

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ВАЗИРЛАР
МАҲКАМАСИ
ҲУЗУРИДАГИ ТОШКЕНТ ИСЛОМ УНИВЕРСИТЕТИ

«Ғар тиллари кафедраси» кафедраси

Халқаро иқтисодий муносабатлар
талабалари учун амалий машғулотлар

Олий таълимнинг 5341100- “Жаҳон иқтисодиёти ва халқаро иқтисодий муносабатлар”
йўналишлари учун амалий машғулотлар

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ТОШКЕНТ – 2011

Lesson 1

THEME: "AN OFFICE"

Талабалар сони 11-13	Вақти 2 соат
Машғулотда муҳокама қилинадиган мавзу	<ul style="list-style-type: none">• Инглиз тили фонетикаси• "To be" феълининг бўлишли, бўлишсиз ва сўроқ шакллари
Ўқув машғулоти мақсади	<ul style="list-style-type: none">• Талабаларда инглиз тилининг фонетик структураси ва маълум товушлар ҳақидаги билимларини ривожлантириш• содда йиғиқ гап ҳақида маълумот бериш• Талабаларнинг тинглаб-тушуниш ва ўқиш малакаларини ривожлантириш
Тарбиявий жиҳати	Маънавий салоҳиятни ошириш
Дарс ташкиллаштиришнинг асосий талаблари	Барча талабаларнинг ўтилган мавзунини тўлиқ ўзлаштириши ва дарсда фаол иштирок этиши талаб этилади
Педагогик вазифалар: Инглиз тилидаги товушлар ҳақида маълумот бериш	Ўқув фаолиятининг натижалари: Ўзбек ва инглиз тилларидаги товушларни фарқлаш ва ўзлаштириш
Ўқув услуби	«кооп-кооп», «зиг-заг» техникалари
Ўқув воситаси	Магнитофон, компьютер, фонетика китоби ва проектор
Мониторинг ва боҳолаш	Талабаларнинг дарсдаги фаолиятини баҳолаш ва уй вазифасини эълон қилиш

ДАРСНИНГ ФАОЛИЯТ МАЗМУНИ

Ишнинг босқичлари ва вақти	Ўқитувчи	Талаба
Ўқув машғулотининг кириш қисми - 15 мин.	1.1. Давоматни аниқлаш 1.2 Янги мавзуга доир бўлган дастлабки маълумотлар билан таништириш	Жавоб бериш Тинглаш
Асосий қисм 50 мин.	2.1. Фонетикага кириш 2.2. Фонетик бирликлар ҳақида маълумот бериш 2.3. Артикль ҳақида маълумот бериш 2.4. «To be» феъли 2.5. «To be» феълининг бўлишли, бўлишсиз ва сўроқ шакллари	Тинглаш Фаолиятларда иштирок этиш
Якуний қисм 15 мин.	3.1. Фонетик ва грамматик мавзунини яқунлаш 3.2. Рейтинг кўрсаткичлари асосида баҳолаш 3.3. Уй вазифасини эълон қилиш	Саволлар бериш

LESSON ONE

TOPIC: "AN OFFICE"

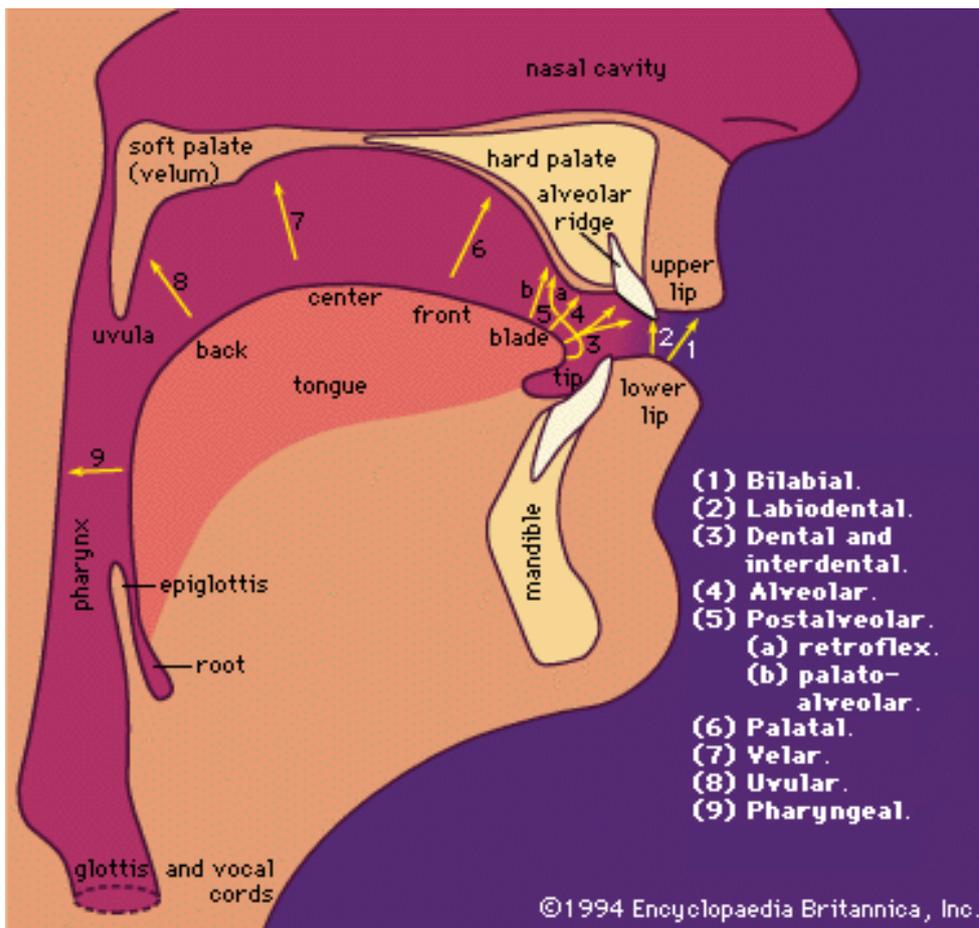
LESSON PROCEDURE

- Phonetic Units: Sounds
- The Article
- Auxiliary Verb «To be»

I. PHONETIC UNITS: SOUNDS

What is Phonetics?

