holati. Topshiriq bo'yicha guruhda yoki juftlikdagi faol ishtiroki. Bahs-munazaralardagi faol ishtiroki.	20	10	10
5.	Og'zaki savol-javoblar, kollokvium va boshqa nazorat turlari natijalari bo'yicha.	20	10	10
6.	Jami: JN ballari	40	20	20

**TALABALAR ORALIQ NAZORATDAN TO'PLAYDIGAN BALLARNING
NAMUNAVIY MEZONLARI**
(I va II semestrlar kesimida)

№	N a z o r a t k o' r s a t k i c h l a r i	ON ballari	
		Yuqori ball	ON
5.	Nutqining ravonligi: Matnlarni xatosiz o'qish va kamchiliklarga yo'l qo'ymaslik, jumladan, fe'l zamonlari va ularning moslashuvi, artikl, predlog, olmoshlar va bog'lovchilarni to'g'ri qo'llashi va so'zlarning leksik qatlamiga e'tibor berish.	10	10
6.	Nutqida fonetik qonun-qoidalarga rioya qilishi: Narratorlik, monologik, kommunikativ hamda dialogik nutqda so'z va bo'g'in urg'ularini va ohanglarni to'g'ri qo'llashi, nutq tovushlarini to'g'ri talaffuz qilishi, nutqida tinish belgilariga to'g'ri amal qilishi.	10	10
7.	Berilgan vaziyatli rol ijro etish kabi topshiriqlarini bajarish sifatiga beriladigan baho.	10	10
8.	Jami ON ballari :	30	30

**YAKUNIY NAZORATDA TALABALAR BILMINI
BAHOLASH MEZONLARI**
OG'ZAKI NUTQ AMALIYOTI (INTEGRALLASHGAN TIL KO'NIKMALARI)
(I va II semestrlar kesimida)

2. ROL IJRO ETISH VA MATN USTIDA ISHLASH

Integrallashgan til ko'nikmalari (Integrated Skills) moduli bo'yicha talabalar har ikkala semestr so'ngida yakuniy nazorat topshiradilar. Yakuniy sinovda talabalar 2 yoki 3 kishi bo'lib 10 daqiqalik muayyan vaziyat asosida rol ijro etib berishlari talab qilinadi. Imtixon oluvchi mutaxassis-o'qituvchi har bir talabaga alohida rol kartalarini beradi va shart bilan tanishtiradi. Talabalarga faqat vaziyat tushintiriladi, ammo dialog matnlari berilmaydi. Tayyorlanish uchun talabalarga 15 daqiqa vaqt beriladi. Mutaxassis-o'qituvchi yakuniy sinovga har bir guruh yoki juftlik uchun oldindan turli vaziyatli topshiriq tayyorlab qo'ygan bo'lishi lozim. Rol ijro etish

uchun beriladigan vaziyatlar semester maboynida o'tilgan mavzularni qamrab olgan holda rasmiy va norasmiy suxbatlar doirasida amalga oshirilishi lozim.

Talabalarning rol ijro etish mahorati quyidagi mezonlar asosida baholanadi:

Jami ball: 10%

Nutq ravonligi: Nutq silliqqligi va fikrini ortiqcha uzilishlarsiz bayon qilinishi; Nutq tezligining tabiiyligi; Nutq ohangining gap turiga mosligi(m-n. savol so'rashda, murojaat qilishda, hayrat va taajublanishni ifoda etishda)	3
O'zaro muloqotda so'z navbatini olish mahorati: Bahs va munozaralarda so'z navbatini olish tabiiyligi; Bahs-munozarada o'z ishtirokini boshlashda yoki tugallashda verbal (<i>gapida</i>) va noverbal (<i>imo-ishoralar</i>) nutq vositalaridan unumli foydalanishi; O'z shaxsiy fikrini boshqa ishtirokchilarning fikri va hissasiga tayanmasdan mustaqil tarzda bayon qila olishi.	3
Nutqida to'g'ri savol tuzish va savollarga javob berish mahorati: Savollarning mantiqiy va sintaktik to'g'ri tuzilganligi; Savollarga to'g'ri va shu bilan birga mantiqan mos javob berishi.	2
Nutqidalitilushlublarimahorati: Nutqidagirasmiylikyokinorasmiylikdarajasiningvaziyatgamosligi; Suhbatdoshbilanbo'lganmuloqotdanutqgrammatikasihamdanutqdagiqo'llanilayotganlug'attar kibisuhbatdoshshaxsiganisbattanmosligi (m-n: tendosho'rtog'i, ustoz, rahbarivahokazoganisbattan).	2

2. OVOZLI VA YOZMA MATN ORQALI BAHOLASH

Talabalarga turli xil ovozli matn eshittiriladi, masalan, monolog, dialog, sharx va shunga o'xshash o'rtacha murakkablikdagi audio materiallar. Har bir ovozli matn 2-3 daqiqa o'lchamida bo'lishi talab etiladi. Bunda talaba matnning asosiy mazmunini aniqlashi, talab qilingan ma'lumotlarni to'plashi, so'zlovchining ruhiy holati: kayfiyati, hayajoni, biror bir hodisaga bo'lgan munosabati kabi ma'lumotni tinglab tushinishi talab qilinadi. Bundan tashqari, topshiriqlar orasida ayrim fonetik birliklar, masalan: ohang, urg'u, nutq tovushlari va hokazo.

Topshiriqlar:

- Baholashda turli topshiriq turlari, masalan, muqobil variantni tanlash (*multiple choice*), gapdagi yoki jadvaldagi bo'shliqlarni to'ldirish, to'g'ri, chalg'tuvchi va mavjud bo'lmagan ma'lumotlarni aniqlash (True, False, Not Given) kabi sinov vositalari berilishi talab qilinadi;
- Tanlangan 2 ta matn uchun 10 tadan jami 20 ta test beriladi;
- Vazifani bajarish yoki tayyorgarlik ko'rish uchun har bir talabaga 15-20 daqiqa vaqt beriladi: audio matnni tinglashdan oldin 1 (bir) daqiqa savollarni ko'rib chiqish uchun vaqt beriladi. Imtixon oluvchi mutaxassis o'qituvchi tomonida berilgan maxsus blankaga javobini rejalashtirish va yozishi uchun 3 (uch) daqiqa vaqt beriladi.

MUSTAQIL TA'LIM KO'NIKMALARI BO'YICHA TALABALAR

BILIMINI REYTING TIZIMI ASOSIDA

BAHOLASH MEZONI

Mazkur modul bir semestr maboynida o'qitiladi. Mashg'ulotlar jarayonida talabalar mustaqil o'rganish tajribasini oshiradilar shu bilan birga semestr davomida va so'ngida quyidagicha baholanadi:

Joriy nazorat – Entry 1 va 2;

Joriy nazorat – Entry 3 va 4;

Oraliq nazorat– Kutubxonada ishlash tajribalari;

Yakuniy nazorat – Muammoli vaziyat ustida ishlash.

I. O'RGANUVCHI PORTFOLIOSI (LEARNER PORTFOLIO)

Talaba oraliq nazoratgacha bo'lgan muddat oralig'ida, ya'ni 2 ta joriy nazorat uchun 4 ta Entry topshirishi talab etiladi va ushbu majmua ***o'rganuvchi portfoliosi*** deb ataladi. Har bir entry uchun quyidagicha maxsus topshiriq beriladi:

Entry 1 Self-assessment (O'z-o'zini baholash)

Quyidagi savollarga javob bergan holda o'rganish jarayonida talabada shakllanayotgan bilim va ko'nikmalarga qisqacha munosabat (reflective piece: 150 ta so'zdan iborat) yozish:

- What do you think your level of English in terms of listening, spoken interaction and spoken production, writing and reading according to the Common European Framework of Reference? Why do you think so?
- What level do you think you need to achieve by the end of Year 4?
- What do you think you can do to work on your English apart from your studies?

Entry 1 bo'yicha talaba bilimini baholash mezoni:

CEFR talablaridan kelib chiqib, talaba o'z-o'ziga baho bera olish qobiliyati	5%
Talaba o'z oldiga real maqsadlar qo'ya olishi	5%
Jami:	10%

Entry 2 What kind of learner I am

Quyidagi savolga javob bergan holda o'rganish jarayonida talabada shakllanayotgan bilim va ko'nikmalarga qisqacha hisobot (reflective piece: 150 ta so'zdan iborat) yozish:

- What have you discovered about yourself as a learner (e.g. your learning style) and how you are going to make best use of it.

Hisobot namunasi:

I have discovered that I prefer to have a teacher when I learn as I like someone to decide for me which books to choose, tell me what to do and how to do it. But I will try to be more independent, for example, I will do extra activities from the book.

After doing the quiz, I have discovered that I am mostly a visual and kinaesthetic learner. Now, I know that I learn best when I see pictures, charts and diagrams, so I will use them more. I have learnt that chewing gum while learning is not as bad as my teacher used to say!

Entry 2 bo'yicha talaba bilimni baholash mezonlari:

O'rganuvchi sifatida o'zida ro'y berayotgan jarayonlarni to'g'ri baholay olishi	5%
Kuchli va kuchsiz tomonlarni nazorat qila olish qobiliyati	5%
Jami:	10%

Entry 3 Mohir talaba xususiyatlari (*Characteristics of a good student*)

Quyidagi savollarga javob bergan holda qisqacha (reflective piece: 150 ta so'zdan iborat) hisobot yozish:

- What do you think are the characteristics of a good student?
- How is it different to study in a secondary school and a University?
- Do you think you are a good student? Why?
- How do you think you can be a better student?

Entry 3 bo'yicha talaba bilimni baholash mezonlari:

Oliy ta'lim kesimida mustaqil ta'lim olishning ahamiyatini teran anglashi	5%
Qiyoslay olish qobiliyati	5%
Jami:	10%

Entry 4. O'z o'rganish jarayonini baholash (*Evaluating own learning*)

Quyidagi savollarga javob bergan holda qisqacha (reflective piece: 150 ta so'zdan iborat) hisobot yozish:

- How the ISS course helped you?

- What skills that you have learnt will be useful in your study and your future profession?
- What other autonomous learning skills you think you need to develop and how you can do it?

