

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

O'RTA MAXSUS KASB-HUNAR TA'LIMI MARKAZI

BUXORO VILOYAT HOKIMLIGI O'RTA MAXSUS KASB-HUNAR BOSHQARMASI

**BUXORO IRRIGATSIYA MELIORATSIYA VA ARXITEKTURA
KOLLEJI**

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Criteria of reports and Requirement of assessment

Uslubiy ishlanma



BUXORO -2018

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Buxoro Irrigatsiya Melioratsiya va Arxitektura
kollejining ingliz tili fani o'qituvchisi

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"Ingliz tili" kafedrasida o'qituvchisi

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Mazkur uslubiy ishlanma Buxoro Muhandislik-Texnologiya Instituti pedagogik kengashining 2018-yil __05.03____dagi № _5_ sonli yig'ilishida muhokama qilinib, chop etishga ruxsat etildi.

Kirish

Xorijiy tillarni egallash ta'lim, ilm-fan, iqtisodiyot, siyosat va ijtimoiy hayotdagi globallashtirishning yangi davri uchun asosiy mezon hisoblanadi. Globallashtirayotgan ta'lim endilikda ilm oluvchilar, o'qituvchilar uchun butun dunyoda ta'limni va ilmiy izlanishlarni davom ettirish imkoniyatini yaratib bermoqda. Shuningdek, o'rta maxsus kasb-hunar ta'limi bitiruvchilarining turli dunyoviy bilimlarini o'zlashtirishdan tashqari, o'z kasblari bo'yicha egallagan bilim, ko'nikma va malakalarini chet tillarida rivojlantirish imkoniyatini yaratmoqda.

Ushbu uslubiy ishlanma O'zbekistonda xorijiy tillarni o'qitishning xalqaro standartlarga muvofiq keluvchi umumiyevropa kompetensiyalarini (CEFR) o'rganish, o'qitish va baholash tizimlari asosida yaratilgan Davlat ta'lim standarti (DTS)ga moslashtirilgan holda ishlab chiqildi.

Mazkur uslubiy ishlanma akademik litsey va kasb hunar kollejlari 2-kurs B1 CEFR dasturidagi 9-10 bob (*UNIT 9. Criteria of reports (Loyiha ishini tayyorlash tartibi)*, *UNIT 10. Requirement of assessment (Baholash me'yorlari)* mavzularini o'z ichiga oladi. Ushbu bobda o'quvchilar Characteristics of a report (Loyiha ishi tavsifi), Structure of a report (Loyiha ishi tuzilishi), Assessment of the project (Kurs ishini baholash) hamda Assessment for the project presentation (Kurs ishi taqdimotini baholash) mavzularini o'rganadilar. O'quvchilar mavzularni o'rganish jarayonida yozish hamda ma'lumotlar manbalari bilan ishlash, taqdimot qilish, kasbga oid matnlar bilan ishlash, kurs ishi va taqdimotlarni baholash ko'nikmalarini hosil qilish va rivojlantiradilar.

Amaliy dars ishlanmasida "Aqliy hujum", "Insert", "Pinboard", "Dibat", "Klaster", "Taqdimot", "BBB metodi" hamda "Muammoli vaziyat" metodlaridan foydalanilgan. Ushbu metodlarni qo'llashdan maqsad til o'rganishning eshitish, o'qish, gapirish va yozish ko'nikmalarini rivojlantirishdan iborat. Bu orqali esa, o'quvchilarning jamiyatda o'z o'rnini topa olish ko'nikmalari shakllantirish, ularning muvaffaqiyatli ravishda keyingi bosqichda o'qishini davom ettirishi yoki ishga joylashib, o'z kasbiy faoliyatini rivojlantirib borishni nazarda tutiladi.

Dars jarayonida foydalaniladigan metodlar bo'yicha tavsiyalar

Aqliy hujum	<p>Bu topshiriqning maqsadi iloji boricha ko'proq ijodiy fikrlarni yuzaga keltirishdir. Istalgan fikrlar qabul qilinadi. Yig'ilgan fikrlardan qay birini kelgusida ishlatishni butun guruh hal qiladi.</p> <p>O'quv mashg'ulotni "Aqliy hujum" metodini qo'llab o'tishning ishlab chiqish qoidalarini quyidagilar:</p> <ul style="list-style-type: none"> - o'zaro baholash va tanqidga o'rin yo'q; - taklif etuvchi g'oyalar fantastik va g'aroyib bo'lsa, ham ularni baholashdan saqlanib, hammaning fikr bildirishiga ruxsat etiladi; - tanqid qilmang, barcha bildiriluvchi fikrlar teng qiymatli; - so'zga chiqqan kishining gapini bo'lmang! - e'tirozlardan saqlang! - qancha ko'p fikr aytilsa, shuncha yaxshi, yangi va qimmatli fikr paydo bo'lishi ehtimoli ko'proq. - fikrlar takrorlansa xafa bo'lmang va uyaltirmang! - tasavvur qilishga ruxsat bering! - bu muammo faqat ma'lum metodlar bilan hal etishi mumkin deb o'ylamang.
Pinbord	<ul style="list-style-type: none"> - Pinbord (inglizchadan: pin-mustahkamlash; board-doska) - o'qitish uslubining mohiyati shundan iboratki, unda munozara yoki o'quv suhbatini amaliy metod bilan bog'lanib ketadi. Uning afzallik funksiyalari – rivojlantiruvchi va tarbiyalovchi vazifadir: ta'lim oluvchilarda muloqot yuritish va munozara olib borish madaniyati shakllanadi, o'z fikrini faqat og'zaki emas, balki yozma ravishda bayon etish mahorati, mantiqiy va tizimli fikr yuritish ko'nikmasi rivojlanadi
Klaster	<p style="text-align: center;">Klaster tuzish uchun o'quvchilarga yo'riqnoma</p> <ul style="list-style-type: none"> - Klaster tuzish qoidasi bilan tanishadilar. - Yozuv taxtasi yoki katta qog'oz varag'ining o'rtasiga "Characteristics of a report" asosiy so'z nomi yoziladi. - Birikma bo'yicha asosiy so'z bilan uning yonida mavzu bilan bog'liq so'zlar kichik doirachalar "yo'ldoshlar" yozib qo'shiladi. - Ularni "asosiy" so'z bilan chiziqlar yordamida birlashtiriladi. - Bu "yo'ldoshlarda" "kichik yo'ldoshlar" bo'lishi mumkin. - Yozuv ajratilgan vaqt davomida yoki g'oyalar tugaguncha davom etishi mumkin. <p style="text-align: center;">Klaster tuzish qoidasi.</p> <ul style="list-style-type: none"> - Aqlingizga nima kelsa, barchasini yozing. G'oyalari sifatini muhokama qilmang faqat ularni yozing. - Xatni to'xtatadigan imlo xatolariga va boshqa omillarga e'tibor bermang. - Ajratilgan vaqt tugaguncha yozishni to'xtatmang. Agarda aqlingizda g'oyalar kelishi birdan to'xtasa, u holda qachonki yangi g'oyalar kelmaguncha qog'ozga rasm chizib turing.

Insert texnologiyasi	<p>Insert texnologiyasini qo'llash uchun dastlab o'quvchilarga ma'ruza matni bilan tanishib chiqish vazifasi yuklatiladi. Matnni o'qish uchun o'qituvchi mavzu mazmuni ko'lamidan kelib chiqqan holda reglament belgilaydi. So'ngra jadval asosida mavzu yuzasidan savollarni keltiradi va o'quvchilarni jadval qatorlarini quyidagi belgilarni qo'yib chiqishni topshiradi.</p> <table><tr><th>Mavzu savollari</th><th>√</th><th>+</th><th>-</th><th>?</th></tr><tr><td>1. ...</td><td></td><td></td><td></td><td></td></tr><tr><td>2. ...</td><td></td><td></td><td></td><td></td></tr><tr><td>3. ...</td><td></td><td></td><td></td><td></td></tr><tr><td>4. ...</td><td></td><td></td><td></td><td></td></tr></table> <p>Belgilar quyidagi ma'nolarni anglatadi:</p> <p>(√) - Bilaman.</p> <p>(+) - Men uchun yangi ma'lumot.</p> <p>(-) - Men bilgan ma'lumotni inkor qiladi.</p> <p>(?) – Noaniq, mavxum (qo'shimcha aniqlikni talab qiladigan) ma'lumot.</p>	Mavzu savollari	√	+	-	?	1. ...					2. ...					3. ...					4. ...				
Mavzu savollari	√	+	-	?																						
1. ...																										
2. ...																										
3. ...																										
4. ...																										
«BBB» metodi	<p>Bu matnni interfaol o'qitish – o'zlashtirish metodlaridan biri bo'lib, u ham insert metodi kabi jadval ko'rinishida bajariladi va quyidagicha qo'llaniladi: ta'lim oluvchilarga biror mavzu e'lon qilinadi. Bu to'g'rida ular ma'lum bo'lgan axborotlarni jadvalning “bilaman” qismiga, mavzu bo'yicha yana qanday ma'lumotlarni bilishni xoxlashsa, ularni jadvalning “bilishni xohlayman” qismiga yozadilar. So'ngra, ularga mavzuga oid matn tarqatiladi. Ular mikroguruhlar tarkibida matnni mustaqil o'zlashtirib, jadvalning “bilib oldim” qismini to'ldiradilar. Har bir mikroguruh sardori (vakili) tuzilgan jadvallarni taqdim qiladilar. Jadvalning barcha qismlari taqqoslanib, ta'lim oluvchilarda mavjud bo'lgan va qo'shimcha o'zlashtirilgan axborotlar taqqoslanib, munozara qilinadi hamda mavzuning o'zlashtirilganligi tahlil qilinadi.</p>																									
Muammoli vaziyat	<p>“Muammoli vaziyat” metodi – o'quvchilar muammoli vaziyatlarni tahlil qilishi va yechimini topishga asoslangan metoddir. Bu metod uchun tanlangan topshiriqning murakkabligi o'quvchilarning bilim darajalariga mos kelishi kerak, aks holda yechimini topa olmagach, o'quvchilarning qiziqishlari so'nishiga, o'zlariga bo'lgan ishonchning yo'qolishiga olib keladi.</p>																									

Unit 9. Lesson 1.	Criteria of reports Characteristics of a report Grammar: Second conditional
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O`quv amaliyot mashg`ulotini o`qitishning texnologik modeli

Vaqt: 80 daqiqa	O`quvchilar soni: ____ nafar
O`quv mashg`ulotining shakli	Amaliy mashg`ulot
Amaliy mashg`ulotning rejasi	1. Hisobot xususiyatlari (Characteristics of a report) 2. Grammatik mavzu: (Second conditional) 3. Mavzuga doir tinglash, gapirish, grammatika, o`qish va yozish uchun berilgan materiallarni mustahkamlash.
O`quv mashg`ulotining maqsadi: O`quvchilarga hisobot mezonlari to`g`risida ma`lumot berish; O`quvchilarni hisobot yozishda qo`llaniladigan so`zlar bilan tanishtirish hamda ularda hisobot yozish ko`nikmasini shakllantirish; O`quvchilarning ingliz tilida og`zaki va yozma nutqini hamda mustaqil fikrlashini rivojlantirish; O`quvchilarda barpo etilayotgan jamiyatning ijtimoiy-iqtisodiy, ma`naviy asoslarini mustahkamlash va erkin demokratik fuqarolik jamiyatini bunyod etishda milly istiqlol g`oyasining ahamiyati to`g`risida bilimlarini shakllantirish.	
Pedagogik vazifalar:	O`quv faoliyatining natijalari:O`quvchi:
1. Hisobot xususiyatlari (Characteristics of a report) to`g`risida to`liq ma`lumot berish. 2. (Second conditional) istak mayli mavzusini tushuntirish. 3. Mavzuga oid so`z, iboralar hamda grammatik qoidalarni og`zaki va yozma nutqda qo`llay olishni o`rgatish.	1. Hisobot xususiyatlari (Characteristics of a report) mavzusi bo`yicha fikr almasha oladi 2. O`quvchilar istak maylini vaziyatga qarab ishlata oladi. 3. O`qigan ma`lumotining mazmunini tushunadi, gapirib bera oladi va yoza oladi.
O`qitish usullari	Tushuntirish, guruhlarda ishlash, muhokama, muloqot, klaster va ta`limiy o`yinlar.
O`quv faoliyatini tashkil etish shakllari	Guruh, juftlikda hamda yakka tartibda
O`qitish vositalari	Matnlar, slaydlar, tarqatma materiallar va ko`rgazmali rasmlar
O`qitish shart-sharoiti	O`quv xonasi
Qaytar aloqani usul va vositalari	Og`zaki nazorat: savol-javob, yozma nazorat: amaliy topshiriq