It is the science or study of speech sounds and their production, transmission, and reception, and their analysis, classification, and transcription.



ENGLISH PHONETIC SYMBOLS

This is the standard set of phonemic symbols for English. Students are asked to repeat and practice each phonetic sound in full conformity with the phonetic rules of pronunciation provided by the teacher.

Consonants

p *pen, copy, happen*

Vowels

b	<i>back, baby, job</i>	ɪ	<i>kit, bid, hymn, minute</i>
t	<i>tea, tight, button</i>	e	<i>dress, bed, head, many</i>
d	<i>day, ladder, odd</i>	ɒ	<i>lot, odd, wash</i>
k	<i>key, clock, school</i>	ʌ	<i>strut, mud, love, blood</i>
g	<i>get, giggle, ghost</i>	ʊ	<i>foot, good, put</i>
tʃ	<i>church, match, nature</i>	iː	<i>fleece, sea, machine</i>
dʒ	<i>judge, age, soldier</i>	eɪ	<i>face, day, break</i>
f	<i>fat, coffee, rough, photo</i>	aɪ	<i>price, high, try</i>
v	<i>view, heavy, move</i>	ɔɪ	<i>choice, boy</i>
n	<i>thing, author, path</i>	uː	<i>goose, two, blue, group</i>
p	<i>this, other, smooth</i>	əʊ	<i>goat, show, no</i>
s	<i>soon, cease, sister</i>	aʊ	<i>mouth, now</i>
z	<i>zero, music, roses, buzz</i>	ɪə	<i>near, here, weary</i>
ʃ	<i>ship, sure, n<u>a</u>tional</i>	eə	<i>square, fair, various</i>
ʒ	<i>pleas<u>u</u>re, vis<u>i</u>on</i>	ɑː	<i>start, father</i>
h	<i>hot, whole, ahead</i>	ɔː	<i>thought, law, north, war</i>
m	<i>more, hammer, sum</i>	ʊə	<i>poor, jury, cure</i>
n	<i>nice, know, funny, sun</i>	ɜː	<i>nurse, stir, learn, refer</i>
ŋ	<i>ring, anger, thanks, sung</i>	ə	<i><u>a</u>bout, comm<u>o</u>n, stand<u>a</u>rd</i>
l	<i>light, valley, feel</i>	i	<i>happ<u>y</u>, radi<u>a</u>te. Glori<u>o</u>us</i>
r	<i>right, wrong, sorry, arrange</i>	u	<i>thank <u>y</u>ou, influ<u>e</u>nce, situ<u>a</u>tion</i>
j	<i>yet, use, beauty, few</i>	'	<i>(stress mark)</i>
w	<i>wet, one, when, queen</i>		

The technique with the English phonetic sounds is called “coop-coop” in accordance to which the participants are required to work with each other in groups to practice the English sounds. The activity is carried out in several stages. At stage one, each group is given certain number of phonetic symbols and is asked to find words containing the very sound in dictionaries. Then they are asked to ask the opposite group to pronounce their words. If they are right, they earn points. The teacher acts as a supervisor and assesses the groups.

II. THE ARTICLE

A, an, and the, are called Articles.

A and an are called the INDEFINITE ARTICLES, because they are used to limit the noun to any one thing of a class; as, a book, a chair.

The is called the DEFINITE ARTICLE because it picks out some one definite individual from a class.

Grammar rule 1

When you have a single, countable English noun, you must always have an article before it. We cannot say "please pass me pen", we must say "please pass me **the** pen" or "please pass me **a** pen" or "please pass me **your** pen".

Nouns in English can also be uncountable. Uncountable nouns can be concepts, such as 'life', 'happiness' and so on, or materials and substances, such as 'coffee', or 'wood'.

Grammar rule 2

Uncountable nouns don't use '**a**' or '**an**'. This is because you can't count them. For example, advice is an uncountable noun. You can't say "he gave me an advice", but you can say "he gave me **some** advice", or "he gave me **a piece of** advice".

Some nouns can be both countable and uncountable. For example, we say "coffee" meaning the product, but we say "**a** coffee" when asking for one cup of coffee.

Grammar rule 3

You can use **'the'** to make general things specific. You can use **'the'** with any type of noun – plural or singular, countable or uncountable.

"Please pass me **a** pen" – any pen.

"Please pass me **the** pen" – the one that we can both see.

"Children grow up quickly" – children in general.

The children I know grow up quickly" – not all children, just the ones I know.

"Poetry can be beautiful"- poetry in general.

The poetry of Hopkins is beautiful" – I'm only talking about the poetry Hopkins wrote.

More uses of articles in English

Rivers, mountain ranges, seas, oceans and geographic areas all use **'the'**.

For example, "**The** Thames", "**The** Alps", "**The** Atlantic Ocean", "**The** Middle East".

Unique things have **'the'**.

For example, "**the** sun", "**the** moon".

Some institutional buildings don't have an article if you visit them for the reason these buildings exist. But if you go to the building for another reason, you must use **'the'**.

"Her husband is in prison." (He's a prisoner.)

"She goes to **the** prison to see him once a month."

"My son is in school." (He's a student.)

"I'm going to **the** school to see the head master."

"She's in hospital at the moment." (She's ill.)

"Her husband goes to **the** hospital to see her every afternoon."

Musical instruments use **'the'**.

"She plays **the** piano."

Sports don't have an article.

"He plays football."

Illnesses don't have an article.
"He's got appendicitis."
But we say "**a** cold" and "**a** headache".

Jobs use '**a**'.
"I'm **a** teacher."

Countries

We don't use '**a**' if the country is singular. "He lives in England." But if the country's name has a "plural" meaning, we use '**the**'. "**The** People's Republic of China", "**The** Netherlands", "**The** United States of America".

Continents, towns and streets don't have an article.
"Africa", "New York", "Church Street".

Theatres, cinemas and hotels have '**the**'.
"**The** Odeon", "**The** Almeida", "**The** Hilton".

Abbreviations use '**the**'.
"**the** UN", "**the** USA", "**the** IMF".

We use '**the**' before **classes of people**.
"**the** rich", "**the** poor", "**the** British".