Entry 4 bo'yicha talaba bilimini baholash mezon:

O'zida shakllanayotgan bilim va ko'nikmalarga aniq misollar keltirgan holda, to'g'ri baho bera olish qobiliyati	5%
Ushbu modul so'ngida o'zlashtirgan bilim va ko'nikmalarga baho bera olish qobiliyati	5%
O'rganish va o'qish jarayonini to'g'ri rejalashtira olish qobiliyati	5%
Total	15%

II. KUTUBXONADA ISHLASH TAJRIBALARI (*LIBRARY RESEARCH*)

Ushbu topshiriq uchun talaba "Mustaqil ta'lim ko'nikmalari" (*Independent Study Skills*) moduli ro'yxatida tavsiya etilgan mavzulardan birini tanlashi lozim:

6. Motivation
7. Stress management
8. Reflection
9. Learner Autonomy
10. Preparing for exams

Tanlangan mavzu yuzasidan talaba quyida keltirilgan vazifalarni bajarishi talab etiladi:

- Tanlangan mavzu bo'yicha kutubxona va internet tarmog'idan ma'lumotlar to'plash;
- Talaba mutoala hamda qiziqishlarini hisobga olgan holda berilgan mavzuni qisqartirish va unga biror bir sarlavha tanlash;
- Talaba tanlangan mavzuga 5 ta ma'lumot manbalaridan (maqolalar, kitoblar, ensiklopediya va hokazo) qaysi biri mos ekanligini aniqlash va ular haqida ma'lumot berish. Talaba ma'lumotlarni qanday qilib topganligi hamda mavzular bo'yicha yanday ma'lumotlar olish mumkinligi haqida ham to'xtalib o'tishi talab qilinadi.

Namuna:

Mavzu: Internet

Sarlavha: Internet websites for learning English.

Foydalanilgan adabiyotlar ro'yxati:

3. ELA Guide (2009). Skills for Life. British Council
Where have I found it: In the British Council Learning Centre

How have I found it: I asked the Learning Centre Counsellor to help me and she suggested this Guide.

Short note: The Guide has a section on Using the Internet to enhance your learning and teaching of English. It provides some tasks on internet jargon, website addresses, podcasts, how to make information search and lots of recommended websites for learning English.

4. ...

Topshiriq bo'yicha baholash mezon:

Ma'lumot va manbalar qidirish qobiliyati (kutubxonadan va internet tarmog'idan)	10%
Mavzuni ixchamlashtira olish qobiliyati	10%
Manba to'g'risida qisqacha ma'lumot bera olish qobiliyati	10%
Jami:	30%

3. MUAMMOLI VAZIYAT USTIDA ISHLASH

Berilgan muammoli vaziyatni o'rganib chiqib, uni bartaraf qilish bo'yicha tavsiyalar berish.

Topshiriq bo'yicha baholash mezon:

O'rganish jarayonida yuzaga keladigan muammolarni aniqlay olish (masalan: vaqtni noto'g'ri rejalashtirish, o'rganish faoliyatini maqsad sari yo'naltirishda yo'lga qo'yilgan kamchiliklar, xotirani shakllantirishning samarali uslublarini qo'llay olmaslik, rejasizlik va yozuv yuritishning mavjud emasligi)	5%
O'rganish strategiyalari bo'yicha aniq va samarali tavsiyalar bera olish qobiliyati	5%
Masalani shaxsiy o'rganishdagi tajribasi bilan bog'lay olish qobiliyati	5%
Jami:	15%

SEMESTR MABOYNIDA BERILGAN TOPSHIRIQLAR

BO'YICHA BAHOLASH MEZONI

NAZORAT TURI		Ball	Jami:
JORIY BAHOLASH			
Davomat		10%	40%
Portfolio	Entry 1	10%	

	Entry 2	10%	
	Entry 3	10%	
ORALIQ BAHOLASH			
Kutubxonada ishlash tajribalari		30%	30%
YAKUNIY NAZORAT			
O'rganuvchi Portfoliosi (Learner Portfolio Entry 4)		15%	30%
Muammoli vaziyat ustida ishlash		15%	
Jami:			100%

Module I

Progress Test

1- variant



Try to give a far-fetched description to the woman.

1. Banked gap filling

Read the text below and fill in the gaps 1-5 using the words in the box. There are more words than you need. There is an example (0) at the beginning of the text.

- | | | | | |
|----------------|--------------|----------|-----------|---------------|
| a) through | b) get warm | c) about | d) within | e) go away |
| f) mantelpiece | g) fireplace | h) owner | i) to | j) rushed out |

A traveller, who had been riding in the rain and was wet (0) through, arrived at a small hotel in the country. There was only one (1) _____ in the hall and a lot of people around it. The traveller thought of a plan how to (2) _____. He asked the hotel owner to take some fish to his horse. The hotel owner was surprised but the traveller insisted and the hotel owner did as he was asked. All the people (3) _____ to see the horse eat fish. The traveller had the fireplace all to himself and felt comfortable. When the hotel (4) _____ returned he said, "I was sure horses do not eat fish."— "Then why did you take it (5) _____ my horse?"

2. Word formation

Read the text below. Some words are missing from the text. Change the words in the brackets to complete each gap. Write only one word on each line. Spelling is important in this task; the answer must contain no spelling errors to be accepted as correct. There is an example at the beginning (0).

The famous (0) composer (to compose) Rakhmaninov was also a very good (1) _____ (piano). When he was a small boy he was asked to play at a home party at their friends' place. Though he was only eight he was quite experienced in playing the piano and did it well. At that concert he was to play one of Beethoven's sonatas. It must be mentioned that there are several very long intervals in that sonata. In each of these intervals the boy took his hands off

the keyboard and waited. During one of these intervals the old mother of the (2)_____ (host) came up to him and said, "My boy, why don't you play something that you know very well?"

3. Matching (synonyms/antonyms, words/set phrases/idioms/phrasal verbs with their definitions, varieties, abbreviations, level of formality, text analysis

1. **Sociable**

2. **Imaginative**

3. **Reliable**

4. **Jealous**

5. **Handsome**

6. **Modest**

7. **Selfish**

8. **Irresponsible**

a) caring only about what you want or need without any thought for the needs or wishes of other people **b)** physically attractive

c) new, original, and showing quick intelligence; creative

d) not thinking carefully enough or not caring about what might result from actions taken

e) unhappy & slightly angry because you wish you had someone else's qualities, advantages, or success **f)** liking to be with people; friendly

g) deserving trust; dependable

h) tending not to talk about or make obvious your own abilities and achievement

Chose the correct answer

1. I couldn't sleep this night it was noisy in the next apartment.

a) because b) due to c) consequently d) whenever

2. once I saw her boy-friend hugging another girl I her.

a) was telephoning b) telephoned c) had telephoned d) has telephoned

3. I am going to write her a letter I arrive to Brighton.

a) once b) while c) as d) during

4. The company has all its goals for this year.

a) secure b) realize c) fulfill d) achieve

5. What the misunderstanding between the neighbors?

a) Go under b) cope with c) bring up d) lead to

6. Can I make a phone call?

a) long-distance b) short cut c) broad-minded d) deepened

7. The forest for miles along the river.

a) spreads b) stretches c) expands d) grows

8. I have been to Argentina, USA, Great Britain and Brazil.

a)the/a/-/the b) the/the/-/- c)-/-/the/the d)the/-/the/-

9)The swimming pool is 2 meters

a) deep b)length c)lengthen d)far

10. Now that I've all my responsibilities to my family, I feel I can retire and go round the world.

a) achieved b) reached c) realized d) fulfilled

11 Before I went to bed I decided to check the front door. I was sure my sister it. And I was right!

a) didn't lock b) hadn't locked c) Locked d) had locked

12. Our neighbours called the police when they found out that somebody into their house.

a) Broke b)was breaking c)had broken d)had been breaking

13. Mrs. Smith was busy last weekendher grandchildren were staying with her.

a) because b)because of c) although d) as long as

14. We TV for ten minutes when the electricity went off.

a) had watched b) were watching c) Watched d) had been watching

15.I don't think our plan will

a) come off b) can't cope with c) realize d) fulfill

Total;40 points

Module

Progress Test

2- variant

Try to give a far-fetched description to the man.



2. Banked gap filling

Read the text below and fill in the gaps 1-5 using the words in the box. There are more words than you need. There is an example (0) at the beginning of the text.

a) through	b) selfish	c) success	d) within	e) go away
f) mantelpiece	g) mindedly	h) around	i) to	j) thinking

A young writer has just (0) managed to publish his first book. He is very proud of his (1)_____ and is boasting of it to everybody (2)_____. For more than half an hour he has been talking about his success to one of his friends who is also a writer. At last he thinks that his friend is not very much interested and apologizes saying "I am sorry to have taken so much of your time, it is so (3)_____ of me." — "Never mind," answered his friend absent- (4)_____. "You haven't taken my time at all. I've been (5)_____ over the plot of my new novel."

3. Word formation

Read the text below. Some words are missing from the text. Change the words in the brackets to complete each gap. Write only one word on each line. Spelling is important in this task; the answer must contain no spelling errors to be accepted as correct. There is an example at the beginning (0).

A certain king was in the habit of (0) writing (to write) verses. He thought highly of them. Since he was a king the people to whom he showed them tried to praise them too. Once he showed his verses to a wise man. The wise man didn't like them. It made the king very (1)_____ (anger) and he put the man into prison. Some time (2)_____ (to pass) and the king decided to set him free. The king invited him to dinner and showed him his new verses. Then he asked the wise man what he thought of them. The wise man turned to the king and said, "Send me back to prison."