O`quv mashg`ulotining texnologik xaritasi

Ish bosqichlari va vaqti	Faoliyat mazmuni	
	Ta`lim beruvchi	Ta`lim oluvchi
1-bosqich O`quv mashg`ulotiga kirish (5daq.)	O`qituvchi sinfga kirib o`quvchilarning darsga tayyorgarligini tekshiradi va yangiliklar eshitiladi va aytiladi.	- Mashg`ulotga tayyorlanadilar
2-bosqich Asosiy (70daq.)	<p>Tayanch bilimlarni faollashtirish: Uyga berilgan topshiriq tekshiriladi; Xatolar tushuntiriladi. Ingliz tilida tibbiyotda qo`llaniladigan so`zlarga oid topshiriq sharti va guruhlarda ishlash qoidasi tushuntiriladi. (1- ilova)</p> <p>Maqsad va vazifaning belgilanishi: O`quv mashg`ulotinnig nomi, maqsad va kutilayotgan natijalar tanishtiriladi.</p> <p>O`quvchilar bilimlarini faollashtirish: O`quvchilar diqqatini yangi mavzuga qaratish maqsadida mavzuga oid klaster tuzish aytiladi hamda klaster sharti tushuntiriladi (2- ilova)</p> <p>Yangi o`quv material bayoni:</p> <ul style="list-style-type: none"> - namoyish usulida yangi mavzu, Hisobot xususiyatlari (Characteristics of a report reja asosida slaydlardan foydalanib, ravon va tushunarli tarzda bayon etiladi. (3- ilova) <p>Yangi o`quv materialini mustahkamlash:</p> <ul style="list-style-type: none"> - Mavzuga oid asosiy tushuncha va atamalar yoziladi. (4-ilova) - Tinglab tushunishga doir topshiriqlarni e`lon qilinadi (5-ilova) - Grammatika jadvallar orqali tushuntiriladi grammatik qoidalarga oid mustaqil ishlash uchun topshiriq beriladi. (6-7 ilova) - O`qish va gapirishga doir o`quv topshirig`ini beriladi. (9-10 ilova) 	<p>- O`quvchilar bilimlarini esga olib, savollarga javob beradilar. Bir-birlarining xatolarini tuzatadilar.</p> <p>- O`quvchilar topshiriqni guruhlarga bo`lingan holda bajarishadi.</p> <p>- Tinglaydilar va yozib oladilar.</p> <p>- O`quvchilar topshiriqni guruhlarga bo`lingan holda bajarishadi.</p> <p>- Yangi mavzu bayonini yozib oladilar. Tushunmagan joylarini savol tariqasida yo`llab javob oladilar.</p> <p>- Topshiriqni bajaradilar va yangi so`zlar hamda ularning ma`nosini tushunib oladilar.</p> <p>- Matnni tinglab, topshiriqlarni bajaradilar.</p> <p>- Yozib oladilar va tushunadilar, topshiriqlarni bajaradilar.</p> <p>- O`qiydilar, gapiradilar va topshiriqni bajaradilar.</p>
3-bosqich. Yakuniy (5daq.)	<ul style="list-style-type: none"> - Faol ishtirok etgan o`quvchilar baholanadi; - Uyga vazifa yuzasidan yo`riqnoma beriladi. 	- Uyga vazifalarni belgilab oladilar.

Tayanch bilimlarni faollashtirish uchun mashqlar

1a-ilova

Guruh ish natijalarini baxolash mezonlari

<i>Ko'rsatkichlar</i>	<i>Maks.ball</i>	<i>Gurux ishi natijalarining baxosi</i>		
		<i>1</i>	<i>2</i>	<i>3</i>
Ma'lumotning to'liqligi	2			
Taqdimot ma'lumotning chizmalı tarzda taqdim etilishi	1			
Guruhning faollik darajasi qo'shimchalar kiritish, savollarga javob berish	2			
<i>Ballarning maksimal xajmi</i>	5			

1b-ilova

Guruhlarda ishlash qoidasi

- Sherigingizni diqqat bilan tinglang.
- Guruh ishlarida o'zaro faol ishtirok eting, berilgan topshiriqlarga javobgarlik bilan yondashing.
- Agar yordam kerak bo'lsa, albatta murojaat qiling.
- Agar sizdan yordam so'rasha, albatta yordam bering.
- Guruhlar faoliyatining natijalarini baxolashda xamma ishtirok etishi shart.

Quyidagilarni aniq tushunishimiz lozim:

- *Boshqalarga o'rgatish orqali o'zimiz o'rganamiz!*
- *Biz bitta kemadamiz: yoki birgalikda suzib chiqamiz, yoki birgalikda cho'kib ketamiz.*

1c-ilova

PLACES IN A CITY MATCHING WORKSHEET

LOOK AT THE WORDS IN THE LIST BELOW AND WRITE THEM UNDER THE CORRECT PICTURES

• bank	• cinema	• florist's	• chemist's	• petrol station
• airport	• butchers	• cafe	• police station	• stadium
• museum	• fire station	• greengrocer's	• book shop	• baker's
• hospital	• hotel	• hairdresser's	• park	• library
• theatre	• gym	• bus stop	• amusement park	• school



2a-ilova

Klaster tuzish uchun o'quvchilarga yo'riqnoma

1. Klaster tuzish qoidasi bilan tanishadilar.
2. Yozuv taxtasi yoki katta qog'oz varag'ining o'rtasiga "Characteristics of a report" asosiy so'z nomi yoziladi.
3. Birikma bo'yicha asosiy so'z bilan uning yonida mavzu bilan bog'liq so'zlar kichik doirachalar "yo'ldoshlar" yozib qo'shiladi.
4. Ularni "asosiy" so'z bilan chiziqlar yordamida birlashtiriladi.
5. Bu "yo'ldoshlarda" "kichik yo'ldoshlar" bo'lishi mumkin.
6. Yozuv ajratilgan vaqt davomida yoki g'oyalar tugagunicha davom etishi mumkin.

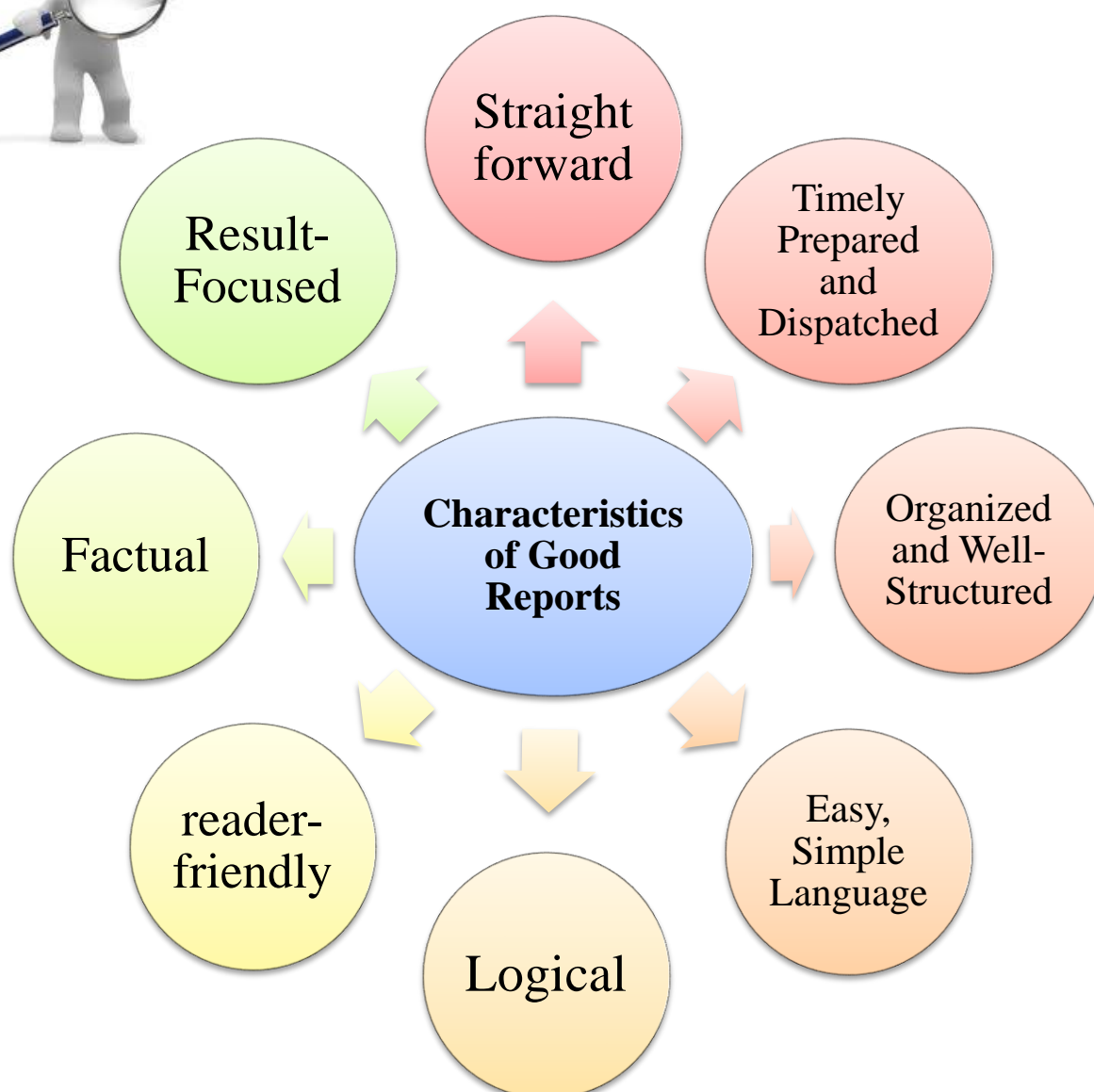
Klaster tuzish qoidasi.

1. Aqlingizga nima kelsa, barchasini yozing. G'oyalari sifatini muhokama qilmang faqat ularni yozing.
2. Xatni to'xtatadigan imlo xatolariga va boshqa omillarga e'tibor bermang.
3. Ajratilgan vaqt tugaguncha yozishni to'xtatmang. Agarda aqlingizda g'oyalar kelishi birdan to'xtasa, u holda qachonki yangi g'oyalar kelmaguncha qog'ozga rasm chizib turing.

REPORT



Cluster



What is a Report ?



Report is a self-explanatory statement of facts relating to a specific subject and serves the purpose of providing information for decision making and follow up actions. It is a systematic presentations of ascertained facts about a specific event / subject. Report is a summary of findings and recommendations about a particular matter / problem. Report is for the guidance of higher authorities including company executives and directors. Report facilitates timely decisions and follow up measures.