Avoid these mistakes:

- Will who buy milk?
 - Is who in charge here?
 - What does make you think so?
-
-

III. AUXILIARY VERB «TO BE»

CONJUGATION OF TO BE (PRESENT TENSE)

PRINCIPAL PARTS: **AM, IS, ARE**

Singular		Plural	
I am	(I'm)	We are	(We're)

You are	(You're)	You are	(You're)
He is	(He's)	They are	They're
She is	(She's)		
It is	(It's)		

Negative Form			
Singular		Plural	
I am	not	We are	not
You are		You are	
He/She/It is		They are	
Question Form			
Am	I	a doctor?	Yes, I am No, I am not
Is	he she it	an engineer? a teacher? a car?	Yes, he is No, he isn't
Are	we you they	workers? a banker? shareholders?	Yes, we are No, we aren't

The new grammar rule is strengthened via the method of 'Chain' which implies working in groups. Accordingly, the students should be divided into three groups, each containing 3-4 people at least, and these

groups are asked to choose one of the forms of 'to be' to make their sentences in Uzbek and ask the student in the opposite group to translate. To choose the student they need to have a ball or a similar thing. They utter their sentence and throw the ball to that student who they want to translate the sentence into English or vice versa.

Student 1: Men talabaman.

Student 2: I am a student.

Student 3: U o'qituvchi emas.

Student 4: He is not a teacher.

Student 5: Salim haydovchimi?

Student 6: Is Salim a driver?

If the student is right, he/she gets scores; if not, then he/she leaves the group. In this way, the winner group will be announced by the teacher at the end of the activity.

At the end of the lesson the teacher assesses the students' participation, encourages those who were active and stimulates those who were a bit passive and gives his/her own recommendations concerning the students' involvement in the further activities.

ИККИНЧИ ДАРС

МАВЗУ: «IN THE OFFICE»

Талабалар сони: 10-12гача	Вақти: 2 соат
Ўқув машғулоти шакли	Билимни кенгайтириш
Машғулотда муҳокама қилинадиган мавзу	<ul style="list-style-type: none"> • Идора (офис) жиҳозлари • “To be” феълининг махсус сўроқ шакли
	Мавзу бўйича билимни чуқурлаштириш ва

Ўқув машғулоти мақсади	мустаҳкамлаш, талабаларни тинглаб-тушуниш, ўқиш ва ёзиш маҳорат ва малакаларини ривожлантириш
Педагогик вазифалар а. Инглиз тили фонетикасида товушлар таснифи б. Аниқ артикль в. “То be” феълининг махсус сўроқ шакли	Ўқув фаолиятининг натижалари а. Дифтонг ва диграфлар ҳақида маълумот бериш; ўзбек ва инглиз тилларида товушлар мутаносиблиги ва уларнинг ўзига хос хусусиятлари б. Аниқ артикльнинг ишлатилиши в. Умумий ва махсус сўроқ гаплар тузилиши ва уларнинг ўзига хос хусусиятлари
Ўқув услуби	Кластер усули
Ўқитиш шакли	Алоҳида ва жуфт-жуфт бўлиб ишлаш
Ўқув воситаси	Ишланма матн, аудио-видео воситалари, тарқатма материаллар ва проектор
Ўқитиш шартлари	Техник воситалари билан жиҳозланган хона
Мониторинг ва баҳолаш	Уй вазифаси бериш ва текст ёдлаш.
Тарбиявий аҳамияти	Ўрганилаётган тилга бўлган қизиқишни

Дарснинг фаолият мазмуни

Ишнинг босқичлари ва вақти	Ўқитувчи	Талаба
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<p>I босқич Кириш қисми 15 мин.</p>	<p>1.1. Рейтинг журналида давоматни аниқлаш. Интизом ва тартиб қоидаларга риоя қилиш ҳақида тушунча бериш. Дунё янгиликларидан сўраш, об-хаво ҳақида савол-жавоб қилиш.</p> <p>1.2. Ўтган мавзу бўйича талабаларни тайёргарлигини текшириш.</p> <p>1.3. Ўтиладиган мавзуга талабаларнинг эътиборини торта олиш.</p> <p>1.4. Мавзуга доир бўлган дастлабки маълумотлар билан таништириш.</p>	<p>Саволларга жавоб бериш</p> <p>Тинглаш</p>
<p>Асосий қисм 50 мин.</p>	<p>2.1. Инглиз тили фонетикасида дифтонг ва диграфлар.</p> <p>2.2. “To be” феълининг махсус сўроқ шакли</p> <p>2.3. Янги сўзлар устида ишлаб таянч сўз ва терминларга алоҳида эътибор берилади.</p> <p>2.4. Грамматик мавзуни тарқатма материаллар орқали ёритиб бериш ва шу мавзуга оид машқлар ишлаш.</p>	<p>Тинглаш</p> <p>Таянч сўз ва атамалар муҳокама қилиш</p>
<p>Яқуний қисм 15 мин.</p>	<p>3.1. Мавзу бўйича яқуний хулосага келиш.</p> <p>3.2. Мавжуд дарс босқичига кўра талабаларни рейтинг кўрсаткичи асосида баҳолаш.</p> <p>3.3. Уй ишини эълон қилиш (ёзма ва оғзаки)</p>	<p>Саволлар бериш</p>

LESSON TWO

TOPIC: "IN THE OFFICE"

LESSON PROCEDURE

- Consolidation Exercises (phonetics)
- Special questions

With the help of the teacher, the students work on exercise 1, on page 16. They are required to pay attention to the specific pronunciation of each sound and practice them.

Then, to consolidate the previous grammar rules, the students repeat the following sentences after the teacher:

A)

It is a pencil It is a desk It is a table It is an offer It is an office	It is a good pencil It is a good desk It is a good table It is a good offer It is a good office
--	---

B)

It is not a pencil It is not a desk It is not a table It is not an offer	It is not a good pencil It is not a good desk It is not a good table It is not a good offer
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It is not an office	It is not a good office
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C)

<p>Is it a pencil? Yes, it is. Is it a desk? No, it isn't. Is it a table? Is it an offer? Is it an office?</p>	<p>Is it a good pencil? Yes, it is. Is it a good desk? No, it isn't. Is it a good table? Is it a good offer? Is it a good office?</p>
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The teacher starts relevant sentences that the students complete with their own examples. It is worth noting that the methods 'coop-coop' and 'zig-zag' are most productive in carrying out the drill. Each team is delegated grammar tasks related to the form of auxiliary verb 'to be' and fulfill the activity as shown in the examples:

Гуруҳ-1: Бу ручка.