4. Matching (synonyms/antonyms, words/set phrases/idioms/phrasal verbs with their definitions, varieties, abbreviations, level of formality, text analysis)

1. **Bright**
2. **optimistic**
3. **confident**
4. **shy**
5. **lazy**
6. **sensible**
7. **punctual**
8. **polite**

- a)** arrival, doing something or having at the expected or correct time; not late
- b)** behaving in a way that is socially correct, and shows respect for other people's feeling
- c)** having or using good judgement; reasonable
- d)** having little doubt about yourself and your abilities
- e)** uncomfortable with other people & unwilling to talk to them
- f)** intelligent, smart, clever, brainy
- g)** not willing or not wanting to work or use effort to do something
- h)** hopeful, emphasizing or thinking good part in a situation rather than bad part

Chose the correct answer

2. the cold weather, we stayed home

- a) through b) due to c) consequently d) whenever

2. As soon as Martha saw the fire, shethe fire department

- a) was telephoning b) telephoned c) had telephoned d) has telephoned

3. I am going to write her a letter I arrive to Brighton.

- a) once b) while c) as d) during

4. The company has all its goals for this year.

- a) secure b) realize c) fulfill d) achieve

5. Will you with another three tasks?

- a) Go under b) cope with c) bring about d) lead to

6. Can I make a phone call?

- a) long-distance b) short cut c) broad-minded d) deepened

7. The forest for miles along the river.

- a) spreads b) stretches c) expands d) grows

8. I have been to Argentina, USA, Great Britain and Brazil.

- a) the/a/-/the b) the/the/-/- c) -/-/the/the d) the/-/the/-

9) The river is 1235 kilometers

- a) depth b) length c) lengthen d) long

10. Now that I've all my responsibilities to my family, I feel I can retire and go round the world.

- a) achieved b) reached c) realized d) fulfilled

11 While I the dishes last night, I dropped a plate and broke it.

- a)Washed b) was washing c)had washed d)had been washing

12. Our neighbours called the police when they found out that somebody into their house.

- a) Broke b)was breaking c)had broken d)had been breaking

13. Mrs. Smith was busy last weekendher grandchildren were staying with her.

- a) because b)because of c) although d) as long as

14.The trouble started when Mrs. Leslie Cady control of her car on a narrow mountain road.

- a) was losing b) Lost c) had lost d) had been losing

15.I don't think our plan will

- a) come off b) can't cope with c) realize d) fulfill

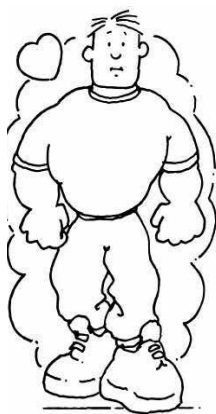
Total:40 points

Modul I

Progress Test

3- variant

Try to give a far-fetched description to the man.



2.

Module I

Progress Test

1- variant

1. Multiple choice

Read the text below. Then circle the appropriate letter (a, b, c or d) for each gap in the text. There is an example at the beginning (0).

Enrico Caruso, a (0) c Italian singer, often said, "No one is so well-(1) _____ as he thinks." He knew it by his own experience. Once he came to the United States to give concerts. One day he was driving to New York and his car broke (2) _____. It was near the farm and he asked the farmer to help him repair the car. When the car was repaired, Caruso paid the farmer for his work and gave him his photograph with his name on it. The farmer read the name on the photograph and (3) _____, "What (4) _____ luck! I've never dreamed of (5) _____ the greatest traveller Robinson Crusoe in my house!"

- | | | | |
|------------------|--------------|----------------------|---------------|
| 0 a) interesting | b) delicious | c) famous | d) nutritious |
| 1 a) know | b) knowing | c) knew | d) known |
| 2 a) down | b) besides | c) in | d) out |
| 3 a) looked out | b) got out | c) cried out | d) worked out |
| 4 a) another | b) a | c) the | d) any |
| 5 a) getting | b) receiving | c) attracting | d) going |

Key: 1d, 2a, 3c, 4b, 5a

2. Open gap filling

Read the text below. Some words are missing from the text. Use only one word to complete each gap. There is an example at the beginning (0).

Dear Harry,

Since I won't be able to send you (0) another letter soon, happy birthday. I am having a great time here with Viktor (1) _____ his house, I hope you are doing well with your aunt and uncle. Even (2) _____ I've been with Viktor, I have been doing a lot of thinking, especially about what Dumbledore said last year. Since You-Know-Who (most wizards were (3) _____ afraid to use Voldemort's real name, so they said 'You-Know-Who' instead) is back, you'll have to be (4) _____ careful since you do seem to run into him often. I've also been (5) _____ about what the jobs are that Dumbledore sent everyone to do. I guess we'll find out this September.

Sincerely,

Hermione

Key: 1 at, 2 though, 3 too, 4 extra/more/super, 5 wondering/thinking

3. Matching (synonyms/antonyms, words/set phrases/idioms/phrasal verbs with their definitions, varieties, abbreviations, level of formality, text analysis)

Module I

Progress Test

2- variant

1. Multiple choice

Read the text below. Then circle the appropriate letter (a, b, c or d) for each gap in the text. There is an example at the beginning (0).

A passenger was (0) b in a train. (1)_____ he wanted his handkerchief and couldn't find it in his pocket. He (2)_____ the fellow passenger, who was in the same compartment, of stealing it. He (3)_____ to look for it and at last found it in his back pocket. He began to apologize to the fellow passenger for accusing him. "I am (4)_____ sorry, I was mistaken," he said. But the passenger said calmly, "It's all right. We were both mistaken. You thought I was a (5)_____, and I thought you were a gentleman."

- | | | | |
|-----------------|--------------------------|--------------|--------------|
| 0 a) crawling | b) travelling | c) going | d) walking |
| 1 a) Nearly | b) Finally | c) Suddenly | d) Firstly |
| 2 a) blamed | b) accused | c) suspected | d) sentenced |
| 3 a) went on | b) continued | c) kept on | d) stopped |
| 4 a) completely | b) fully | c) seriously | d) awfully |
| 5 a) thief | b) robber | c) kidnapper | d) burglar |

Key: 1c, 2b, 3b, 4b, 5a

2. Open gap filling

Read the text below. Some words are missing from the text. Use only one word to complete each gap. There is an example at the beginning (0).

An American was travelling in Switzerland. Once he was taken by a local man to the hills. The man (1)_____, "Hello!" and after about five minutes the echo (2)_____. "You can't have that in America, can you?" said the Swiss. "Yes, we can," (3)_____ the American. "At my house in the hills, every night before I go to bed, I put my head out of the door and shout, 'It's time to get up.' Nine hours (4)_____ the echo wakes me up."

Key: 1 shouted/ , 2 came back/returned, 3 replied/answered, 4 later

3. Matching (synonyms/antonyms, words/set phrases/idioms/phrasal verbs with their definitions, varieties, **abbreviations**, level of formality, text analysis)

Module I

Progress Test

3- variant

1. Multiple choice

Read the text below. Then circle the appropriate letter (a, b, c or d) for each gap in the text. There is an example at the beginning (0).

At a school (0)_____ b_____ the teacher (1) _____ the question papers to all the children, looked at her watch and said that they were to finish their work (2) _____ an hour. The children read the question papers and started writing the answers. At ten o'clock the teacher (3) _____ the papers and saw that one of the children hadn't written anything and was (4)_____ reading his question paper. "Is any question troubling you?" the teacher asked. "Not at all," he answered, "it's the answers that are (5)_____ me."

- | | | | |
|-----------------|---------------------------|-------------------------|----------------|
| 0 a) exhibition | b) examination | c) extension | d) exultation |
| 1 a) threw away | b) gathered | c) handed out | d) collected |
| 2 a) for | b) in | c) about | d) till |
| 3 a) collected | b) continued | c) handed out | d) joined |
| 4 a) already | b) still | c) yet | d) just |
| 5 a) troubling | b) trouble | c) troubled | d) troublesome |

Key: 1c, 2b, 3a, 4b, 5a

2. Open gap filling

Read the text below. Some words are missing from the text. Use only one word to complete each gap. There is an example at the beginning (0).

The school teacher of History was having the last class of the school year. At the end he spoke about the (1)_____ examination in history. He said that (2)_____ pupil should devote all the remaining time (3)_____ for the final examination. "The examination papers are being typed now," he said. "Are there any questions (4)_____ the exam?" There was a long silence and then one of the pupils stood up and asked, "Who is (5)_____ the examination cards?"

Key: 1.final, 2. each 3. preparing 4. concerning 5. typing

3. Matching (synonyms/antonyms, words/set phrases/idioms/phrasal verbs with their definitions, varieties, abbreviations, level of formality, text analysis)

Choose the correct answer.

- 1 When you get to your , you have to show your ticket to leave the station.
A destination B harbour C souvenir D passport
- 2 Brazil coffee all over the world.
A invests B demands C exports D affords
- 3 How do you 'csar'?
A interrupt B swear C guess D pronounce
- 4 Dogs make very pets. They'll always stay by your side.
A mental B private C loyal D digital
- 5 Let's go for a swim as soon as we the hotel!
A arrive B get C reach D meet
- 6 You have to or you won't understand the explanation.
A concentrate B contact C consider D involve
- 7 There's a train coming. Don't stand at the edge of the
A property B link C platform D resort
- 8 I a lot of money on my credit cards and I don't know if I can pay it back.
A own B obtain C cost D owe

(1 mark per answer)

Write one word in each gap.

Lucky accidents

Sometimes, scientists know what they (9) looking for and they find it. At other times, things (10) discovered by accident. Two famous examples of this are gravity and penicillin.

Isaac Newton, (11) first used maths to describe gravity, was sitting (12) his garden when he saw (13) apple fall – some say it fell on his head! This made him think about why, and he realised he (14) explain it using maths.

Alexander Fleming discovered penicillin, (15) was the first antibiotic. It completely changed medicine. He was working (16) his laboratory when he saw that something (17) started growing on one of his experiments. He analysed it and realised that it (18) be very useful in fighting disease. Sometimes luck can be a big help!

(1 mark per answer)

Use the word given in capitals at the end of each line to form a word that fits in the gap in the same line.

Top tips for writers

None of us find writing easy. When you can't see the person who you're talking to, (29) is much more difficult. You have to be (30) to communicate your message clearly, but how do you do that? The first thing you must think about is who you're writing to. Then you can make a (31) about how formal it should be. A letter to a friend is more like (32) English, so your (33) should be in your writing, while a letter to a hotel manager is formal. You also need to think about what kind of thing you're writing. The language in a story, for example, should be (34) , but the language in a report or an article should be much more (35) When you're writing a formal essay giving your opinion, make sure the (36) gives a general idea of the subject. Later, in the (37) , you should summarise your opinion. Each time you write, you have to make (38) about what you're going to do. If you do that right, then there's nothing to stop you becoming a good writer!

COMMUNICATE

CARE

DECIDE

SPEAK

PERSON

EXPRESS

INFORM

INTRODUCE

CONCLUDE

CHOOSE

(1 mark per answer)

E Write one word in each gap.