3b-ilova

Characteristics of Good Reports



A lot of reports are written daily. Some of them are intended to document the progress of some activities, feasibility reports, investigation reports, some of the reports are for monitoring purposes, some are evaluation reports but it is clear that all the reports have some objective and purpose behind it. That objective and purpose can only be achieved if a report has the following qualities and characteristics:

Elements of a Good Report

- Content: Clear picture of what happened, includes relevant facts as well as pertinent negatives.
- Accurate: Specific details related to call
- Objective: Based upon YOUR findings
- Factual: No assumptions or conclusions.
- Complete: Are all of the boxes checked?
- Timely: Same day completion

CHARACTERISTICS OF A GOOD REPORT

- Precision
- Accuracy of Facts
- Relevancy
- Reader-Oriented
- Simple Language
- Conciseness
- Grammatical accuracy
- Unbiased Recommendations
- Clarity
- Attractive Presentation



Match the words with their definitions

1. impress (v)	a) construct or create
2. redundancy (n)	b) form an approximate idea
3. courageous (adj.)	c) brave, fearless
4. preach (v)	d) having reference to the matter in hand
5. compose (v)	e) affect or influence deeply
6. estimate (v)	f) not needed speech
7. relevant (adj.)	g) give a talk about moral matters

Tinglashga doir o'quv topshirig'i:

5-ilova



Listen to the conversation and tick the words which have been mentioned

For making a good report you should ...

Share your opinions with friends	
Be a good reporter	
Be able to estimate the people well	
Dictate the lecture and control the auditory	
See your personal development	
Write only what is necessary	
Compose complex sentences	
Express your idea well	
Believe yourself	
Be honest, independent and responsible	

Grammar:

Second conditional

- If + past, would + infinitive
- If I were rich I would travel round the world
- We use the exstructure **If + past, would + infinitive** to talk about an improbable or hypothetical situation and its consequence

6b-ilova

If-clause and the verb *to be*

In a 2nd conditional *if*-clause, we use the past simple:



Look at these examples:

If I *were* rich, I would not work at all.

If he *were* taller, he would love to play basketball.

If she *was* more hard-working, she would have a better job in her company.



For *I/he/she/it*, you can use *was* / *were* in the *if*-clause

(*was* is less formal than *were*)

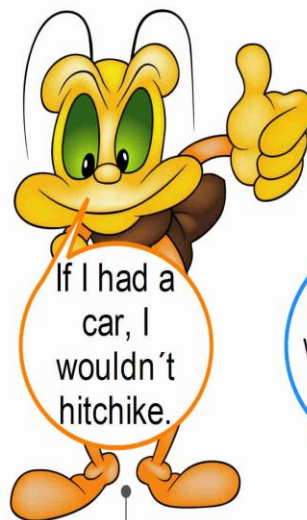
SECOND CONDITIONAL

IF	she	knew	the answer	she	WOULD	tell	us.
	I	were	you	I		go	home.
	Martin	could come		he		be	here.
	they	had	more time	they		stay	longer.
	Sue and Jane	lived	in a big city	they		like	it better.
	subject	past tense		subject		basic verb	

subject		basic verb		subject		past tense	
She	WOULD	tell	us	she	IF	knew	the answer.
I		go	home	I		were	you.
Martin		be	here	he		could come.	
They		stay	longer	they		had	more time.
Sue and Jane		like	it better	they		lived	in a big city.



By saying: **If it opened its eyes**
- he says its eyes are closed. He is imagining the situation after the animal opens its eyes.



By saying: **If I had a car**
- he says he doesn't have a car. He is imagining the situation.



By saying: **If I were older**
- he says he is not old enough. He is imagining the situation.



Complete the answers with the verbs in brackets.

What would you do if you had more free time?

If I had more free time , I my room. (tidy)

Where would you spend your holiday provided that a sponsor paid for it?

Provided that someone me the money, I'd travel round the world. (give)

If you didn't learn English, would you study any other language?

If I didn't learn English, I studying Spanish or French. (try)

If you didn't like your teachers, would you tell them?

Are you joking? If I my teachers, I'd never tell them. (can't stand)

What kind of business would you start if you had fifty thousand dollars?

I any business, I'd give the money to charity! (not set up)

If your best friend didn't give you any birthday present, would you give a present to him?

If he about it, I'd definitely give him some present. He's my best friend!

7b-ilova



Rewrite the sentences and use the second conditional.

Example: My car is out of order. I won't drive you there.

If my car wasn't out of order, I would drive you there.

I don't know his address. I can't contact him.

If I it, I him.

He is ill. He can't go skiing.

If he ill, he skiing.

He doesn't like tomatoes. He won't eat the salad.

If he tomatoes, he the salad.

We don't have enough room in our house. You can't stay with us.

If we enough room in our house, you with us.

You aren't lucky. You will not win.

Conditional board game

Language point

First and second conditionals.

Aim

To practise first and second conditional structures.

Activity

Students ask and answer questions using the first and second conditionals in order to move along the board and reach the end.

Organization

Group work.

Preparation

Make a copy of the board game for each group of three or four students.

Each player needs a counter and each group needs a dice.

What do I do?

- 1 Divide students into groups of 3 or 4.
- 2 Give each player a counter and each group a dice.
- 3 Students place their counters on START and throw the dice to decide who starts.
- 4 Student A throws the dice and moves forward that number of squares.
- 5 Student B asks Student A the question on that square. If Student A answers with the correct conditional form, and the rest of the group agree that the answer is correct, Student A's counter remains where it is. If the answer is incorrect, the counter returns to its original square.

To develop fluency, encourage the group to develop a short conversation after each answer with follow up questions.

- 6 Students take it in turns, repeating step 5 and moving around the board until one student reaches FINISH. This student is the winner!

Start What will you do / What would you do...	1 ... IF YOU MET THE AMERICAN PRESIDENT ?	2 ... IF YOU GO OUT TONIGHT?	3 ... IF IT RAINS TONIGHT?	4 Miss a turn!
9 ... if you saw Tom Cruise walk by the classroom?	8 Go back 2 spaces	7 ... IF YOU CAN'T SLEEP TONIGHT?	6 ... IF YOU ARE SICK TOMORROW ?	5 ... if you could speak perfect English?
10 ... IF YOU FOUND \$100 ON THE STREET?	11 ... if you broke your friend's favourite DVD?	12 ... IF THIS BUILDING CAUGHT FIRE?	13 ... IF YOU SAW YOUR TEACHER IN A POLICE CAR?	14 Move forward 2 spaces
19 ... IF YOU HIT A CAT WITH YOUR CAR?	18 Miss a turn!	17 ... if you needed a lot of money very quickly?	16 ... IF YOU GET A LOT OF HOMEWORK ?	15 ... IF YOU HAVE A HEADACHE TONIGHT?
20 ... IF YOU SPOKE PERFECT RUSSIAN?	21 ... if your best friend forgot your birthday?	22 ... IF YOU LOST THE KEYS TO YOUR HOUSE?	23 ... IF YOUR TV BROKE?	24 Move forward 3 spaces!
Finish	28 Go back 2 spaces!	27 ... IF YOUR FRIDGE WAS EMPTY TONIGHT?	26 ... IF YOU WON THE LOTTERY?	25 ... if you had an important exam in two days time?



Read the report written by one school boy about “School Theatre Outing” and fill in the gaps with needable transitions/linkings words/question words in the box.

If, When, because, perhaps, by that time, but

Report on the incident during School Theatre Outing

Last Friday on March 10th, I was with my classmates travelling on the school bus from the Independence Square to Chorsu. We were going to the Uzbekistan National theatre to see a new play. It was a very hot day and we had been travelling for more than two hours (1) _____ the driver stopped by the roadside where there were many stallholders selling snacks and drinks. Mr. Ruzmetov, our teacher gave us permission to buy what we wanted and return to the bus in five minutes. Some girls shared their money with those who did not have any, (2) _____ nobody shared with Ravshana. I saw her join a crowd of girls around one stall and take one of the bottles of cola and run back to the bus. The stallholder saw that Ravshana had taken it without paying and when the other girls had bought their drinks, he ran to the bus to demand payment. (3) _____, Mr. Ruzmetov had told the bus driver to stop, and the stallholder banged on the window, claiming that one girl had not paid him. Mr. Ruzmetov asked us all (4) _____ we had paid for our drinks and we all said “Yes”, including Ravshana. Mr. Ruzmetov then told the man that he was false (5) _____ all the girls had paid. Our bus then left the stallholder behind shouting and looking very angry. Ravshana brought dishonour on her herself and the school for stealing, and she made her crime even worse by lying to Mr. Ruzmetov. (6) _____, I should have given my money to her, but I only had enough for one drink.



Answer the questions

- 1) When, where and what happened?
- 2) Who was involved and what the teacher Mr. Ruzmetov did?
- 3) Who did wrong in your opinion and why do you think so?
- 4) What would you do if you were Ravshana?

Aqliy hujum.

Bu topshiriqning maqsadi iloji boricha ko'proq ijodiy fikrlarni yuzaga keltirishdir. Istalgan fikrlar qabul qilinadi. Yig'ilgan fikrlardan qay birini kelgusida ishlatishni butun guruh hal qiladi.

O'quv mashg'ulotni "Aqliy hujum" metodini qo'llab o'tishning ishlab chiqish qoidalari quyidagilar:

- o'zaro baholash va tanqidga o'rin yo'q;
- taklif etuvchi g'oyalar fantastik va g'aroyib bo'lsa, ham ularni baholashdan saqlaning, hammaning fikr bildirishiga ruxsat etiladi;
- tanqid qilmang, barcha bildiriluvchi fikrlar teng qiymatli;
- so'zga chiqqan kishining gapini bo'lmang!
- e'tirozlardan saqlang!
- qancha ko'p fikr aytilsa, shuncha yaxshi, yangi va qimmatli fikr paydo bo'lishi ehtimoli ko'proq.
- fikrlar takrorlansa xafa bo'lmang va uyaltirmang!
- tasavvur qilishga ruxsat bering!
- bu muammo faqat ma'lum metodlar bilan hal etishi mumkin deb o'ylamang.

10b-ilova

How do you feel yourself in these situations? Answer these questions using Second conditional:

- If you could speak any other languages (besides English), which languages would you like to speak?
- If you have given three wishes, what would you wish for?
- If you had to spend 100 days on a desert island, what five things would you take with you and why?
- If you were an English teacher, what would you do to improve your students' English?
- If you could be famous throughout history for one thing, what would it be?
- If you organized a party and could invite any famous person, which people would you invite?
- If you could change your character, what features of your character would you change?
- If you were given a chance to live as long as you want, how long would you like to live? And why?