Гуруҳ-2: It is a pen.

Гуруҳ-2: Бу қалам эмас.

Гуруҳ-3: It is not a pencil.

Гуруҳ-3: Бу китобми?

Гуруҳ-1: Is it a book?

SPECIAL QUESTIONS

Special questions are those questions that ask for details. Special questions are also called Wh-questions as most of them start with "wh".

For example: **What? Which? When? Where? Why? Whose? Who?**

Other special questions include: **How? How many? How much?**

Special questions require inversion, like general questions.

- Where are you from? Answer: I am from India
- What are you wearing on your head? Answer: I'm wearing a hat or It's a hat!
- How much money do you have? Answer: I have only \$10.
- How old are you? Answer: I'm 16.

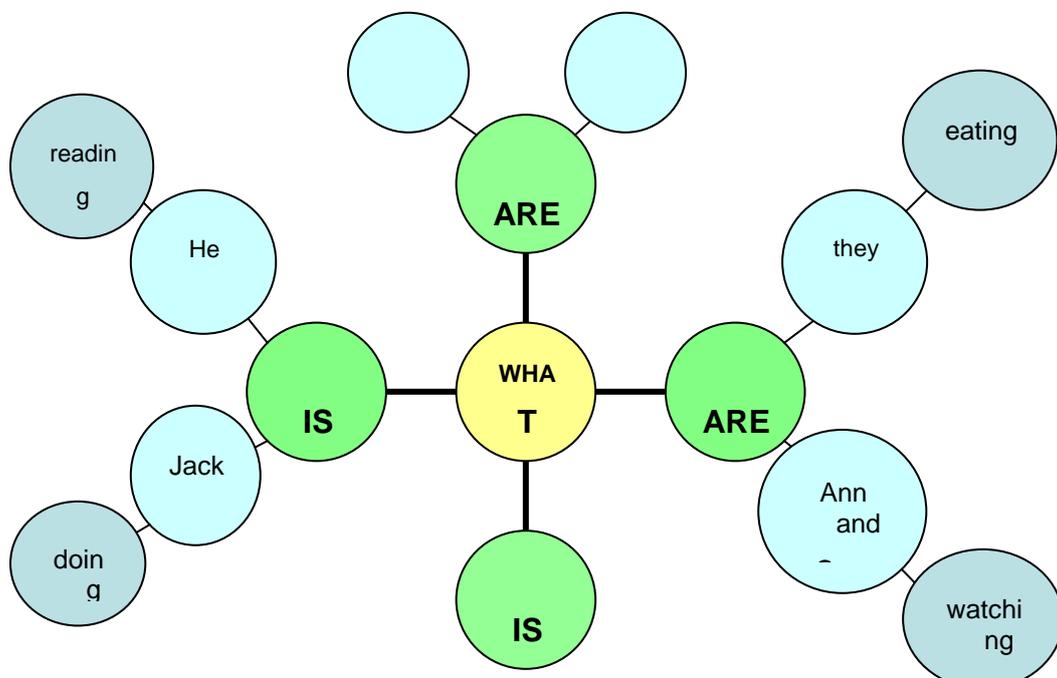
Attention: If the subject of a special question is the question word itself, then this kind of question is called subject question.

Subject questions have the word order of an affirmative sentence.

- Who will buy milk?
- Who's in charge here?
- What makes you think so?
- Who wants some coffee?

Clustering – can help to generate ideas and to see the relation between them. Instead of sentences, clustering uses simple terms, which are easier to jot down quickly.

The special form of auxiliary verb 'to be' is explained in reference to 'clustering':





The students are also asked to draw a similar diagram putting the question words in the middle of the balloons in the center and take any direction in conformity with the grammar rules of the structure of special questions. They might as well leave a clear balloon for another student to guess the word or a term and complete his/her question sentence. This exercise consolidates the new grammar rules and helps the students to improve their grammar knowledge.

At the end of the lesson the teacher assesses the students' participation, encourages those who were active and stimulates those who were a bit passive and gives his/her own recommendations concerning the students' involvement in the further activities.

УЧИНЧИ ДАРС

МАВЗУ: «LAVROV AND MR BELL»

Талабалар сони 10-12гача	Вақти 2 соат
Ўқув машғулоти шакли	Талабаларнинг тинглаб-тушуниш ва ўқиш малакаларини ривожлантириш
Машғулотда муҳокама	<ul style="list-style-type: none">• This, that, these, those олмошлари• Отларнинг кўплик шакллари• Буйруқ майли

қилинадиган мавзу	
Ўқув машғулоти мақсади	Мавзу бўйича билимни чуқурлаштириш ва мустаҳкамлаш, талабаларни хориж тилида маҳорат ва оғзаки нутқ малакаларини ошириш
Педагогик вазифалар а. Инглиз тилининг мавзуга доир грамматик тузулишлари ҳақида тушунча беради. б. Отларда кўплик ҳақида тушунча бериш. в. Мавзудаги янги сўзларни оғзаки ва ёзма нутқда ишлатилиши ҳақида тушунча бериш	а. Грамматик билимни шакллантириш б. Дарсда муҳокама этиладиган грамматик қоидаларни ўзбек тили грамматик қоидалари билан солиштириш в. Матндаги янги сўзлар устида ишлаш е. To be феълнинг ҳозирги замон шаклини мисоллар орқали янада мустаҳкамланади.
Ўқув услуби	Ақлий ҳужум услуби
Ўқитиш шакли	«Chain» усулида жуфт-жуфт бўлиб ишлаш
Ўқув воситаси	Ишланма матн, аудио воситалари, тарқатма материаллар, кўргазмали қуроллар
Ўқитиш шартлари	Техник воситалари билан жиҳозланган хона