- 39 Why don't you borrow a pencil someone else?
- 40 I don't think I can cope studying and having a job at the same time.
- 41 I finally succeeded jumping over the box on my skateboard.
- 42 My uncle asked me to help him translate a menu English.
- 43 Ed glanced the message on his mobile phone and then carried on talking.
- 44 Did you know that our head teacher is married an actress? I had no idea.
- 45 This area is famous its cheese and its bread.
- 46 I don't know very much cooking, but I can make an omelette!
- 47 I've always been interested insects and spiders. I don't know why!
- 48 Jessie seemed to be getting a bit bored the game, so I suggested watching TV.

(1 mark per answer)

F Match to make sentences.

- | | | |
|---------------------------------|-------|---|
| 49 I think I'm going to take | | A off, I held my dad's hand tightly. |
| 50 As our plane took | | B after my younger sister when she was small. |
| 51 Mr and Mrs Davies have split | | C out where the concert is going to happen. |
| 52 I hope we manage to find | | D off the TV and find something else to do. |
| 53 I often had to look | | E up me and my brother because my parents worked. |
| 54 You should turn | | F up a musical instrument, maybe the violin. |
| 55 I've fallen | | G out with Kelly because she hurt my feelings. |
| 56 My grandmother brought | | H up after more than twenty years together. |

(1 mark per answer)

G One word in each sentence is in the wrong form. Write the correct form.

- 57 It's true! Don't call me a lie.
- 58 I need a new chair for my bedroom – this one is so comfort!
- 59 After not speaking to her for a week, I finally forgive Gemma for not inviting me.
- 60 It's important to get a good educate if you want a good job.
- 61 The book is €10 and you have to pay €2 for deliver.
- 62 Losing your keys while playing football was really care!
- 63 I would love to be a music, but I don't play any instruments.
- 64 Mum can speak four languages and she works as a translate.
- 65 I spent my child on a farm, so I know a lot about animals.
- 66 Do we have to memory all these words?

(1 mark per answer)

TEST SAVOLLARI

1. While I the dishes last night, I dropped a plate and broke it.

- ☐ Washed
- ☐ was washing
- ☐ had washed
- ☐ had been washing

2. Our neighbours called the police when they found out that somebody into their house.

- ☐ Broke
- ☐ was breaking
- ☐ had broken
- ☐ had been breaking

3. He ill for three days, so his mother wanted to bring him to a doctor, but he didn't want to go.

- ☐ had felt
- ☐ Felt
- ☐ had been feeling
- ☐ was feeling

4. Mrs. Smith was busy last weekend because her grandchildren with her.

- ☐ had been staying
- ☐ were staying
- ☐ Stayed
- ☐ had stayed

5. A strong wind and I decided to put on a warm coat.

- ☐ Blew
- ☐ had blown
- ☐ was blowing
- ☐ had been blowing

6. Dinosaurs were the largest animals ever to live on earth, and they the Earth for a very long period of time.

- ☐ Ruled
- ☐ were ruling
- ☐ had ruled
- ☐ had been ruling

7. Before Adam got married, he hiking to the mountains every summer. Now he goes to the seaside with his wife.

- ☐ Went
- ☐ would go
- ☐ had gone
- ☐ had been going

8. The Browns in a large house when their children were at home, but they moved to a small three-room apartment after the children grew up and left home.

- ☐ Lived
- ☐ had lived
- ☐ used to live
- ☐ were living

9. Margaret didn't wear her shoes; she was barefoot. She on a piece of broken glass and cut her foot.

- ☐ Stepped
- ☐ had stepped
- ☐ was stepping
- ☐ had been stepping

10. It wasn't raining when I looked out of the window; the sun was shining. But it earlier. That's why the ground was wet.

- ☐ Rained
- ☐ was raining

- ☐ had rained
- ☐ had been raining

11. The two boys came into the house. One had a black eye and the other a cut lip. They

- ☐ had been fighting
- ☐ had fought
- ☐ Fought
- ☐ were fighting

12. We TV for ten minutes when the electricity went off.

- ☐ Watched
- ☐ were watching
- ☐ had watched
- ☐ had been watching

13. Before I went to bed I decided to check the front door. I was sure my sister it. And I was right!

- ☐ didn't lock
- ☐ hadn't locked
- ☐ Locked
- ☐ had locked

14. The trouble started when Mrs. Leslie Cady control of her car on a narrow mountain road.

- ☐ was losing
- ☐ Lost
- ☐ had lost
- ☐ had been losing

15. Everybody was laughing merrily while Harris them a funny story.

- ☐ Told
- ☐ had told
- ☐ was telling
- ☐ had been telling

16. Where's the dog? It _____ in the garden.

- ☐ is playing
- ☐ plays
- ☐ play
- ☐ playing

17. She _____ to have a pizza.

- ☐ is going
- ☐ are going
- ☐ go
- ☐ goes

18. He _____ finished his homework.

- ☐ has just
- ☐ have just

- ☐ just
- ☐ has yet

19. It was nice _____ you.

- ☐ to meet
- ☐ at meeting
- ☐ on meeting
- ☐ to meeting

20. Please write to me ____ the wedding.

- ☐ about
- ☐ of
- ☐ on
- ☐ for

21. I cut myself when I _____.

- ☐ was shaving
- ☐ shaved
- ☐ is shaving
- ☐ had shaved

22. What ____ terrible weather!

- ☐ ____
- ☐ the
- ☐ a
- ☐ an

23. The doorbell is ringing. I _____ it.

- ☐ will get
- ☐ am going to get

- ☐ get
- ☐ got

24. You _____ show your identity card before you come in.

- ☐ must
- ☐ have to
- ☐ should
- ☐ might

25. When I _____ this book, I will give it to you.

- ☐ have read
- ☐ have readed
- ☐ read
- ☐ will read

26. She _____ hate washing up, but now she likes it.

- ☐ used to
- ☐ use to
- ☐ is used to
- ☐ was used to

27. Most computers _____ in Asia.

- ☐ are made
- ☐ make
- ☐ are make
- ☐ were make

28. If I _____ you, I wouldn't accept the proposal.

- ☐ were
- ☐ would be

- ☐ would
- ☐ am

29. When I saw him I realised I ____ him before.

- ☐ had met
- ☐ met
- ☐ have met
- ☐ meet

30. They said they _____ the music and left the pub.

- ☐ didn't like
- ☐ not like
- ☐ don't like
- ☐ like

31. The ground is covered with snow. It _____ all day.

- ☐ has been snowing
- ☐ has snowed
- ☐ was snowing
- ☐ snowed

32. After _____ to Manchester, the Johnsons felt much better.

- ☐ moving
- ☐ move
- ☐ to move
- ☐ having moved

33. I wish _____ a speech.

- ☐ to make
- ☐ making

☐ to do

☐ doing

34. We _____ been going out with each other for a year in September.

☐ will have

☐ would

☐ will be

☐ are

35. If the water had been warmer yesterday, I _____ gone swimming.

☐ would have

☐ hadn't

☐ wouldn't

☐ won't have

36. I _____ TV at 9 o'clock tonight.

☒ will be watching

☐ will watch

☐ will be seeing

☐ will see

37. Please contact me _____ time you like. I'm always available.

☐ any

☐ some

☐ no

☐ anywhen

38. I like learning English _____.

☒ on my own

☐ with myself

☐ on myself

☐ by my own

39. ____ milk is good for ____ children.

☐ ____, ____ ☐ ____, the

☒ the, ____ ☐ the, the

40. Please write ____ me as soon as possible.

☐ to ☐ at

☐ of ☐ on

UMUMIY SAVOLLAR

General questions:

1. How we can develop our oral speech during the lesson?
2. What skills are very important in learning English?
3. What can you say about transferable skills?
4. Say a few words about the role of extracurricular work?
5. How do you spend your time in learning English?
6. Explain me the way of learning vocabulary?
7. Can you find any explanations of proverbs, sayings and quotations?
8. Can you guess the meaning without translating the material?
9. Could you design reading activity for students?
10. How can you explain the teaching oral communication skills to your group mates?
11. Why we need the translation of texts?
12. What can you say about learners' interest in language learning?
13. Show us the best methods of teaching using modern technologies?
14. Can you explain about translation and its role in learning English?
15. What are the most important skills in writing essays?
16. What are the very popular methods in teaching English?
17. Can you explain the differences between "deductive" and "inductive" methods?
18. What are the best ways of translating text?
19. What can you say about "cluster" and "icebreaker" methods?
20. Is it important learning of new words and phrases?

55 Sort out the idioms

Cards

bite someone's head off	have butterflies in your stomach	pull the wool over someone's eyes
(be) off-colour	see red	put the wind up someone
cook the books	(be) in queer street	a nightcap
(be) in a flap	(be) under the weather	(be) hard up
have kittens	a stiff	blow your top
(be) out of sorts	jump out of your skin	live from hand to mouth
one for the road	have one foot in the grave	take someone for a ride
(be) on tenterhooks	kick the bucket	Dutch courage

55 Sort out the idioms

Cards

bite someone's head off	have butterflies in your stomach	pull the wool over someone's eyes
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55 Sort out the idioms