11-ilova



Homework: Vocabulary; Work book, ex-es: 3-6

Unit 9. Lesson 2.	Criteria of reports Structure of a report Grammar: The Future Progressive Tense
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O`quv amaliyot mashg`ulotini o`qitishning texnologik modeli

Vaqt: 80 daqiqa	O`quvchilar soni: ____ nafar
O`quv mashg`ulotining shakli	Amaliy mashg`ulot
Amaliy mashg`ulotning rejasi	<ol style="list-style-type: none"> 1. Hisobot strukturasi (Structure of a report) 2. Grammatik mavzu: (The Future Progressive Tense) 3. Mavzuga doir tinglash, gapirish, grammatika, o`qish va yozish uchun berilgan materiallarni mustahkamlash.
O`quv mashg`ulotining maqsadi: O`quvchilarga hisobot strukturasi to`g`risida ma`lumot berish; O`quvchilarni hisobot yozishda qo`llaniladigan so`zlar bilan tanishtirish hamda ularda hisobot yozish ko`nikmasini shakllantirish; O`quvchilarning ingliz tilida og`zaki va yozma nutqini hamda mustaqil fikrlashini rivojlantirish; Inson ongi va qalbi uchun juda kuchli mafkuraviy ta`sirlar, urinishlar mavjudligi, ularga qarshi kurashish zarurligini yoshlarimiz ongiga singdirish, ularda mafkuraviy immunitetni shakllantirish.	
Pedagogik vazifalar:	O`quv faoliyatining natijalari: O`quvchi:
<ol style="list-style-type: none"> 1. Hisobot strukturasi (Structure of a report) to`g`risida to`liq ma`lumot berish. 2. (The Future Progressive Tense) kelasi davom zamon mavzusini tushuntirish. 3. Mavzuga oid so`z, iboralar hamda grammatik qoidalarni og`zaki va yozma nutqda qo`llay olishni o`rgatish. 	<ol style="list-style-type: none"> 1. Hisobot strukturasi (Structure of a report) mavzusi bo`yicha fikr almasha oladi 2. O`quvchilar kelasi davom zamonni vaziyatga qarab ishlata oladi. 3. O`qigan ma`lumotining mazmunini tushunadi, gapirib bera oladi va yoza oladi.
O`qitish usullari	Tushuntirish, guruhlarda ishlash, muhokama, muloqot, <i>board game</i> va ta`limiy o`yinlar.
O`quv faoliyatini tashkil etish shakllari	Guruh, juftlikda hamda yakka tartibda
O`qitish vositalari	Matnlar, slaydlar, tarqatma materiallar va ko`rgazmali rasmlar
O`qitish shart-sharoiti	O`quv xonasi
Qaytar aloqani usul va vositalari	Og`zaki nazorat: savol-javob, yozma nazorat: amaliy topshiriq

O`quv mashg`ulotining texnologik xaritasi

Ish bosqichlari va vaqti	Faoliyat mazmuni	
	Ta`lim beruvchi	Ta`lim oluvchi
1-bosqich O`quv mashg`ulotiga kirish (5daq.)	O`qituvchi sinfga kirib o`quvchilarning darsga tayyorgarligini tekshiradi va yangiliklar eshitaladi va aytiladi.	- Mashg`ulotga tayyorlanadilar
2-bosqich Asosiy (70daq.)	<p>Tayanch bilimlarni faollashtirish: Uyga berilgan topshiriq tekshiriladi; Xatolar tushuntiriladi.</p> <p>Maqsad va vazifaning belgilanishi: O`quv mashg`ulotinnig nomi, maqsad va kutilayotgan natijalar tanishtiriladi.</p> <p>O`quvchilar bilimlarini faollashtirish: Ingliz tilida berilgan so`zlardan gap tuzish sharti va guruh bo`lib ishlash qoidasi tushuntiriladi (1- ilova)</p> <p>Yangi o`quv material bayoni:</p> <ul style="list-style-type: none"> - namoyish usulida yangi mavzu, Hisobot strukturasi (Structure of a report) re`ja asosida slaydlardan foydalanib, ravon va tushunarli tarzda bayon etiladi. (2- ilova) <p>Yangi o`quv materialini mustahkamlash:</p> <ul style="list-style-type: none"> - Mavzuga oid asosiy tushuncha va atamalar yoziladi. (3-4 ilova) - Tinglab tushunishga doir topshiriqlarni e`lon qilinadi (5- ilova) - Grammatika jadvallar orqali tushuntiriladi grammatik qoidalarga oid mustaqil ishlash uchun topshiriq beriladi. (6-7 ilova) - O`qish va gapirishga doir o`quv topshirig`ini beriladi. (8-10 ilova) 	<p>- O`quvchilar bilimlarini esga olib, savollarga javob beradilar. Bir-birlarining xatolarini tuzatadilar.</p> <p>- Tinglaydilar va yozib oladilar.</p> <p>- O`quvchilar topshiriqni guruhlariga bo`lingan holda bajarishadi.</p> <p>- Yangi mavzu bayonini yozib oladilar. Tushunmagan joylarini savol tariqasida yo`llab javob oladilar.</p> <p>- Topshiriqni bajaradilar va yangi so`zlar hamda ularning ma`nosini tushunib oladilar.</p> <p>- Matnni tinglab, topshiriqlarni bajaradilar.</p> <p>- Yozib oladilar va tushunadilar, topshiriqlarni bajaradilar.</p> <p>- O`qiydilar, gapiradilar va topshiriqni bajaradilar.</p>
3-bosqich. Yakuniy (5daq.)	<ul style="list-style-type: none"> - Faol ishtirok etgan o`quvchilar baholanadi; - Uyga vazifa yuzasidan yo`riqnoma beriladi. 	- Uyga vazifalarni belgilab oladilar.

Guruhlarda ishlash qoidasi

- Sherigingizni diqqat bilan tinglang.
- Guruh ishlarida o'zaro faol ishtirok eting, berilgan topshiriqlarga javobgarlik bilan yondashing.
- Agar yordam kerak bo'lsa, albatta murojaat qiling.
- Agar sizdan yordam so'rasha, albatta yordam bering.
- Guruhlar faoliyatining natijalarini baxolashda xamma ishtirok etishi shart.

Quyidagilarni aniq tushunishimiz lozim:

- *Boshqalarga o'rgatish orqali o'zimiz o'rganamiz!*
- *Biz bitta kemadamiz: yoki birgalikda suzib chiqamiz, yoki birgalikda cho'kib ketamiz.*

1b-ilova

SPOT THE DIFFERENCE 1

Some kind of screen is necessary for this game. You could construct one by putting two chairs on top of a table or desk and then covering them with a cloth or some coats. Each player, in turn, goes behind the screen to carry out an action which makes some recognisable sound, e.g. *brushing hair, writing, eating*. The rest of the class has to guess what is being done. For example:

Player:	<i>Are you eating something?</i>
Player behind screen:	<i>No, I'm not eating.</i>
Player:	<i>Are you drinking something?</i>
Player behind screen:	<i>No, I'm not drinking ...</i>

Hints: You could vary this game by putting behind the screen a number of objects which the players could choose to use e.g. *a ball to bounce, a pin to drop, matches to strike, a knife and a pencil to sharpen, paper to fold, envelopes to open, a bottle to uncork*.

Answers:

In picture B:

The woman is opening her umbrella.
It is raining.
The man is getting out of the car.
The man is smoking a pipe.
The man is reading a newspaper.
The boy is running down the steps.

The girl is eating an ice-cream.
The man and the woman are coming out of the shop.
The man is looking at his watch.
The woman is carrying one shopping bag.
The woman is wearing a hat.
The man is getting on the bus.

Spot the Difference 1

Compare the pictures. Write what is different in picture B.



Use these verbs:

read

eat

run down

wear

get on

rain

get out

smoke

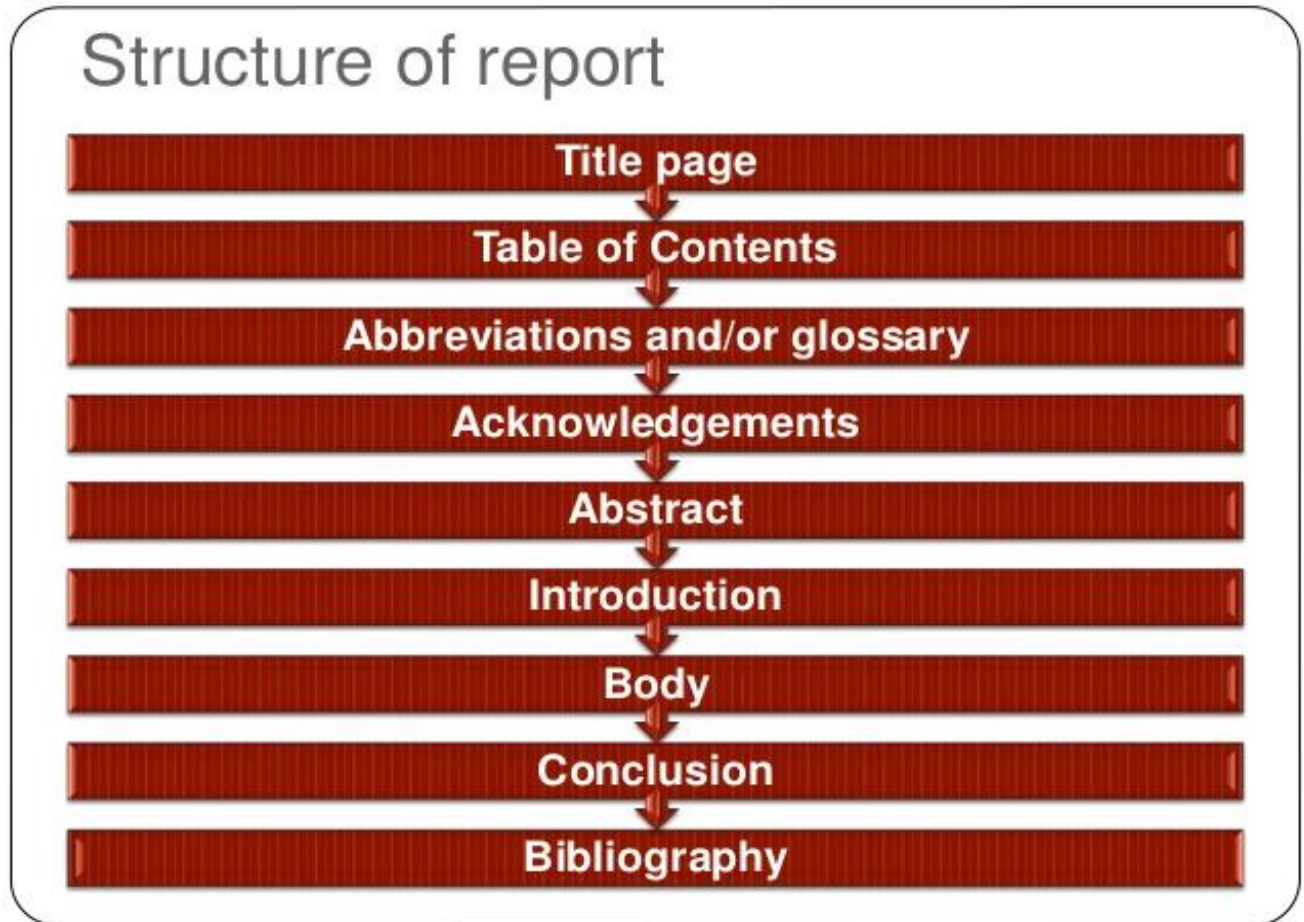
come out of

look at

open

carry

The woman is opening her umbrella. It is raining.