50 мин.	<p>бериш.</p> <p>2.2. Кўрсатиш олмошлари: this/these, that/those</p> <p>2.3. Инглиз тилида отларнинг кўплик шакллари.</p> <p>2.4. Инглиз тилида буйруқ майлининг ифодаланиши.</p> <p>2.5. Грамматик мавзуни тарқатма материаллар орқали ёритиб бериш ва шу мавзуга оид машқлар ишлаш.</p>	<p>Тинглаш</p> <p>Иштирок этиш</p>
Яқуний қисм 15 мин.	<p>3.1. Мавзу бўйича яқуний хулоса.</p> <p>3.2. Мавжуд дарс босқичига кўра талабаларни рейтинг кўрсатгичи асосида баҳолаш.</p> <p>3.3. Уй иши бериш, унинг назарий шакллари ҳақида маълумот бериш (ёзма ва оғзаки)</p>	Саволлар бериш

LESSON THREE

TOPIC: "AN OFFICE"

LESSON PROCEDURE

- Demonstrative Pronouns: this/that, these/those
- The plural forms of nouns
- Imperative Mood

DEMONSTRATIVE PRONOUNS

The demonstratives **this, that, these, those** ,show *where* an object or person is in relation to the speaker.

This (singular) and *these* (plural) refer to an object or person near the speaker. *That* (singular) and *those* (plural) refer to an object or person further away. It can be a **physical** closeness or distance as in:

Who owns **that** house? (distant)
Is **this** John's house? (near)

Or it can be a **psychological** distance as in:

That's nothing to do with me.. (distant)
This is a nice surprise! (near)

2. Position

- Before the noun.
- Before the word 'one'.
- Before an adjective + noun.
- Alone when the noun is 'understood'.

Examples:

This car looks cleaner than **that** one.
This old world keeps turning round
Do you remember **that** wonderful day in June?
I'll never forget **this**.

NOUNS

THE PLURAL OF NOUNS

Most nouns form the plural by adding **-s** or **-es**.

Singular Plural

boat	boats
hat	hats
house	houses

A noun ending in **-y** preceded by a consonant makes the plural with **-ies**.

Singular Plural

a cry	cries
a fly	flies
a lady	ladies

There are some **irregular** formations for noun plurals. Some of the most common ones are listed below.

Examples of irregular plurals:

Singular	Plural
woman	women
man	men
child	children
tooth	teeth
foot	feet
person	people

Some nouns have the same form in the singular and the plural.

Examples:

Singular Plural

sheep	sheep
fish	fish
species	species
aircraft	aircraft

Some nouns have a plural form but take a singular verb.

Examples:

news The **news is** on at 6.30 p.m.
athletics **Athletics is** good for young people.
linguistics **Linguistics is** the study of language.
darts **Darts is** a popular game in England.
billiards **Billiards is** played all over the world.

Some nouns have a plural form and take a plural verb.

Examples:

trousers My **trousers are** too tight.
jeans Her **jeans are** black.
glasses Those **glasses are** his.

others include:

savings, thanks, steps, stair, customs, congratulations, tropics, wages, spectacles, outskirts, goods, wits

IMPERATIVE MOOD.

The **imperative mood** is the form of the verb used in direct commands, entreaties, or requests.

The imperative is naturally used mostly with the **second person**, since commands are directed to a person addressed.

(1) *Command.* Come here, Jack!

(2) *Request.* Tell me, how was it you thought of coming here?

Grammar consolidation exercises: the teacher asks the students to get divided into three small groups consisting of 3-4 people. Then the teacher explains the task relating to the grammar of the lesson. That is to say, the students are a given different situations each necessitating the method of 'brainstorming'. For example, group one might be asked to imagine that they are in the house which is on fire. So, they have to put forward their own ideas about the case, telling the ways of getting out of the building as quickly as possible. They have to do this in the form of a dialogue:

Student 1: Oh, what a bad luck! Nozim, dial 01 to call the fire brigade.

Student 2: No, that takes much time. Instead, open the window and jump.

Student 3: What are you telling? It is dangerous. Go to that door and break it.

So, the aim of brainstorming is to generate as many ideas as possible about the case using the grammar rule of the lesson.

At the end of the lesson the teacher assesses the students' participation, encourages those who were active and stimulates those who were a bit passive and gives his/her own recommendations concerning the students' involvement in the further activities.

ТЎРТИНЧИ ДАРС

МАВЗУ: «MR BELL'S HOUSE»

Талабалар сони 10-12гача	Вақти 2 соат
Ўқув машғулоти шакли	Билимни кенгайтириш жараёни
Машғулотда муҳокама қилинадиган мавзу	<ul style="list-style-type: none">• Эгалик олмошлари• To have (got)• Танлов сўроқ гаплар• Уй жиҳоз ва анжомлари ҳақида маълумот бериш
Ўқув машғулоти мақсади	Мавзу бўйича билимни чуқурлаштириш ва мустаҳкамлаш, талабаларни хориж тилида пассив ва актив билимларини ривожлантириш

<p>Педагогик вазифалар</p> <p>а. Инглиз тилининг мавзуга доир грамматик тузулишлари ҳақида тушунча бериш</p> <p>в. Мавзудаги янги сўзларни оғзаки ва ёзма нутқда ишлатилиши ҳақида тушунча бериш</p>	<p>а. Грамматик билимни шакллантириш</p> <p>б. Дарсда муҳокама этиладиган грамматик қоидаларни ўзбек тили грамматик қоидалари билан солиштириш</p> <p>в. Матндаги янги сўзлар устида ишлаш</p>
<p>Ўқув услуби</p>	<p>Зиг-заг услуби</p>
<p>Ўқитиш шакли</p>	<p>«Chain» усулида жуфт-жуфт бўлиб ишлаш</p>
<p>Ўқув воситаси</p>	<p>Ишланма матн, аудио воситалари, тарқатма материаллар, кўргазмали қуроллар</p>
<p>Ўқитиш шартлари</p>	<p>Техник воситалари билан жиҳозланган хона</p>
<p>Мониторинг ва баҳолаш</p>	<p>Уй вазифаси бериш</p>
<p>Тарбиявий аҳамияти</p>	<p>Ўрганилаётган тил тарихи ва маданиятига бўлган қизиқиш, ҳис-туйғуларни тарбиялаш</p>