Group headings

ANGER/ANNOYANCE

ANXIETY/NERVOUSNESS

DEATH/CLOSE TO DEATH

UNWELL/ILL

DRINK/DRINKING

FEAR/SHOCK/SURPRISE

POVERTY

DECEIT/FRAUD/FOOLING PEOPLE

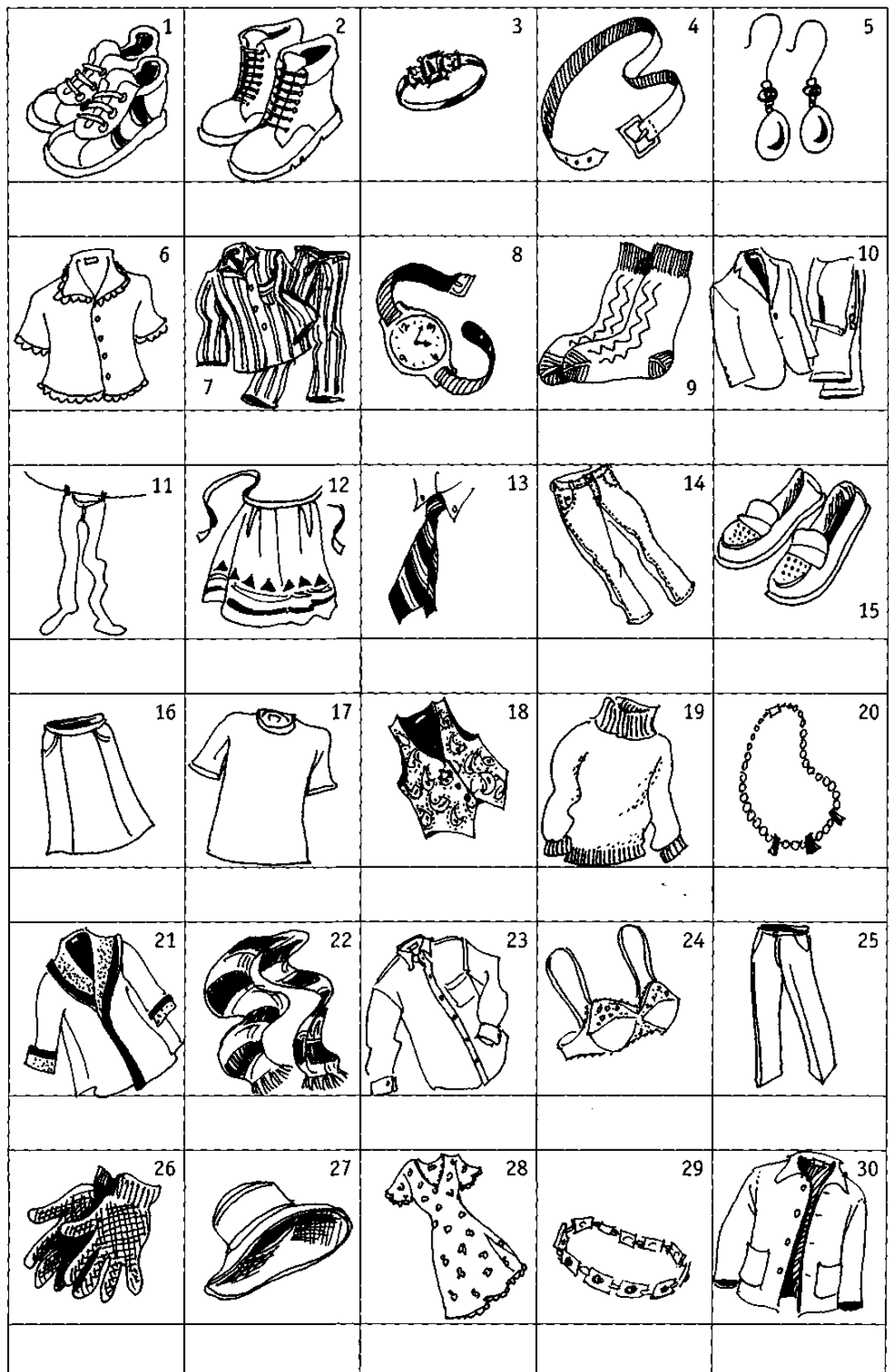
59 Idioms quiz

Read through the following questions and write your answers on a separate piece of paper.

- 1 What kind of party is a **stag party**?
- 2 If you were at a restaurant and the person with you offered to **go Dutch**, what would this mean?
- 3 Our postman **passed away** last week. What has happened to him?
- 4 A tiresome, irritating person is often described as a **pain** in what part of the body?
- 5 Jim's **behind bars**. Where is he?
- 6 Amanda's **down in the mouth** today. How is she feeling?
- 7 Why wouldn't you normally go to a party in your **birthday suit**?
- 8 What sort of a relationship would you have with someone if you **got on like a house on fire**?
- 9 Why are **blacklegs** generally unpopular?
- 10 My uncle has been given a **golden handshake**. What has happened to him?
- 11 Where on the body would you find **crow's feet**?
- 12 How would you be behaving towards someone if you were **giving him or her the cold shoulder**?
- 13 What does a **gate-crasher** usually do?
- 14 How would you be feeling if you were **full of beans**?
- 15 Where (or what) would you be if you were **in the land of Nod**?
- 16 What's a **busman's holiday**?
- 17 What are you doing when you **name the day**?
- 18 What sort of person is an **early bird**?
- 19 Why don't people usually like **playing gooseberry**?
- 20 I've just bought **the local rag**. What have I bought?

23 Board game: Clothes & accessories

Board



23 Board game: Clothes & accessories

Cards

apron	trainers	jacket	gloves
pyjamas	belt	scarf	skirt
tie	watch	blouse	hat
jumper	suit	tights	boots
coat	earrings	socks	shoes
dress	jeans	ring	T-shirt
trousers	necklace	bra	bracelet
shirt	waistcoat		

8 Sports

SPORTS WORDS

shuttlecock	running shoes	slopes	opponent
stumps	hurdle	court	referee
cap	pole	pitch	umpire
tee	boots	golf course	game
hockey stick	sticks	track	match
bat	racquet	rink	round
ball	golf club	team	tournament
skates	net	players	championship
skis	goal	competitors	cup

8 Sports

ADDITIONAL WORDS

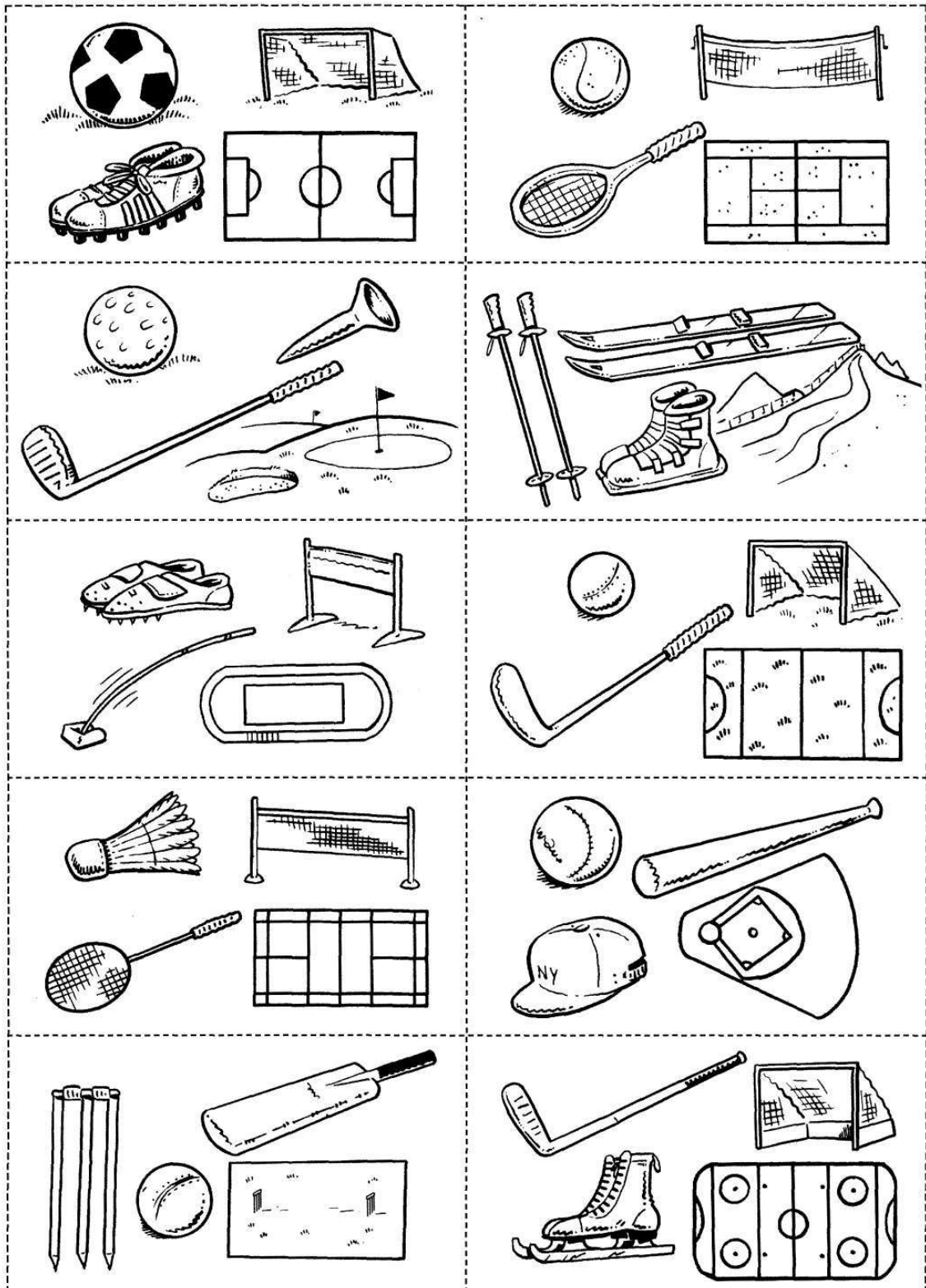
ball	ball	diamond	goal
ball	racquet	field	goal
ball	bat	court	net
ball	pitch	boots	hockey stick

QUIZ

<i>Question:</i> How many players are there in a baseball team? <i>Answer:</i> Nine	<i>Question:</i> Name two sports that need bats. <i>Answer:</i> cricket, baseball
<i>Question:</i> Name two pieces of equipment you need to play golf. <i>Answer:</i> e.g. club, ball, tee	<i>Question:</i> Which two sports have eleven players in a team? <i>Answer:</i> football, cricket
<i>Question:</i> Name two sports that need racquets. <i>Answer:</i> tennis, badminton	<i>Question:</i> Name one sport played on a court and one sport played on a pitch. <i>Answer:</i> court - e.g. tennis, badminton; pitch - e.g. football, cricket
<i>Question:</i> Name two sports that have nets. <i>Answer:</i> tennis, badminton	<i>Question:</i> Which sport uses a shuttlecock? <i>Answer:</i> badminton
<i>Question:</i> Name two sports that have goals. <i>Answer:</i> e.g. hockey, ice hockey, football	<i>Question:</i> Name two sports that are played against one opponent only. <i>Answer:</i> tennis, golf