Report Introduction	
Authorization	Opportunity or Purpose
Scope of Coverage	Background
Sources and Methods	Terms and Definitions
Limitations	Report Organization

The Report Body

- ✓ Explanations of problem or opportunity
- ✓ Facts, statistics, and trends
- ✓ Results of studies or investigations
- ✓ Discussion and analysis of potential actions
- ✓ Advantages, disadvantages, costs, and benefits

The Report Closing

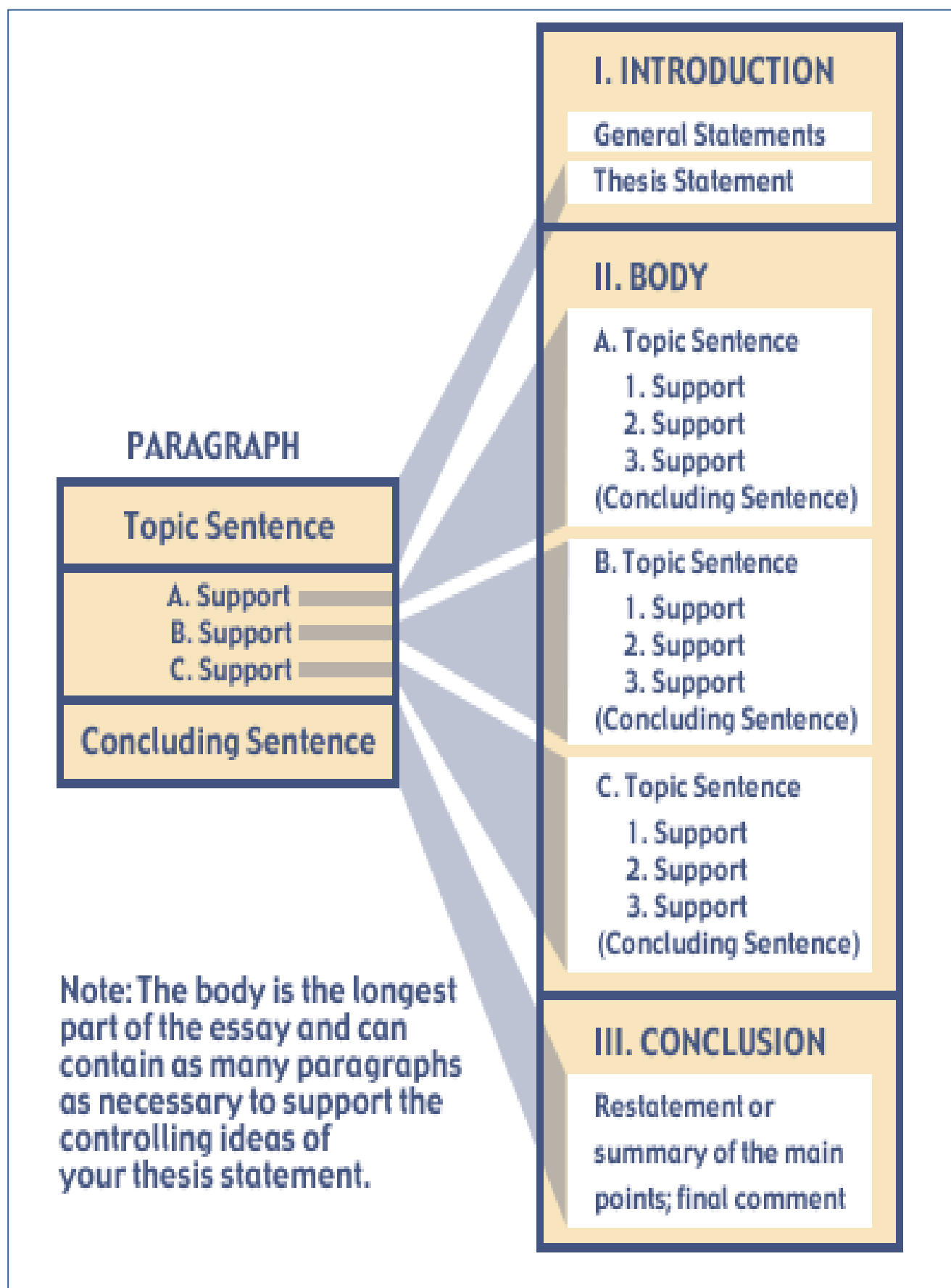


Summary

Conclusions

Recommendations

Action Plans



Work in pairs and complete the sections of a report with the given letters

t	i	t	__	__	→ el											
a	b	s	t	__	__	__	__	→ catr								
i	n	t	r	o	d	__	__	__	__	→ ticno						
l	i	t	e	r	a	t	__	__	__	__	s	__	__	__	__	__
m	e	t	h	__	__	__	→ sod									
r	e	s	__	__	__	__										
d	i	s	c	__	__	__	__	__	__	→ onsuis						
c	o	n	s	__	__	__	__	__	__							
r	e	f	e	r	__	__	__	__	__	→ seenc						
a	p	p	e	n	__	__	__	__	__							

4-ilova

Match the sections of a report mentioned above with their definitions given below.

[illegible]

- a) Ways of doing something
- b) A name of work
- c) A body of separate additional material at the end of work
- d) A summary of the contents of a book, article, or speech
- e) The summing-up of an argument or text
- f) A list of sources in alphabetical order
- g) Discussion of other main researchers' findings connected with the chosen theme
- h) Brief discussion of what the research is about and giving your hypotheses: what you are going to do
- i) Presenting your findings briefly
- j) Analysis and explanation of your findings



Fill in the gaps with the suitable words from the box.

discussion, methods, title, results, introduction, literature survey, abstract, conclusion

1. The _____ of Evelyn Waugh's first novel was "Decline and Fall".
2. Truth and beauty are _____ concepts.
3. Have you read the _____ of the essay before the body part.
4. A _____ is a study and review of relevant literature materials in relation to a topic you have been given.
5. There are three possible _____ of repairing this motor.
6. The road has been widened, but the _____ is just more traffic.
7. The matter is still under _____.
8. Did you come to any _____ at the meeting this morning?

5b-ilova



Listen and circle the mentioned verbs from the box below and try to define their meanings.

Analyze	Provide	Explain	Reconstruct	Identify	Choose
Simplify	Pay attention	Mean	Get the point	Meet the deadline	
Summarize	Resolve problems	Overcome	Present	Prove	Attract
		Correspond			

Grammar:

FUTURE CONTINUOUS

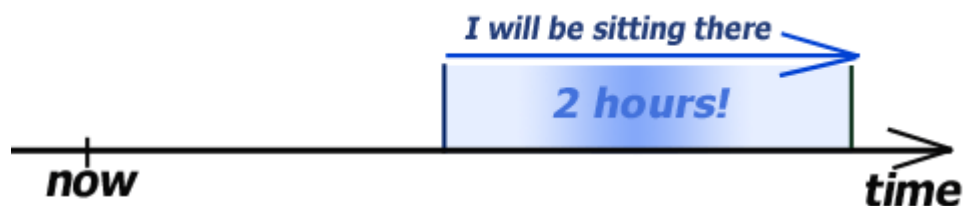
USE

- We use the future continuous to talk about something that will be in progress at or around a time in the future.
- We can use the future continuous to talk about what we *assume* is happening at the moment.

EXAMPLE



They will be waiting when I arrive.



I will be sitting there for 2 hours.

- The kids are very quite. They will be doing something wrong, I know it!
- Do not phone grandma now, she will be having dinner.
- This time tomorrow we will be sitting on the beach. I can not wait!
- Do not ring at 8 o' clock. I will be watching a soap-opera.

Future Continuous

will be + V-ing

Положительная форма	Отрицательная форма	Вопросительная форма
I will be going	I will NOT be going	Will I be going ?
YOU	YOU	YOU
WE will be going	WE will NOT be going	Will WE be going ?
THEY	THEY	THEY
HE	HE	HE
SHE will be going	SHE will NOT be going	Will SHE be going ?
IT	IT	IT

Future Continuous

Future Continuous has two different forms: "will be doing " and "be going to be doing." Unlike Simple Future forms, Future Continuous forms are usually interchangeable.

FORM Future Continuous with "Will"

[will be + present participle]

Examples:

You **will be waiting** for her when her plane arrives tonight.

Will you **be waiting** for her when her plane arrives tonight?

You **will not be waiting** for her when her plane arrives tonight.

What's happening here?

am/am not is/ishn't are/aren't

1

I _____ watering the plant. I _____ sleeping.



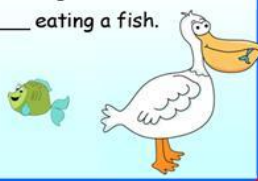
2

We _____ skating, we _____ rollerblading.



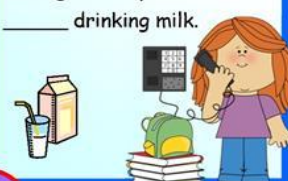
3

The pelican _____ swimming in the sea, it _____ eating a fish.



4

The girl _____ talking on the phone, she _____ drinking milk.



5

We _____ looking for clues, we _____ talking on our mobile phones.



6

I _____ cleaning my room, I _____ recycling bottles.



7

They _____ playing a game, they _____ painting a picture.



8

I _____ waiting for a tasty fly, I _____ taking a nap.



9

The elephant _____ eating peanuts, he _____ ice cream.



10

We _____ flying our plane, we _____ driving a car.



11

The monster _____ scaring people, it _____ playing on its i-Pad.



12

The girl _____ holding books, she _____ holding a kitten.



13

The girl _____ pointing at a bear, she _____ pointing at an apple.



14

The boys _____ playing basketball, they _____ playing tennis.



15

The hen _____ sitting in a chair, she _____ sitting on her eggs.



16

The girl _____ riding her scooter, she _____ riding her bike.



17

I _____ riding my horse, I _____ a donkey.



18

Lizzie Ladybug _____ flying now, she _____ resting on a leaf.



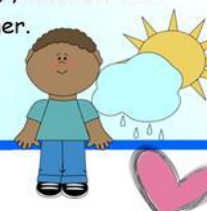
19

We _____ giving each other flowers, we _____ giving each other chocolates.



20

I _____ telling you a story, I _____ telling you about the weather.



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Type the correct verb in the correct form:

arrive cook disappear do finish have move pay

1. By the end of the month, I'll off my bank loan.
2. Don't ring me before 7.30 because I'll dinner.
3. They say we'll much higher temperatures here if global warming continues.
4. Some islands in the Pacific Ocean will by 2150.
5. They've been painting the house all week, but hopefully they'll by tomorrow.
6. If all goes well, we'll into our new house by this time next month.
7. What do you think they'll at the moment?
8. Do you think Mum and Dad home yet?

7c-ilova



Choose the best answer.

1. Don't call me between 5 and 6. I _____ then.
a) will study b) *will be studying*
2. Call me as soon as Tom _____.
a) arrives b) will arrive
3. Why _____ a new car?
a) will you buy b) are you going to buy
4. I have a feeling that something strange _____ soon.
a) is going to b) is happening
5. Look out! That poster _____!
a) Is going to fall b) will fall
6. According to this timetable, the train _____ at 5.
a) is going to arrive b) arrives
7. Could you call me at 5, because _____ tomorrow.
a) I'm leaving b) I will leave



Look through the guideline for information report.

Information Report

Main Elements

Purpose:

- To give information about a topic
- To present factual information

Structure:

- An opening general statement
- Description of different features in paragraphs
- Concluding statement (optional)

Features:

- Written in present tense
- Use of subject specific vocabulary
- Passive voice
- Diagrams, photos, tables
- Glossaries

Examples:

- Encyclopedias
- Reference Books
- Internet
- Magazines

Read the information below. Replace the passages to make the right report information

a) _____

Koalas live in bushland in Australia. They can be found both inland and in coastal areas of tall Eucalypt trees. They live in koala communities as they prefer and need the company of other koalas for survival.

b) _____

Koalas are covered in thick, wooly fur suitable for protection from warmth and cold. They have strong muscular limbs and claws that aid in climbing and balancing in trees.

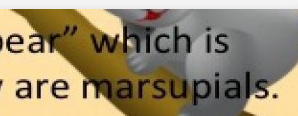


c) _____

Koalas are marsupials found in Australia. The female koala has a pouch where its young feed and grow. The young joeys, feed on their mother's milk whilst growing in the pouch.

d) _____

Many people incorrectly use the term "koala bear" which is incorrect. These mammals are not bears, they are marsupials.



e) _____

The word koala comes from an aboriginal word meaning "no drink" because koalas derive approximately 90% of their hydration from Eucalyptus leaves. They only drink water in extreme circumstances when they are sick or when they cannot derive enough water from the Eucalypt leaves. Koalas eat between 200 – 500 grams of leaves every day and are quite fussy about the species of Eucalypt leaf that they eat.

Ask about people's plans in a polite way. Use the future progressive tense.

e.g.: You want to use the computer. Your colleague is using it now.

Will you be using the computer for much longer?

1. You want some things from the supermarket. Your sister is just leaving the house.
2. You are going to see a film with your friend, who has a car. A lift would be nice than the bus.
3. You want to buy Jamshid's I-pad but you don't know whether he plans to sell it.
4. You are going to the hospital with your friend to meet your teacher. You have to inform your mother, but your phone is off.
5. You are going to ask some advice about your project work from your teacher. But you don't know whether she has a lesson.

10-ilova

START

I (not/work) ___ all day.

TAKE ANOTHER TURN

They (dance) ___ all night.

(eat/you) ___ at six pm?