Дарсинг фаолият мазмуни

Ишнинг босқичлари ва вақти	Ўқитувчи	Талаба
<p>Кириш қисми 15 мин.</p>	<p>1.1. Рейтинг журналида давоматни аниқлаш. Интизом ва тартиб қоидаларга риоя қилиш ҳақида тушунча бериш. Дунё янгиликларидан сўраш, об-ҳаво ҳақида савол-жавоб қилиш.</p> <p>1.2. Ўтган мавзу бўйича талабаларни тайёргарлигини текшириш.</p> <p>1.3.Ўтиладиган мавзуга талабаларнинг эътиборини қаратиш.</p> <p>1.4.Мавзуга доир бўлган дастлабки маълумотларни бериш.</p>	<p>Саволларга жавоб бериш</p> <p>Тинглаш</p>
<p>Асосий қисм 50 мин.</p>	<p>2.1. Эгалик олмошлари тўғрисида маълумотларни бериш.</p> <p>2.2. to have (got)</p> <p>2.3. Инглиз тилида танлов сўроқ гапларнинг ифодаланиши</p> <p>2.4. Грамматик мавзуни тарқатма материаллар орқали</p>	<p>Тинглаш</p> <p>Тинглаш</p> <p>Иштирок этиш</p>

	ёритиб бериш ва шу мавзуга оид машқлар ишлаш.	
Якуний қисм 15 мин.	<p>3.1.Мавзу бўйича якуний хулоса.</p> <p>3.2.Мавжуд дарс босқичига кўра талабаларни рейтинг кўрсатгичи асосида баҳолаш.</p> <p>3.3.Уй иши бериш, унинг назарий шакллари ҳақида маълумот бериш (ёзма ва оғзаки)</p>	Саволлар бериш

LESSON FOUR

TOPIC: "MR BELL'S HOUSE"

LESSON PROCEDURE

- Possessive Pronouns
- Have/has got
- Alternative Question

POSSESSIVE PRONOUNS AND POSSESSIVE ADJECTIVES

Possessive pronouns and possessive adjectives show who the thing belongs to.

PERSON		ADJECTIVES	PRONOUNS
1st	(I)	my	mine
2nd	(you)	your	yours
3rd	(he)	his	his
	(she)	her	hers
	(it)	it	its
Plural			
1st	(we)	our	ours
2nd	(you)	your	yours
3rd	(they)	their	theirs

NOTE: In English, possessive adjectives and pronouns refer to the possessor, not the object or person that is possessed.

Example:

Jane's brother is married to John's sister.

Her brother is married to **his** sister.

Examples:

- Peter and **his sister**.
- Jane and **her father**.
- Do you know where **your books** are?
- Is this **their picnic**? No, it is **ours**.
- I think this is **your** passport. Yes, it is **mine**.

The students should make their own sentences as shown in the example:



Then, the teacher leaves one of the balloons clean and asks any student to guess the missing sentence using the grammar of the lesson.





HAVE GOT

I **have got** a cat / I **have** a cat.

I **haven't got** a cat / I **don't have** a cat.

Have you got a cat? / **Do you have** a cat?

("Have you a cat?" and "I haven't a cat" are possible but not common)

Have got is more common and sounds more natural in informal language. It is a present tense of **have**, not the present perfect of **get**.

Functions and examples

1. We use *have got* and *have* to talk about possession.

I've **got** a new house / I **have** a new house.

Has she **got** a car? / **Does** she **have** a car?

2. We use *have got* and *have* to talk about relationships.

Have you got a girlfriend? / **Do you have** a girlfriend?

He's **got** three brothers / He **has** three brothers.

3. We use *have got* and *have* to talk about illnesses.

I've **got** a bad cold / I **have** a bad cold.

4. We use *have got* and *have* to talk about characteristics.

Her office **has got** a nice view / Her office **has** a nice view.

Why **has** he **got** a tattoo? / Why **does** he **have** a tattoo?

Important points

1. With the functions above, *have got* and *have* cannot be used in continuous form.

I **have got** / **have** a headache.

I'm **having** a headache. x

2. In the past, *have* is more common than *have got*

She **had** a pink guitar when she was young.

She **had got** a pink guitar when she was young. x

Did you **have** a headache yesterday?

Had you **got** a headache yesterday? x

ALTERNATIVE QUESTIONS

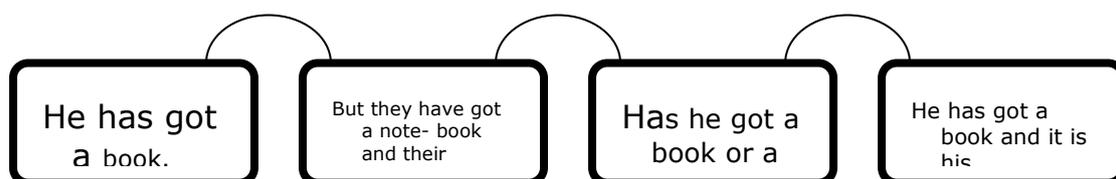
It is a type of [question](#) where the hearer is asked to choose between alternatives.

E.g. *Would you like tea or coffee? Will you go by train or by air?*

In form, alternative questions are similar to [yes/no interrogatives](#), in starting with the finite operator and not containing a question word.

In function they maybe similar to [wh-questions](#), in that they ask for a specific piece of information to be filled in.

The students should have a ball or a similar thing to carry out the activity we are going to learn. They are asked not to change their places and it doesn't actually matter where and how their seats or tables are arranged. Since, it is a group activity which includes the grammar of the lesson. One of the students gets the ball and says '*I have got a car*' and throws the ball to any of his/her peers in the room. The one that gets the ball should say '*But I have got a bike and my bike is new*'. And the third student should refer to alternative question to continue the procedure, so he/she says '*Have you got a car or a bike?*' and throws the ball. The student that catches the ball should respond '*I have got a car. It is mine.*' and the forth.



At the end of the lesson the teacher assesses the students' participation, encourages those who were active and stimulates those who were a bit passive and gives his/her own recommendations concerning the students' involvement in the further activities.