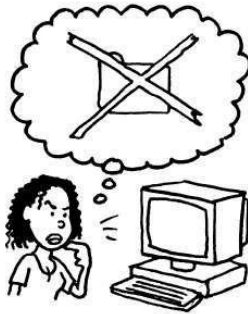
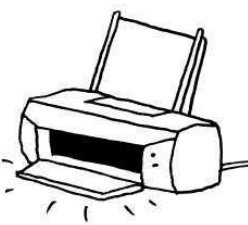
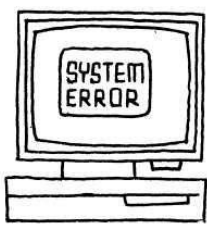
8 Sports

SPORTS PICTURES

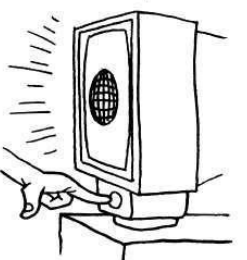
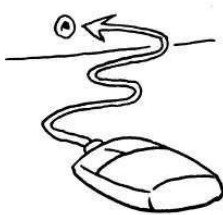
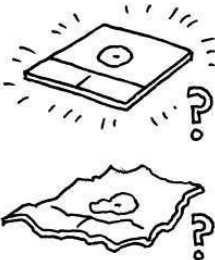
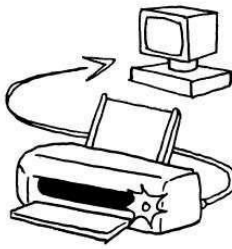


11 Computers

TROUBLESHOOTING: Problems

 1 The computer is turned on but the screen is dark.	 3 Typing on the keyboard produces nothing on the screen.	 5 I've deleted a file by mistake.	 7 The cursor suddenly stops moving.
 2 The mouse won't move the cursor on the screen.	 4 I can't save anything onto a floppy disk.	 6 The printer won't print my document.	 8 A message saying 'System Error' has appeared on the screen.

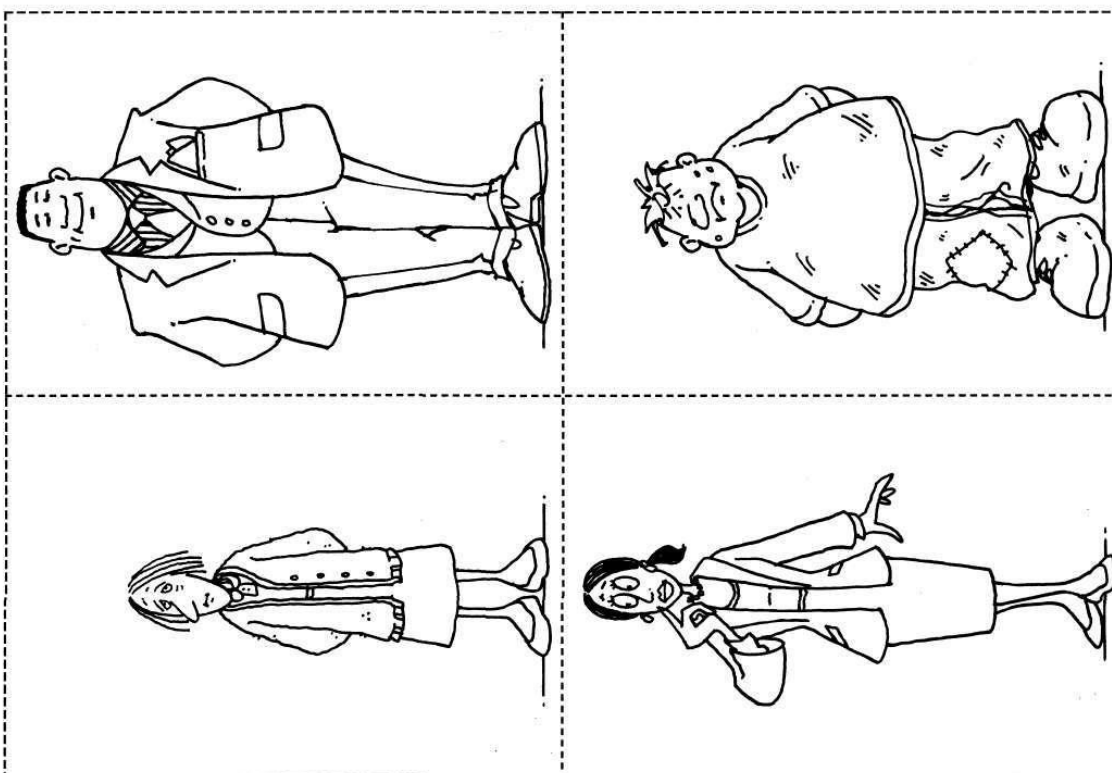
TROUBLESHOOTING: Solutions

1 Check that the monitor is switched on, or check the brightness control and turn it up. 	3 Check that the keyboard cable is connected to the computer. 	5 Double-click the Recycle Bin icon on the desktop. Select the file. Click on the File menu, then click Restore. 	7 There is a software problem. Press Ctrl + Alt + Delete, then End Task to close the program and then try to move the cursor. If this doesn't work, turn off the computer and wait 10 seconds before turning it on again. 
2 Check that the mouse is connected properly. If it is disconnected, plug it in and restart your computer. 	4 The disk may be full or damaged. Try another disk. 	6 Check that the printer is turned on and connected properly. 	8 There is a system problem. Try turning the computer off and on again. If the error message still appears, you will have to install the program all over again or get expert help. 

15 People

APPEARANCE

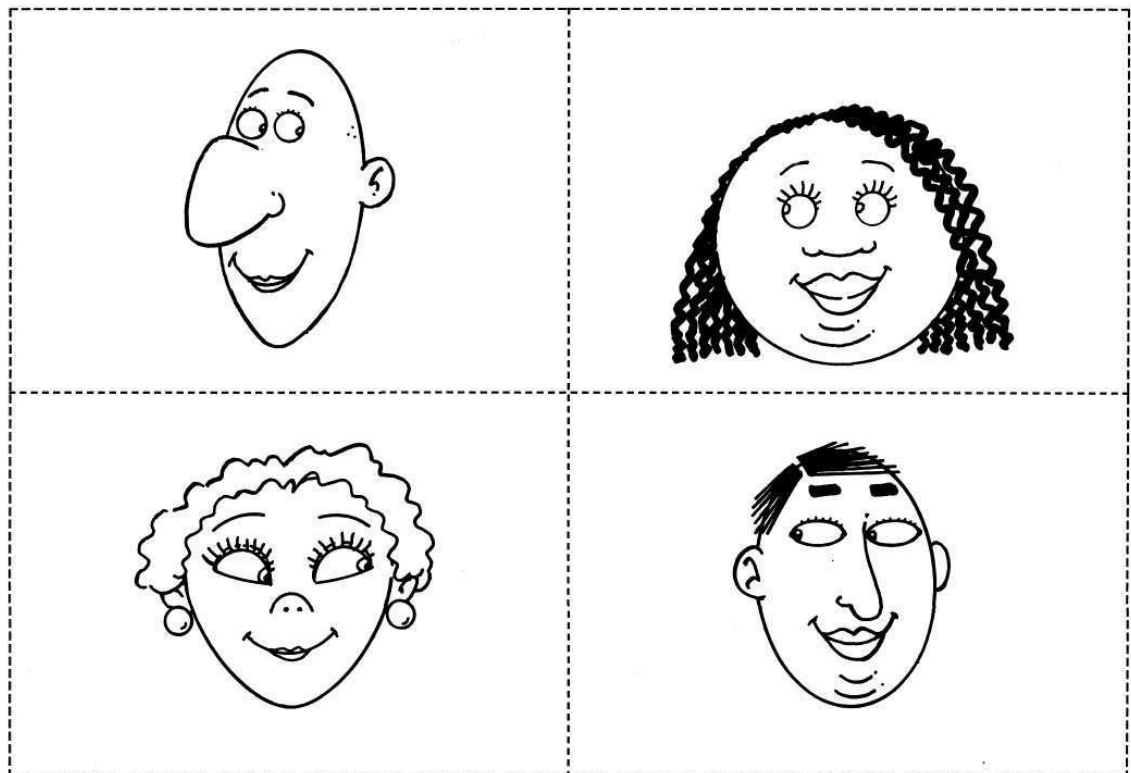
short	plump	beautiful	ugly	neatly dressed
tall	well built	attractive	smartly dressed	anxious-looking
tall	skinny	pretty	well dressed	happy-looking
medium height	slim	handsome	elegantly dressed	angry-looking
overweight	thin	good-looking	casually dressed	sad-looking
tubby	muscular	plain	scruffily dressed	tired-looking