(drive/she) ___ to London?

LOOSE A TURN

He (not/play) ___ all afternoon.

Tomorrow morning we (work) ___.

This time next week we (have) a party.

At midnight I (sleep) ___.

I ___ (read) a book tonight.

TAKE ANOTHER TURN

(walk/you) ___ home this afternoon?

___ (party) again tonight?

We ___ him tomorrow. (meet)

LOOSE A TURN

While Ellen is reading, Tim ___ (watch) T.V.

Tomorrow we ___ (rest) and ___ (have) fun.

I ___ (wait) when she ___ (come).

You ___ (work) very hard to get that deal.

TAKE ANOTHER TURN

Timmy ___ (go) in the park today.

I ___ (leave) in a few minutes.

Peggy ___ (come) to the party on Saturday.

Tonight at 6 pm, I ___ (eat) dinner.

It ___ (rain) tonight.

I ___ (think) about you.

The sun ___ (shine) today.

I ___ (watch) for you.

I ___ (sleep) when you arrive.

___ (fight/they) again?

I ___ (wait) for you when your bus arrives.

Tomorrow at this time I ___ (dance).

He ___ (wait) for quite some time.

LOOSE A TURN

(your parents/stay) ___ for long?

We ___ (travel) tomorrow morning.

We ___ (work) on our project this morning.

Are we ___ pizza soon? (eat)

TAKE ANOTHER TURN

They ___ in Budapest just about now. (arrive)

She ___ when you telephone her. (sleep)

It ___ when I reach Bangkok. (rain)

Andy ___ a video when I arrive tonight. (watch)

Tomorrow at nine I ___ a test. (take)

This time next week he ___ to Africa. (fly)

LOOSE A TURN

11-ilova



Homework: Vocabulary; Work book, ex-es: 3-6

Unit 10. Lesson 1.	Requirement of assessment Assessment of the project Grammar: Adverbs of manner
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O`quv amaliyot mashg`ulotini o`qitishning texnologik modeli

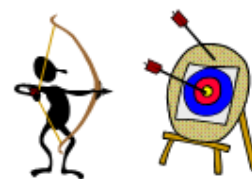
Vaqt: 80 daqiqa	O`quvchilar soni: ____ nafar
O`quv mashg`ulotining shakli	Amaliy mashg`ulot
Amaliy mashg`ulotning rejasi	1. Assessment of the project (Kurs ishini baholash) 2. Grammatik mavzu: Holat ravishlari 3. Mavzuga doir tinglash, gapirish, grammatika, o`qish va yozish uchun berilgan materiallarni mustahkamlash.
O`quv mashg`ulotining maqsadi: O`quvchilarga Baholash me`yorlari to`g`risida ma`lumot berish; O`quvchilarni yangi mavzuga oid so`zlar bilan tanishtirish; O`quvchilarning ingliz tilida og`zaki va yozma nutqini hamda mustaqil fikrlashini rivojlantirish; Inson ongi va qalbi uchun juda kuchli mafkuraviy ta`sirlar, urinishlar mavjudligi, ularga qarshi kurashish zarurligini yoshlarimiz ongiga singdirish, ularda mafkuraviy immunitetni shakllantirish.	
Pedagogik vazifalar:	O`quv faoliyatining natijalari:O`quvchi:
1. Assessment of the project (Kurs ishini baholash) to`g`risida to`liq ma`lumot berish. 2. Adverbs of manner (Holat ravishlari) mavzusini tushuntirish. 3. Mavzuga oid so`z, iboralar hamda grammatik qoidalarini og`zaki va yozma nutqda qo`llay olishni o`rgatish.	1. Assessment of the project (Kurs ishini baholash) mavzusi bo`yicha fikr almasha oladi 2 Adverbs of manner (Holat ravishlari) mavzusini vaziyatga qarab ishlata oladi. 3. O`qigan ma`lumotining mazmunini tushunadi, gapirib bera oladi va yoza oladi.
O`qitish usullari	Tushuntirish, guruhlarda ishlash, muloqot, insert va pinbord.
O`quv faoliyatini tashkil etish shakllari	Guruh, juftlikda hamda yakka tartibda
O`qitish vositalari	Matnlar, slaydlar, tarqatma materiallar va ko`rgazmali rasmlar
O`qitish shart-sharoiti	O`quv xonasi
Qaytar aloqani usul va vositalari	Og`zaki nazorat: savol-javob, yozma nazorat: amaliy topshiriq

Ish bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchi
1-bosqich O'quv mashg'ulotiga kirish (5daq.)	O'qituvchi sinfga kirib o'quvchilarning darsga tayyorgarligini tekshiradi va yangiliklar eshitaladi va aytiladi.	- Mashg'ulotga tayyorlanadilar
2-bosqich Asosiy (70daq.)	<p>Tayanch bilimlarni faollashtirish: Uyga berilgan topshiriq tekshiriladi; Xatolar tushuntiriladi.</p> <p>Maqsad va vazifaning belgilanishi: O'quv mashg'ulotining nomi, maqsad va kutilayotgan natijalar tanishtiriladi.</p> <p>O'quvchilar bilimlarini faollashtirish: Ingliz tilida salomatlik mavzusida pinbord o'yini sharti tushuntiriladi. (1 ilova)</p> <p>Yangi o'quv material bayoni:</p> <ul style="list-style-type: none"> - namoyish usulida yangi mavzu, Assessment of the project (Kurs ishini baholash) re'ja asosida slaydlardan foydalanib, ravon va tushunarli tarzda bayon etiladi. (2 ilova) <p>Yangi o'quv materialini mustahkamlash:</p> <ul style="list-style-type: none"> - Mavzuga oid asosiy tushuncha va atamalar yoziladi.(3 ilova) - Tinglab tushunishga doir topshiriqlarni e'lon qilinadi (4 ilova) - Grammatika jadvallar orqali tushuntiriladi grammatik qoidalarga oid mustaqil ishlash uchun topshiriq beriladi. (5 ilova) - O'qish va gapirishga doir o'quv topshirig'ini beriladi. (6 ilova) 	<p>- O'quvchilar bilimlarini esga olib, savollarga javob beradilar. Bir-birlarining xatolarini tuzatadilar.</p> <p>- Tinglaydilar va yozib oladilar.</p> <p>- O'quvchilar topshiriqni individual holda bajarishadi.</p> <p>- Yangi mavzu bayonini yozib oladilar. Tushunmagan joylarini savol tariqasida yo'llab javob oladilar.</p> <p>- Topshiriqni bajaradilar va yangi so'zlar hamda ularning ma'nosini tushunib oladilar.</p> <p>- Matnni tinglab, topshiriqlarni bajaradilar.</p> <p>- Yozib oladilar va tushunadilar, topshiriqlarni bajaradilar.</p> <p>- O'qiydilar, gapiradilar va topshiriqni bajaradilar.</p>
3-bosqich. Yakuniy (5daq.)	<ul style="list-style-type: none"> - Faol ishtirok etgan o'quvchilar baholanadi; <p>Uyga vazifa yuzasidan yo'riqnoma beriladi.</p>	- Uyga vazifalarni belgilab oladilar.

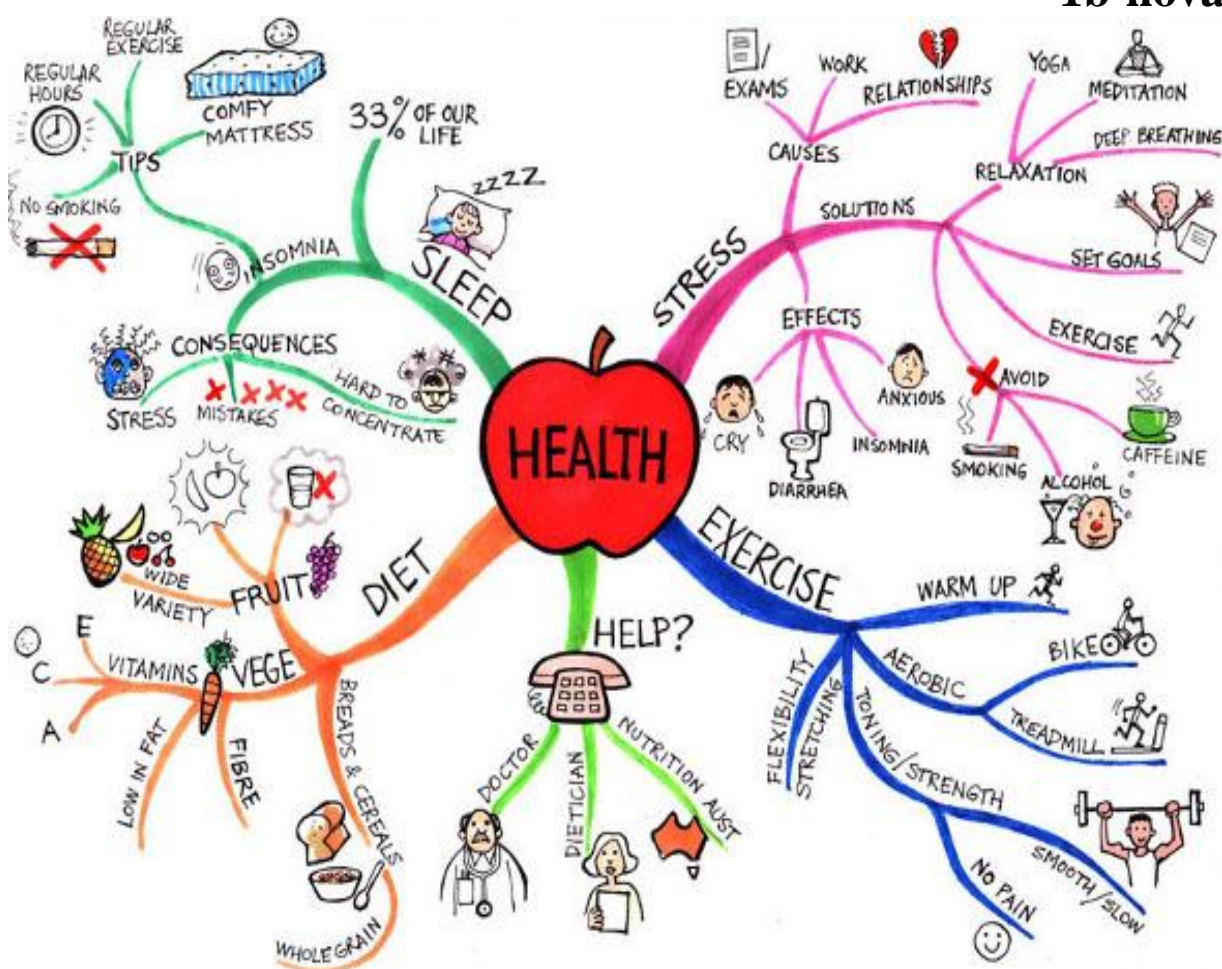
“Pinbord” metodi

(inglizchadan: pin-mustahkamlash; board-doska)