БЕШИНЧИ ДАРС

МАВЗУ: «AFTER LUNCH»

Талабалар сони 10-12гача	Вақти 2 соат
Ўқув машғулоти шакли	Тинглаб-тушуниш, ўқиш ва ёзиш кўникмаларини ривожлантириш
Машғулотда муҳокама қилинадиган мавзу	<ul style="list-style-type: none"> • Ҳозирги ноаниқ замон • Гумон олмошлари • Буйруқ майлинг инкор шакли
Ўқув машғулоти мақсади	Мавзу бўйича билимни чуқурлаштириш ва мустаҳкамлаш, талабаларни хориж тилида маҳорат ва оғзаки нутқ малакаларини ошириш

Педагогик вазифалар а. Инглиз тилининг мавзуга доир грамматик тузулишлари	<p>а. Грамматик билимни шакллантириш</p> <p>б. Дарсда муҳокама этиладиган грамматик қоидаларни ўзбек тили грамматик қоидалари билан солиштириш</p>
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<p>ҳақида тушунча бериш</p> <p>б. Мавзудаги янги сўзларни оғзаки ва ёзма нутқда ишлатилиши ҳақида тушунча бериш</p>	<p>в. Матндаги янги сўзлар устида ишлаш</p> <p>е. Ҳозирги ноаниқ замонни мисоллар орқали янада мустаҳкамлаш</p>
Ўқув услуби	Зиг-заг ва ақлий ҳужум услублари
Ўқитиш шакли	«Chain» усулида жуфт-жуфт бўлиб ишлаш
Ўқув воситаси	Ишланма матн, аудио воситалари, тарқатма материаллар, кўргазмали қуроллар ва проектор
Ўқитиш шартлари	Техник воситалари билан жиҳозланган хона
Мониторинг ва баҳолаш	Уй вазифаси бериш
Тарбиявий аҳамияти	Ўрганилаётган тил тарихи ва маданиятига бўлган қизиқиш, ҳис-туйғуларни тарбиялаш

ДАРСНИНГ ФАОЛИЯТ МАЗМУНИ

Ишнинг босқичлари ва вақти	Ўқитувчи	Талаба
Кириш қисми 15 мин.	1.1. Рейтинг журналида давоматни аниқлаш. Интизом ва тартиб қоидаларга риоя қилиш ҳақида тушунча бериш.	Саволларга жавоб бериш

	<p>Дунё янгиликларидан сўраш, об-ҳаво ҳақида савол-жавоб қилиш.</p> <p>1.2. Ўтган мавзу бўйича талабаларни тайёргарлигини текшириш.</p> <p>1.3. Ўтиладиган мавзуга талабаларнинг эътиборини қаратиш.</p> <p>1.4. Мавзуга доир бўлган дастлабки маълумотлар билан таништириш.</p>	Тинглаш
Асосий қисм 50 мин.	<p>2.1. Ҳозирги ноаниқ замонга доир маълумотларни бериш ва ўзбек тилида мазкур замоннинг ифодаланишини инглиз тили билан қиёслаш.</p> <p>2.2. Гумон олмошлари ҳақида маълумот бериш</p> <p>2.3. Инглиз тилида буйруқ майлининг инкор шаклини тушунтириш.</p> <p>2.5. Грамматик мавзуни тарқатма материаллар орқали ёритиб бериш ва шу мавзуга оид машқлар ишлаш.</p>	<p>Тинглаш</p> <p>Тинглаш</p> <p>Иштирок этиш</p>
Яқуний қисм 15 мин.	3.1. Мавзу бўйича яқуний хулоса.	Саволлар бериш

	<p>3.2. Мавжуд дарс босқичига кўра талабаларни рейтинг кўрсатгичи асосида баҳолаш.</p> <p>3.3. Уй иши бериш, унинг назарий шакллари ҳақида маълумот бериш (ёзма ва оғзаки)</p>	
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LESSON FIVE

TOPIC: "AFTER LUNCH"

LESSON PROCEDURE

- The Present Simple
- Some, any
- Imperative Mood Negative

SIMPLE PRESENT

Simple present, third person singular

Note:

1. **he, she, it:** in the third person singular the verb **always ends in -s**:
he wants, she needs, he gives, she thinks.
2. Negative and question forms use DOES (=the third person of the auxiliary 'DO') + the infinitive of the verb.
*He wants. **Does** he want? He **does** not want.*
3. Verbs ending in **-y** : the third person changes the **-y** to **-ies**:
fly flies, cry cries

Exception: if there is a vowel before the **-y**:
play → *plays*, *pray* → *prays*

4. Add **-es** to verbs ending in: **-ss, -x, -sh, -ch**:
he passes, she catches, he fixes, it pushes

See also Verbs -'Regular verbs in the simple present', and 'Be, do & have'

Examples:

1. Third person singular with s or -es

- He goes* to school every morning.
- She understands* English.
- It mixes* the sand and the water.
- He tries* very hard.
- She enjoys* playing the piano.

2. Simple present, form

Example: *to think*, present simple

Affirmative	Interrogative	Negative
I think	Do I think ?	I do not think.
You think	Do you think?	You don't think.
he, she, it thinks	Does he, she, it think?	He, she, it doesn't think.
we think	Do we think?	We don't think.
you think	Do you think?	You don't think.

The simple present is used:

- to express habits, general truths, repeated actions or unchanging situations, emotions and wishes:
I smoke (habit); I work in London (unchanging situation); London is a large city (general truth)
- to give instructions or directions:
You walk for two hundred metres, then you turn left.
- to express fixed arrangements, present or future:
Your exam starts at 09.00

4. to express future time, after some conjunctions: **after, when, before, as soon as, until**:

*He'll give it to you when **you come** next Saturday.*

BE CAREFUL! The simple present is **not used to express actions happening now**. [See Present Continuous](#).

Examples:

1. **For habits**

He **drinks** tea at breakfast.

She only **eats** fish.

They **watch** television regularly.

2. **For repeated actions or events**

We **catch** the bus every morning.

It **rains** every afternoon in the hot season.

They **drive** to Monaco every summer.

3. **For general truths**

Water **freezes** at zero degrees.

The Earth **revolves** around the Sun.

Her mother **is** Peruvian.