15 People

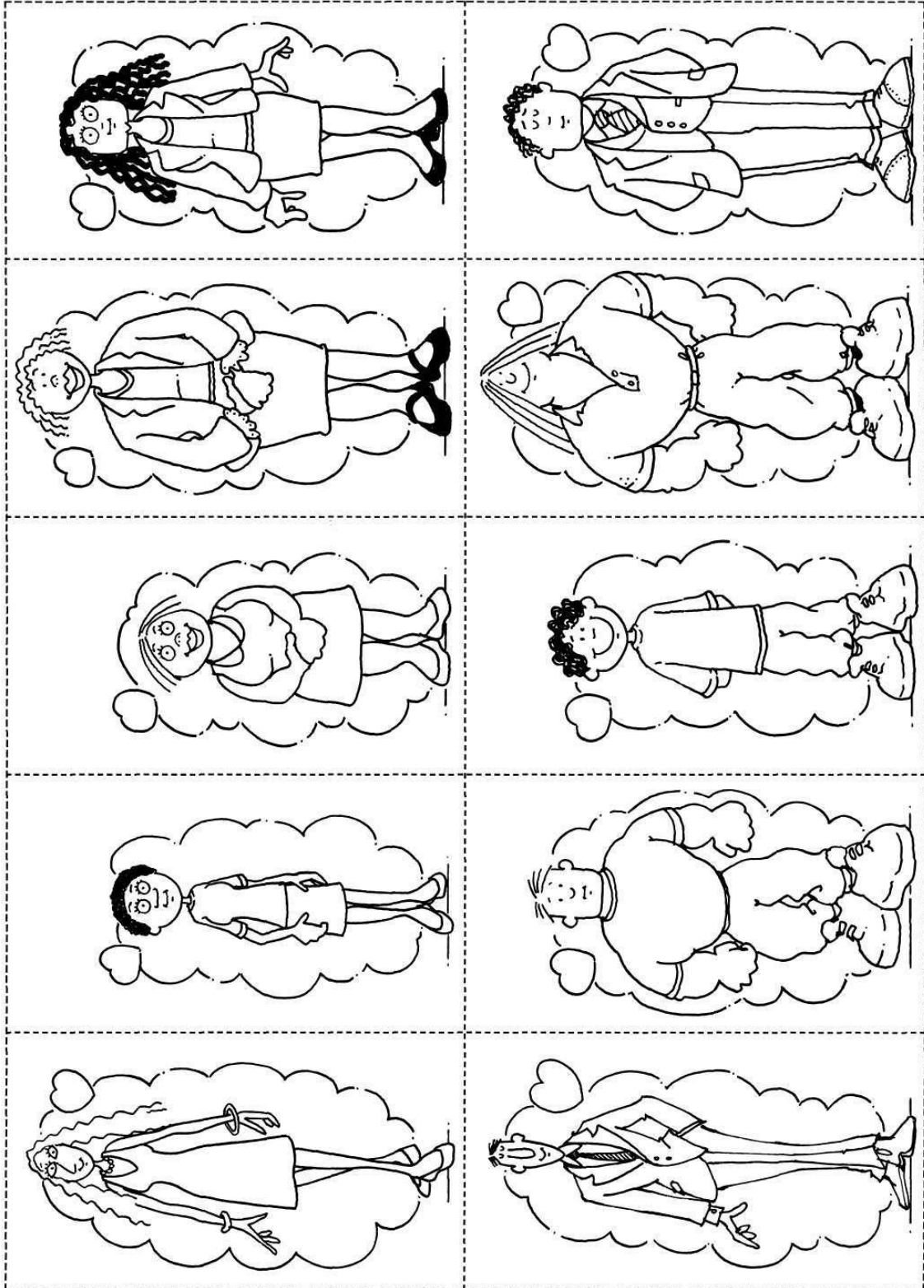
FACE AND HEAD

bald	short hair	white hair	square face	thick lips	slanting eyes
straight hair	fair hair	grey hair	round face	thin lips	almond eyes
wavy hair	black hair	long nose	oval face	thin lips	pointed chin
curly hair	brown hair	hooked nose	heart-shaped face	round eyes	pointed chin
blonde hair	long hair	snub nose	long face	round eyes	double chin
red hair	dark hair	broad nose	full lips	short hair	double chin



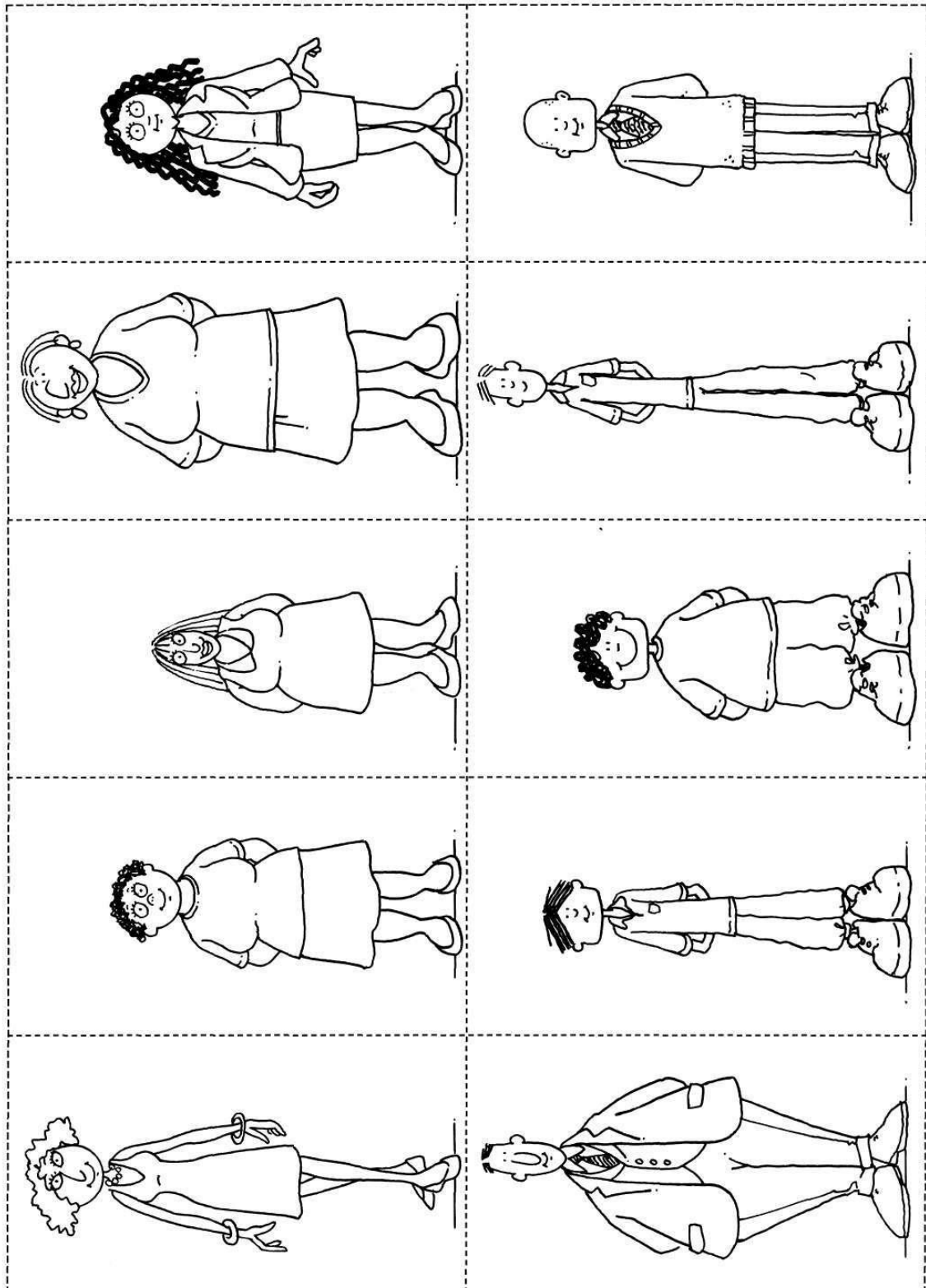
15 People

DREAM ROMANCE



15 People

AVAILABLE PARTNERS



Mustaqil ta'lim turlari va mavzulari

Mustaqil ta'limni tashkil etishning shakli va mazmuni

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

Tavsiya etilayotgan mustaqil ishlarning mavzulari

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

- sensor ta'lim uslublari (vizual, audio, kinestet, taktil);
- ta'lim uslublarning Xani va Mamford tasnifi (nazariyotchi, faol ishtirokchi, reflektor, pragmatik);
- introvert va ekstrovert;
- yaxshi bilim olish uchun ta'limning samarali uslublardan oqilona foydalanishga asosiy e'tibor qaratiladi.

O'z-o'zini baholashda:

✓ o'zining til bilish darajasini umume'tirof etilgan xalqaro me'yorlar (CEFR) ga muvofiq baholash; Maqsadlarni to'g'ri qo'yishda:

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

Refleksiya:

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

Vazifalar ustida ishlash jarayonida:

- ✓ vazifalarni aniqlash va personalizatsiya qilish;
- ✓ kutubxonalardan unumli foydalanish;
- ✓ internetdan maqsadli va samarali foydalanish;
- ✓ plagiat (ko'chirmakashlik) ga yo'l qo'ymaslik;
- ✓ xotirani yaxshilash;
- ✓ imtihon va testga tayyorgarlik ko'rish;
- ✓ ta'lim ko'nikmalarini bosqichma-bosqich egallab borish;
- ✓ amaliy vazifalarni bajarish;
- ✓ mustaqil o'qish;
- ✓ dolzarb mavzular muhokamasi;
- ✓ matnlar /maqolalar/video materiallarni tanqidiy muhokama qilish;
- ✓ talaba portfoliosiga alohida ahamiyat beriladi.

I Modul (Integrated skills)

Idioms describing people

Uzbek and English traditions and customs: difference and similarities

Eating habits

At the doctor's

Translating a newspaper article

My home town

Interview with a show business star

At the restaurant/ At the shop

II Modul (Grammar in context)

Kinds of noun according to its structure

Conjunctions and interjection

Primary and secondary parts of speech

Relative clauses

Kinds of questions & short answers

Modal verbs and their equivalents

Non-finite forms of the verb

Conditionals and wish sentences

III Modul (Independent study skills)

Becoming more autonomous

Time management

Types of language learning

Choosing a job

Portfolio

Self-assessment

Setting goals

Working on tasks

Fanni o'zlashtirish bo'yicha maslahat va tavsiyalar

Talabalar, ayniqsa, 1-bosqich talabalari fanlarni o'zlashtirish davomida turli qiyinchiliklarga duch kelishlari mumkin. Bunda ularga o'qituvchining tavsiya va maslahatlari asqotadi. Kommunikativ grammatika fanini chuqur o'zlashtirish uchun avvalambor, grammatik qoidalarni yaxshi tushunishlari kerak. Shundagina ular Grammatik strukturalarni nutqda to'g'ri qo'llay olishadi. Qoidalarni tez-tez takrorlab turish, ularni nutqda iloji boricha ko'proq qo'llashlari fanni tezroq o'zlashtirishga yordam beradi. Qoidalarni faqatgina nazariya deb tushunish talabalarni ba'zan zeriktirib qo'yishi mumkin, shuning uchun qoidalarga qiziqarli tus berish kerak. Masalan, ma'lum bir qoidani rangli qalamlar bilan yozib talaba xonasining devoriga ilib osib qo'yish, ba'zi qiyin qoidalarni qora ranglarda ko'rsatish mumkin yoki masalan so'z turkumlariga doir qoidalarni qizil rangda, zamonlarni binafsha rangda ko'rsatish mumkin va hokazo.