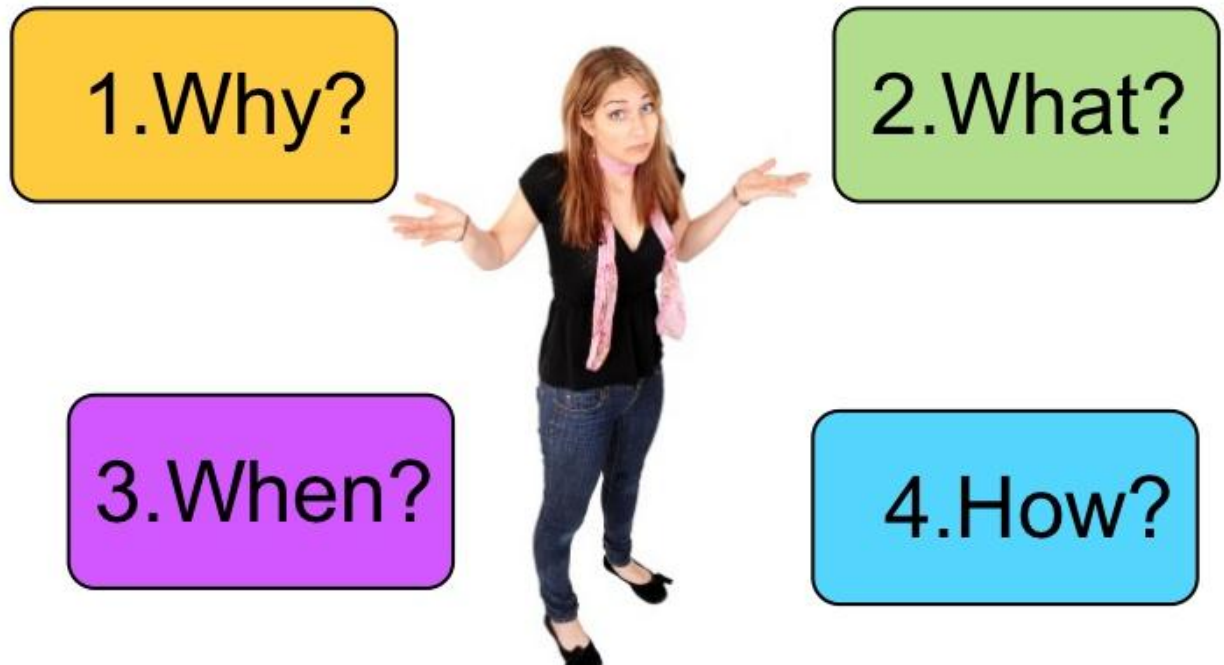
Aqliy hujum metodining yozma ko'rinishidir. Unda g'oyalar alohida varaqlarda yozma tarzda ifodalanadi va doskada jamlanib ma'lum bir tizimga solinadi.



1b-ilova



Assessment for Learning

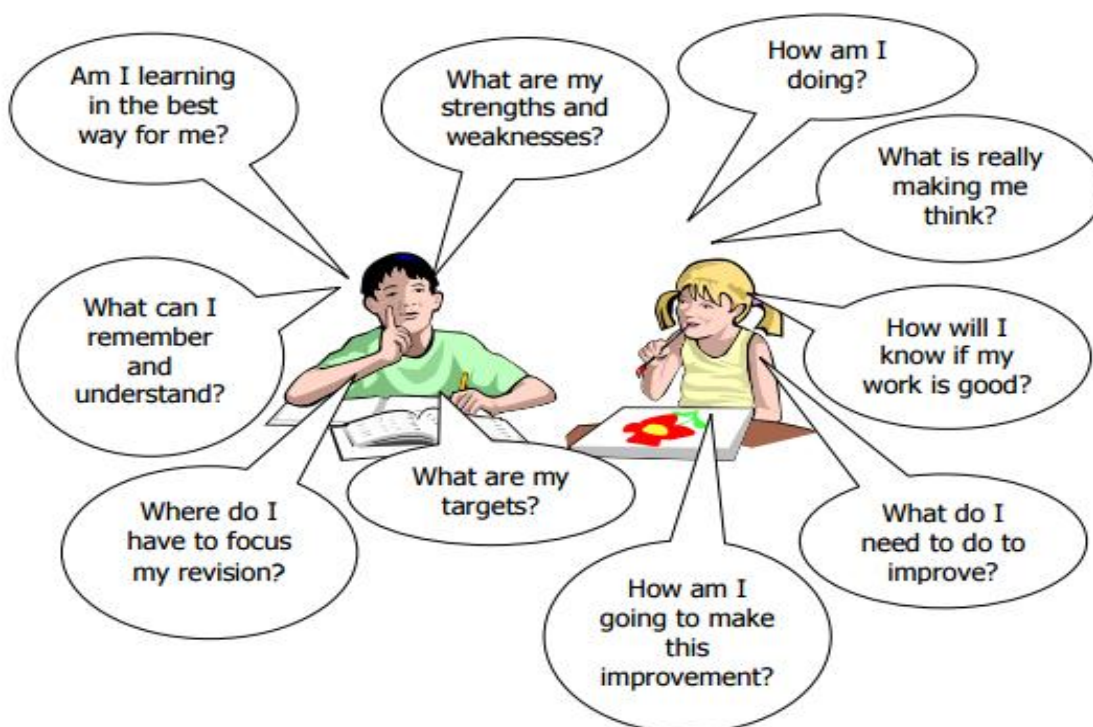


2b-ilova





Self-assessment



Assessment for Learning

- enables teachers to use information about students' knowledge, understanding and skills to inform their teaching
- teachers provide feedback to students about their learning and how to improve

Assessment as Learning

- involves students in the learning process where they monitor their own progress, ask questions and practise skills
- students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

Assessment of Learning

- assists teachers to use evidence of student learning to assess student achievement against learning goals and standards

Yangi so'zlar va ularga oid o'quv topshiriqlari:



Match the words in the text with their definitions.

commitment	estimate
outcome	finish successfully
obtain	getting to high point
receptive	obligation
compile	result
culminating	get
accomplish	accessible
evaluate	gather



Listen to the university lecturer talking about assessment types. Listen carefully and answer the following questions.

1. What is assessment?

2. What techniques of assessment are described by the university lector?

3. What is formative assessment?

4. What is summative assessment?

5. What are the differences between low-stakes and high-stakes assessment?

4b-ilova



Now listen to the second part and write down missing words.

Exams. This includes mid-term exams, final exams, and _____ at the end of course units. The best tests include several types of questions – short answer, multiple-choice, true-false, and short essay – to allow students to fully _____ what they know.

Papers, _____ and presentations. These give students the chance to go deeper with the material to put the _____ they've acquired to use or create something new from it. This level of application is an extremely important and often overlooked part of the learning process. These types of projects also give students who do not test well a chance to shine.

Portfolios. Submitting a portfolio at the end of a course can be a powerful way for students to see the _____ they've made. More than just a collection of students' work from the semester, good portfolios also include reflections on their learning. Asking students to spell out the concepts or _____ used with each piece, the themes addressed, and hurdles faced also brings a sense of completion to the learning process.

Grammatikaga oid o'quv topshiriqlari:**5a –ilova**

Positive Manner	Negative Manner	Positive/Negative
beautifully	angrily	accidentally
boldly	anxiously	busily
bravely, courageously	awkwardly	daringly
calmly	badly	deliberately
carefully	blindly	exactly
cautiously, safely	carelessly	fast
cheerfully, joyously	cruelly	fiercely
eagerly, enthusiastically	foolishly	hard
gladly, happily	frantically	hurriedly
easily	greedily	inquisitively
Elegantly, gracefully	hastily	loosely
equally	hungrily	mysteriously
faithfully	inadequately	rarely
frankly, truthfully	irritably	really
honestly	lazily	regularly
generously	loudly	reluctantly
gently	noisily	repeatedly
justly	madly	rightfully
kindly	nervously, tensely	sharply
neatly	painfully	sleepily
obediently	poorly	slowly
patiently	recklessly	so
openly	roughly	speedily
perfectly	rudely	suddenly
politely	sadly	swiftly
powerfully	selfishly	unexpectedly
promptly	shyly	tightly
quickly, rapidly	stupidly	solemnly
quietly, silently	suspiciously	seriously
well	violently	

Forming Adverbs of Manner

Adjective	Adverb	What changes?
beautiful	beautifully	Adjective + LY
slow	slowly	
bad	badly	
happy	happily	Adjectives that finish in -Y change -Y by -I and add LY
noisy	noisily	
easy	easily	
good	well	Irregular forms
fast	fast	
hard	hard	



Choose the correct form.

- The passengers of the bus were injured. (serious/seriously)
- The driver of the motorbike hadinjuries. (serious/seriously)
- Jamila acted very (selfish/selfishly)
- Zumrad is I upset about not taking salary for two months. (terrible/terribly)
- There was a change in teachers attitude towards me. (sudden/suddenly)
- Everybody, except me at the farewell party was dressed. (colourful/colourfully)
- Aziza likes wearing clothes. (colourful/colourfully)
- She fell and hurt herself quite(bad/badly)
- He says he didn't do well at school because he was taught. (bad/badly)
- Do not ride this bike. It doesn't look (safe/safely)

Choose two words (one from each box) to complete each sentence.

absolutely, reasonably,
quiet, slightly, badly,
seriously, unnecessarily,
completely

damaged, unusual, cheap,
enormous, planned,
changed, ill, long

1. I thought that brand would be expensive but it was
2. Gulchehra's father is in hospital.
3. What a big apartment! It's
4. It wasn't a serious accident. The bus was only
5. The children are normally very lively but they're today.
6. When I returned home town after 30 years, everything had

O'qishga oid o'quv topshiriqlari

6a -ilova

Insert texnologiyasi

Insert texnologiyasini qo'llash uchun dastlab o'quvchilarga ma'ruza matni bilan tanishib chiqish vazifasi yuklatiladi. Matnni o'qish uchun o'qituvchi mavzu mazmuni ko'lamidan kelib chiqqan holda reglament belgilaydi. So'ngra jadval asosida mavzu yuzasidan savollarni keltiradi va o'quvchilarni jadval qatorlarini quyidagi belgilarni qo'yib chiqishni topshiradi.

Mavzu savollari	√	+	-	?
1. ...				
2. ...				
3. ...				
4. ...				

Belgilar quyidagi ma'nolarni anglatadi:

(√) - Bilaman.

(+) - Men uchun yangi ma'lumot.

(-) - Men bilgan ma'lumotni inkor qiladi.

(?) – Noaniq, mavxum (qo'shimcha aniqlikni talab qiladigan) ma'lumot.

Read the following article about tips which help to make a project work and complete the filling gaps with the words given in the box.

Identify outcome final receptive
gather organize culminating reflect

Organizing Project Work

If you want to make your project work follow the following steps and make your presentation

Step I: Defining a theme.

In collaboration with students, we _____ a theme. In the process, teachers will also build interest and commitment.

Step II: Determining the final outcome.

We define the final _____ of the project (e.g.,written report, brochure, debate, video) and its presentation (e.g., collective or individual). We agree on objectives for both content and language.

Step III: Structuring the project.

Collectively we determine the steps that the students must take to reach the _____ outcome and agree upon a time frame. Specifically, we identify the information that they will need and the steps they must take to obtain it (e.g., library research, letters, interviews, faxes). Decide on each student's role and put the students into working groups.

Step IV: Identifying language skills and strategies.

There are times, during project work, when students are especially _____ to language skills and strategy practice. We consider students' skills and strategy needs and integrate lessons into the curriculum that best prepare students for the language demands associated with Steps V, VI, and VII.

Step V: Gathering information.

After students design instruments for data collection, we have them _____ information inside and outside the classroom, individually, in pairs, or in groups..

Step VI: Compiling and analysing information.

Working in groups or as a whole class, students should compile information they have gathered, compare their findings, and decide how to _____ them for efficient presentation.

Step VII: Presenting final product.

Students will present the outcome of their project work as a _____ activity. The manner of presentation will largely depend on the final form of the product. It may involve the screening of a video; the staging of a debate; the submission of an article to the school newspaper or a written report to the headmaster.

Step VIII: Evaluating the project.

In this final phase of project work, students and the teacher _____ on the steps taken to accomplish their objectives and the language, communicative skills, and information they have acquired in the process.