4. **For instructions or directions**

Open the packet and **pour** the contents into hot water.

You **take** the No.6 bus to Watney and then the No.10 to Bedford.

5. **For fixed arrangements**

His mother **arrives** tomorrow.

Our holiday **starts** on the 26th March

6. **With future constructions**

She'll see you before she **leaves**.

We'll give it to her when she **arrives**.

THE QUANTIFIERS: Some and Any

Some and **any** are used with countable and uncountable nouns, to describe an indefinite or incomplete quantity.

Some is used in **positive** statements:

*I had **some** rice for lunch*

He's got **some** books from the library.

It is also used in questions where we are sure about the answer:

Did he give you **some** tea? (= I'm sure he did.)

Is there **some** fruit juice in the fridge? (= I think there is)

Some is used in situations where the question is not a request for information, but a method of making a request, encouraging or giving an invitation:

Could I have **some** books, please?

Why don't you take **some** books home with you?

Would you like **some** books?

Any is used in questions and with **not** in **negative** statements:

Have you got **any** tea?

He **didn't** give me **any** tea.

I **don't** think we've got **any** coffee left.

More examples:

SOME in positive sentences.

- a. I will have **some** news next week.
- b. She has **some** valuable books in her house.
- c. Philip wants **some** help with his exams.
- d. There is **some** butter in the fridge.
- e. We need **some** cheese if we want to make a fondue.

SOME in questions:

- a. Would you like **some** help?
- b. Will you have **some** more roast beef?

ANY in negative sentences

- a. She **doesn't** want **any** kitchen appliances for Christmas.
- b. They **don't** want **any** help moving to their new house.
- c. No, thank you. I **don't** want **any** more cake.
- d. There **isn't any** reason to complain.

ANY in interrogative sentences

- a. Do you have **any** friends in London?

- b. Have they got **any** children?
- c. Do you want **any** groceries from the shop?
- d. Are there **any** problems with your work?

The grammar is strengthened using the method of 'brainstorming'. That is to say, the teacher gives various examples asking the students to make solutions to the problems set by the teacher. For example, the teacher might ask:

'—Imagine that every time you pass by a house you are stopped by a big dog. What is your solution?'

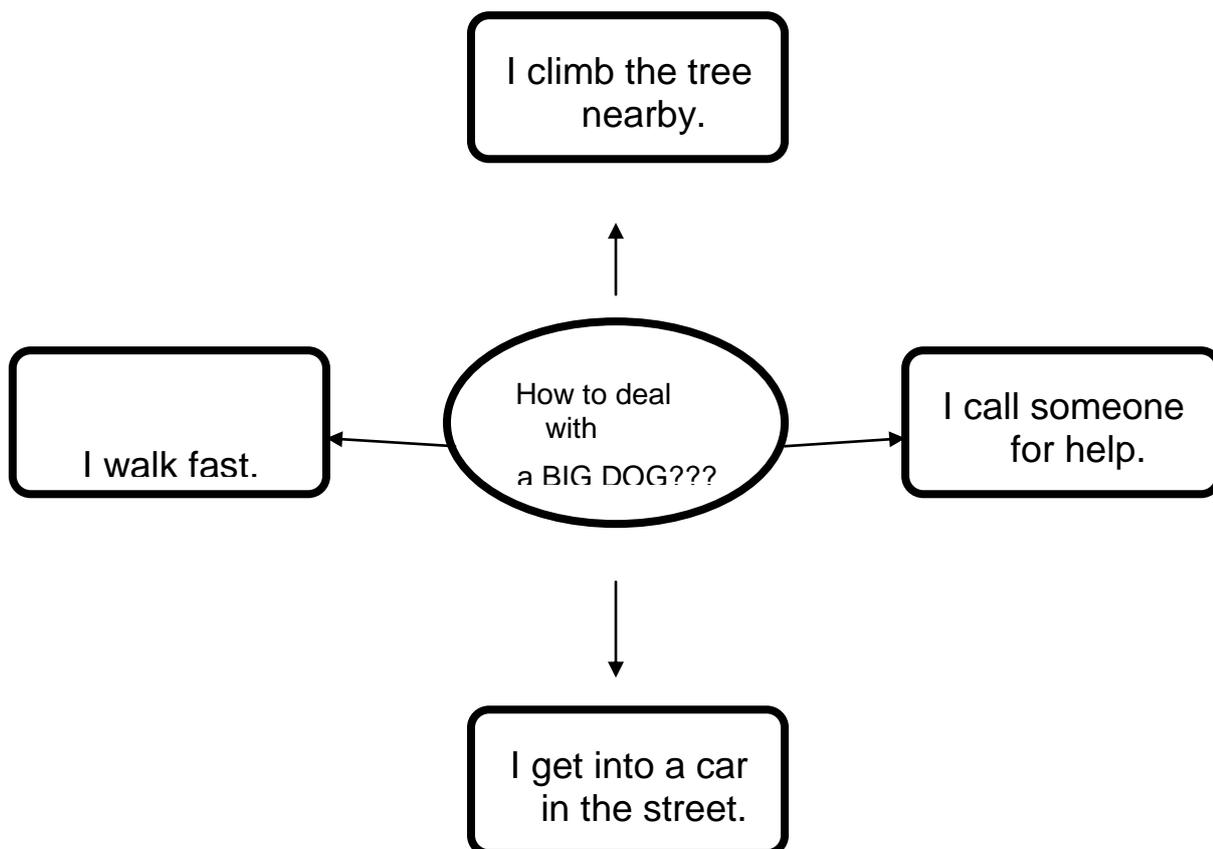
Student 1: I walk fast.

Student 2: I climb the tree nearby.

Student 3: I call someone for help.

Student 4: I get into a car in the street.

The teacher then draws a circle on the blackboard and writes the student's answers in other circles taking off the main in the center.



After everybody has expressed his/her ideas about the case, now the students can clearly see how it is easy to generate various ideas by brainstorming the situation. Then the teacher asks them to write a brief essay on the theme "I Faced a Big Dog in the Street".

At the end of the lesson the teacher assesses the students' participation, encourages those who were active and stimulates those who were a bit passive and gives his/her own recommendations concerning the students' involvement in the further activities.