Integrallashgan til ko'nikmalari fani barcha til qobiliyatlarini o'ziga qamrab olgan bo'lib, bu fan ayni paytda ham qiziqarli ham keng doirada o'rganiladigan fandır. Shuning uchun, har bir mavzuni o'zlashtirayotganda yangi so'z va iboralarni avvalo yodlab olish kerak. Keyin shu so'zlarni ishlatib talaba mavzu haqida o'z fikrini oson yoritib bera oladi. Har bir mavzu o'rganilgandan keyin uni talaba iloji boricha do'stlari bilan nutqda ishlatishi, shu mavzu haqida suhbatlashishi, yangi so'zlarni takrorlashi kerak. Shunda o'rganish samarali bo'ladi.

Mustaqil ta'lim ko'nikmalari fani talabaning o'qish jarayonida kimligini, qanday o'qish uslubiga egaligini aniqlab beruvchi fandır. Fanning o'z nomiga ko'ra talaba ushbu fanni yaxshi o'zlashtirishi uchun ko'proq mustaqil shug'ullanishi kerak. Darslar davomida talabadan ko'proq erkin bo'lishi, ta'lim olishida kuzatilayotgan qiyinchiliklarni aniq va ochiq ko'rsata olishi talab etiladi. Shunda o'qituvchi talabaga to'g'ri yo'nalish berib, uning muammolarini yechishiga yordam bera oladi.

Umuman olganda, asosiy o'rganilayotgan til fanini yaxshi o'zlashtirish uchun talaba ko'roq so'z va iboralar yodlashi, ularni muntazam takrorlab turishi, o'rganilgan mavzularni ko'proq amaliyotda, ya'ni nutqda ishlatishi kerak. Shunda tez orada talabada o'rganish ko'nikmasi hosil bo'lib, u odatga aylanadi va o'qish osonroq hamda qiziqarliroq kechadi.

Фойдаланиладиган адабиётлар рўйхати

Инглиз тили бўйича тавсия этиладиган асосий адабиётлар:

1. Cambridge English Skills Real Listening and Speaking 2 with Answers and Audio CD: Level 2
2. Cambridge English Skills Real Writing 2 with Answers and Audio CD: Level 2 [Paperback]
3. Cambridge English Skills Real Reading 2 with answers: Level 2 [Paperback]
4. The writer's workplace with readings (6th ed.). Student edition
5. Diana L. Fried-Booth. Project work.
6. Exploring Grammar in Context. CUP 2000
7. Developing Grammar in Context. Grammar Reference and Practice. Intermediate.
8. English Pronunciation in Use Advanced Book with Answers and 5 Audio CDs [Paperback]
9. English Vocabulary in Use – Cambridge University Press
10. Friel M., Abduraimova Ya. Get in Touch. "Philolog". -Т., 2004
11. Barclay M., Ibragimova, Y.Abduraimova. Keep in Touch. - Т.: Филолог, 2004
12. Бакиева Г.Х., Ирискулов М.Т. и др. Stay in Touch. -Т.: Филолог, 2005.
13. Бакиева Г.Х., Ирискулов М.Т. Touch the Future. Т.: Филолог, 2005.
14. Exploring Classroom Discourse: Language in Action (Routledge Introductions to Applied Linguistics) [Paperback]

Хорижий адабиётлар

1. Materials Evaluation and Design for Language Teaching (Edinburgh Textbooks in Applied Linguistics)
2. Woodward, T. (2001). *Planning Lessons and Courses*. Cambridge, CUP
3. Tanner, R & C.Green (1998). *Tasks for Teacher Education: a Reflective Approach*. Longman
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2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org.
6. www.tefl.com,
7. www.teachertrainingvideos.com
8. <http://www.learnenglish.org.uk/>
9. www.educationuk.org
10. <http://www.bbc.co.uk/worldservice/learningenglish/>
11. <http://www.channel4.com/learning/>
12. <http://www.better-english.com/exerciselist.html>
13. <http://www.bbc.co.uk/worldservice/learningenglish/business/index.shtml>
14. <http://www.englishclub.com/index.htm>
15. <http://www.bbc.co.uk/schools/teachers>
16. <http://education.leeds.ac.uk/edu-mwe/eltwww.htm>
17. www.Grammarly.com/Grammar

GLOSSARIY

GLOSSARY OF ENGLISH-RUSSIAN-UZBEK

Ablative	ablative kelishik	аблативный падеж
Absolute	absolyut, mustaqil	Абсолютный
Abstract	Мавхум	Отвлечённый
Accent	ургу, акцент	ударение акцент,
Active	Faol, aniq	Действительный
Auxiliary verb	Узлаштирма суз	Падежное окончание
Anaphora	Анафора	Анафора
Anaphoric	Анафорик, курсатиш	Анафорический, Указательный
Animate	Жонли	Одушевлённый
Animate nouns	Жонли отлар	Одушевлённое имя Существительное
Antithesis	Антитеза зид	Антитеза
Antonym	Антоним,	Антоним
Apostrophe	Апостроф	Апостроф
Applied	Амалий	Прикладной
Applied linguistics	Амалий тилшунослик	Прикладное Языкознание
Apposition	Изохловчи	Приложение
Archaic	Архаик, кадимий	Архаический
Archaism	Архаизм	Архаизм
Area	Ареал (худуд)	Ареал
Arcal linguistics	Ареал (худуд) тилшунослик	Ареальная лингвистика
Article	Артикл	Артикль
Artificial (language)	Суъний (тиллап)	Искусственные (языки)

Aspect	Аспект	Вид
Assimilation	Ассимиляция	Ассимиляция
Assumptive	Тахминий	Предположительный
Attribute	Аникловчи	Определение
Auxiliary	Ёрдамчи	Вспомогательный
Auxiliary verb	Ёрдамчи феъл	Вспомогательный Глагол
Baby-word	Болалар тили	Детский язык
Base	Асос	База
Basic	Асосий	Основной База
Basis	Асос	База
Bilingualism	Икки тиллик	Двуязычие
Bilateral	Икки томонлама	Двусторонний
Binary	Бинар, икки томонлама	Бинарный
Borrowed word	Узлаштирма суз	Заимствованное
Borrowing	Узлаштириш	Заимствование
Caique	Калька	Калька
Cardinal number	Санок сон	Количественное числительное
Dative	Датив келишик	Дательный падеж
Dead language	Улик тил	Мёртвый язык
Declension	Турланиш	Склонение
Definite	Аник	Определённый
Definite article	Аник артикл	Определённый артиклъ
Degree of comparison	Сифат даражаси	Степень сравнения
Deictic	Дейктик, курсатиш	Дейктический

Deictic function	Курсатиш функцияси	Дейктическая функция
Demonstrative pronoun	Курсатиш олмошлари	Указательное местоимение
Dependent	Тобе	Зависимый
Derivation	Суз яшаш	Деривация
Determinative	Аникловчи	Определительный
Determining	Аникловчи	Определяющий
Diachrony	Диахрония, тарихий	Диахрония
Dialect	Диалект, шева	Диалект
Differentiation	Фарклаш	Расподобление
Direct	Воситали	Прямой
Direct object	Воситали тулдирувчи	Прямое дополнение
Discourse	Нутк	Речь
Disjunctive	Ажратувчи	Разделительный
Distributive	Дистрибутив	Дистрибутивный
Double	Жуфт	Двойной
Dual number	Иккилик сони	Двойственное число
Duration	Давомийлик	Длительность
Durative	Давомий	Длительный
Exclusive	Пасаювчи	Нисходящий тон
Expression	Пасаювчи	Нисходящий
Expressive	Интонация	Экспрессивный
Family of languages	Тиллар оиласи	Семья языков
Grammar	Грамматика	Грамматика
Grammatical	Грамматика оид	Грамматический
Grammatical	Грамматик тахдил	Грамматический

analysis		анализ
Grammatical categories	Грамматик категориялар	Грамматические категории
	Грамматик жинс	Грамматический род
Grammaticalisation	Грамматикапаштириш	Грамматикализация
Haplology	Гаплогология	Гаплогология
Harmony	Гармония, мое келиш	Гармония
Heterogeneous	Турдош булмаган	Разнородовое
Heterosyllabic , Historic (al)	Турли бугинтурлари	Гетеросиллабический
	Тарихий	Исторический
Historical grammar	Тарихий грамматика	Историческая грамматика
Homonym	Омоним	Омоним
Impersonal	Шахси ифодаланмаган	Неличный
Inanimate	Жонсиз	Неодушевлённый
Inanimate noun	Жонсиз от	Неодушевлённое имя
		Существительное
Open	Очик	Открытый
Open syllable	Очик бугин	Открытый слог
Opposition	Оппозиция	Противопоставление
Oral	Огзаки	Разговорный
Progressive	Давом этувчи харакат	Прогрессив
Pronoun	Олмош	Местоимение
Proper name	Атокли от	Собственное имя
Prosody	Просодия	Просодия
Qualitative stress	Сифат ургуси	Качественное ударение
Quality	Сифат	Качество
Quantitative stress	Микдор ургуси	Количественное ударение
Quantity	Микдор	Количество
Reciprocal	Биргалик	Взаимный
Reduced form	кискартарилган шакл	Редуцированная форма

Reduction	Редукция	Редукция
Redundance _t Redundant	Ошик, к^п	Избыточное
Root	Узак	Корень
Rule	Коида	Правило
Script	Ёзув	Письменность
Secondary stress	Иккинчи даражали ургу	Второстепенное ударение
Secondary tenses	Иккинчи даражали замонлар	Вторичные времена
Sentence	Гап	Предложение
Sentence stress	Гап ургуси	Фразовое ударение
Sequence of tenses	Замонлар мослашуви	Согласование времён
Synonymy	Синоним	Синоним (ия)
Syntactic,	Синтактик	Синтаксический
Syntactical	Синтаксисг а оид	Синтаксический
Syntax Synthesis	Синтаксис	Синтаксис
Synthetic (languages)	Синтез	Синтез
System	Синтетик тиллар	Синтетические языки
Temporal	Сузлар	
Tendency	Тафтология, кайтариш	Тафтология
Tense	Замонга хос	Временной

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05.08.1991

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Маълумоти:

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Қайси чет тилларини билади:

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Давлат мукофотлари билан тақдирланганми (қанақа):

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Халқ депутатлари, республика, вилоят, шаҳар ва туман Кенгаши депутатими ёки бошқа сайланадиган органларнинг аъзосими (тўлиқ кўрсатилиши лозим):

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