Now put the following processes of the project in correct order

Process	steps
Grading the project	1
Recognize language skills	2
Giving last product	3
Gathering and sorting out	4
Collecting information	5
Organizing the project	6
Determining a theme	7
Defining the final result	8



Homework: Vocabulary; Work book, ex-es: 3-6

Unit 10. Lesson 2.	Requirement of assessment Assessment for the project presentation Grammar: phrasal verbs with look
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O`quv amaliyot mashg`ulotini o`qitishning texnologik modeli

Vaqt: 80 daqiqa	O`quvchilar soni: ____ nafar
O`quv mashg`ulotining shakli	Amaliy mashg`ulot
Amaliy mashg`ulotning rejasi	1. Assessment for the project presentation (Kurs ishi taqdimotini baholash) 2. Grammatik mavzu: phrasal verbs with look 3. Mavzuga doir tinglash, gapirish, grammatika, o`qish va yozish uchun berilgan materiallarni mustahkamlash.
O`quv mashg`ulotining maqsadi: O`quvchilarga Baholash me`yorlari to`g`risida ma`lumot berish; O`quvchilarni yangi mavzuga oid so`zlar bilan tanishtirish; O`quvchilarning ingliz tilida og`zaki va yozma nutqini hamda mustaqil fikrlashini rivojlantirish; Inson ongi va qalbi uchun juda kuchli mafkuraviy ta`sirlar, urinishlar mavjudligi, ularga qarshi kurashish zarurligini yoshlarimiz ongiga singdirish, ularda mafkuraviy immunitetni shakllantirish.	
Pedagogik vazifalar:	O`quv faoliyatining natijalari: O`quvchi:
1. Assessment for the project presentation (Kurs ishi taqdimotini baholash) to`g`risida to`liq ma`lumot berish. 2. phrasal verbs with look mavzusini tushuntirish. 3. Mavzuga oid so`z, iboralar hamda grammatik qoidalarni og`zaki va yozma nutqda qo`llay olishni o`rgatish.	1. Assessment for the project presentation (Kurs ishi taqdimotini baholash) mavzusi bo`yicha fikr almasha oladi 2. phrasal verbs with look mavzusini vaziyatga qarab ishlata oladi. 3. O`qigan ma`lumotining mazmunini tushunadi, gapirib bera oladi va yoza oladi.
O`qitish usullari	Tushuntirish, guruhlarda ishlash, muhokama, muloqot, cluster va BBB metodlari.
O`quv faoliyatini tashkil etish shakllari	Guruh, juftlikda hamda yakka tartibda
O`qitish vositalari	Matnlar, slaydlar, tarqatma materiallar va ko`rgazmali rasmlar
O`qitish shart-sharoiti	O`quv xonasi
Qaytar aloqani usul va vositalari	Og`zaki nazorat: savol-javob, yozma nazorat: amaliy topshiriq

O'quv mashg'ulotining texnologik xaritasi

Ish bosqichlari va vaqti	Faoliyat mazmuni	
	Ta'lim beruvchi	Ta'lim oluvchi
1-bosqich O'quv mashg'ulotiga kirish (5daq.)	O'qituvchi sinfga kirib o'quvchilarning darsga tayyorgarligini tekshiradi va yangiliklar eshitaladi va aytiladi.	- Mashg'ulotga tayyorlanadilar
2-bosqich Asosiy (70daq.)	<p>Tayanch bilimlarni faollashtirish: Uyga berilgan topshiriq tekshiriladi; Xatolar tushuntiriladi.</p> <p>Maqsad va vazifaning belgilanishi: O'quv mashg'ulotinnig nomi, maqsad va kutilayotgan natijalar tanishtiriladi.</p> <p>O'quvchilar bilimlarini faollashtirish: Ingliz tilida qo'shiq qo'yilib mashg'ulot sharti tushuntiriladi. (1- ilova)</p> <p>O'quvchilar diqqatini yangi mavzuga qaratish maqsadida mavzuga oid klaster tuzish aytiladi hamda klaster sharti tushuntiriladi (2- ilova)</p> <p>Yangi o'quv material bayoni:</p> <ul style="list-style-type: none"> - namoyish usulida yangi mavzu, Assessment for the project presentation (Kurs ishi taqdimotini baholash) re'ja asosida slaydlardan foydalanib, ravon va tushunarli tarzda bayon etiladi. (3- ilova) <p>Yangi o'quv materialini mustahkamlash:</p> <ul style="list-style-type: none"> - Mavzuga oid asosiy tushuncha va atamalar yoziladi. - Tinglab tushunishga doir topshiriqlarni e'lon qilinadi (5-ilova) - Grammatika jadvallar orqali tushuntiriladi grammatik qoidalarga oid mustaqil ishlash uchun topshiriq beriladi. (6- ilova) - O'qish va gapirishga doir o'quv topshirig'ini beriladi. (7-8 ilova) 	<p>- O'quvchilar bilimlarini esga olib, savollarga javob beradilar. Bir-birlarining xatolarini tuzatadilar.</p> <p>- Tinglaydilar va yozib oladilar.</p> <p>- O'quvchilar topshiriqni individual holda bajarishadi.</p> <p>- Yangi mavzu bayonini yozib oladilar. Tushunmagan joylarini savol tariqasida yo'llab javob oladilar.</p> <p>- Topshiriqni bajaradilar va yangi so'zlar hamda ularning ma'nosini tushunib oladilar.</p> <p>- Matnni tinglab, topshiriqlarni bajaradilar.</p> <p>- Yozib oladilar va tushunadilar, topshiriqlarni bajaradilar.</p> <p>- O'qiydilar, gapiradilar va topshiriqni bajaradilar.</p>
3-bosqich. Yakuniy (5daq.)	<ul style="list-style-type: none"> - Faol ishtirok etgan o'quvchilar baholanadi; - Uyga vazifa yuzasidan yo'riqnoma beriladi. 	- Uyga vazifalarni belgilab oladilar.

Listen to the music and fill in the blanks

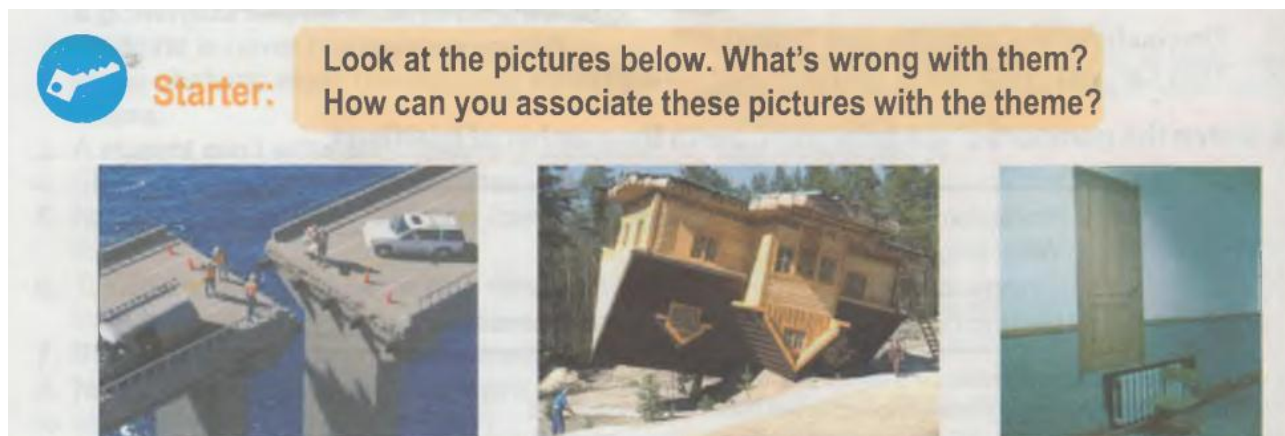
Read all about it...

afraid in silence come on different scream
biting your tongue shadows

You've got the words to change a nation
But you're _____
You've spent a life time stuck _____
Afraid you'll say something wrong
If no one ever hears it how we gonna learn your song?

So come on, _____
Come on, come on
You've got a heart as loud as lion
So why let your voice be tamed?
Maybe we're a little _____
There's no need to be ashamed
You've got the light to fight the _____
So stop hiding it away
Come on, come on

I wanna sing, I wanna shout
I wanna _____ 'til the words dry out
So put it in all of the papers,
I'm not _____
They can read all about it
Read all about it, oh



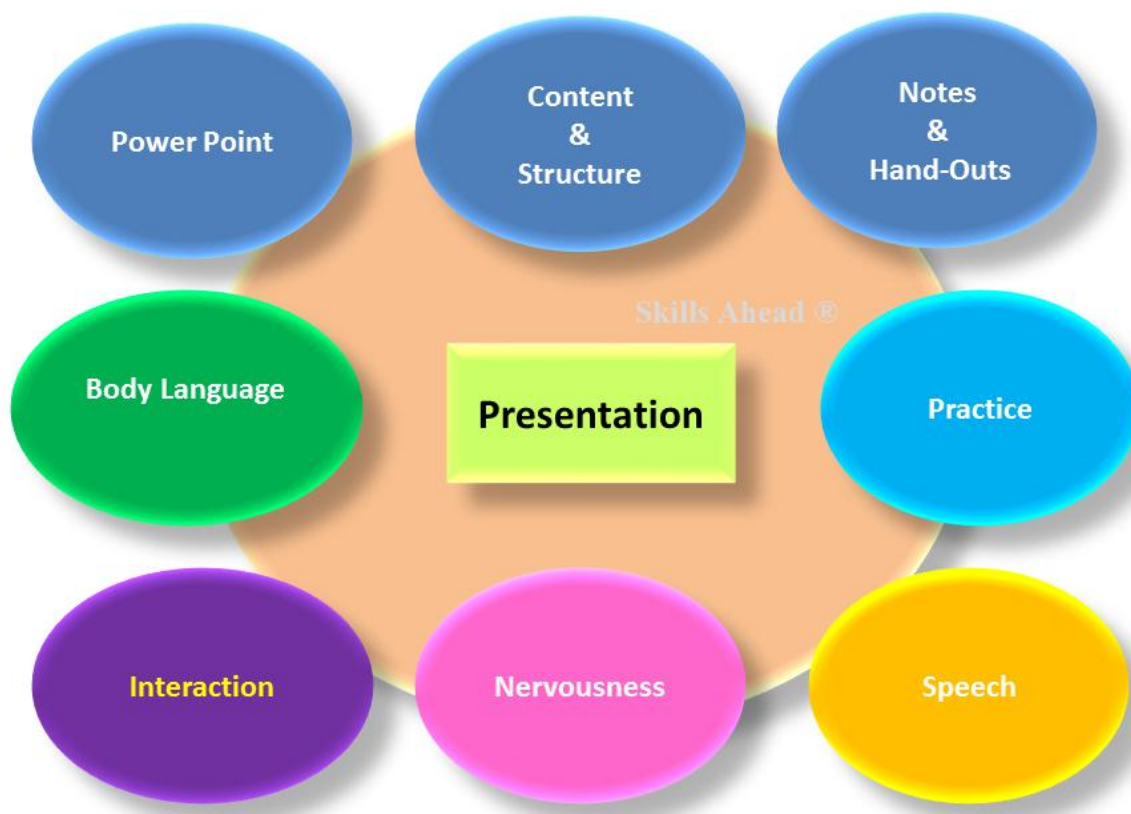
Klaster tuzish uchun o'quvchilarga yo'riqnoma

1. Klasterni tuzish qoidasi bilan tanishadilar.
2. Yozuv taxtasi yoki katta qog'oz varag'ining o'rtasiga "Characteristics of a report" asosiy so'z nomi yoziladi.
3. Birikma bo'yicha asosiy so'z bilan uning yonida mavzu bilan bog'liq so'zlar kichik doirachalar "yo'ldoshlar" yozib qo'shiladi.
4. Ularni "asosiy" so'z bilan chiziqlar yordamida birlashtiriladi.
5. Bu "yo'ldoshlarda" "kichik yo'ldoshlar" bo'lishi mumkin.
6. Yozuv ajratilgan vaqt davomida yoki g'oyalar tugagunicha davom etishi mumkin.

Klaster tuzish qoidasi.

1. Aqlingizga nima kelsa, barchasini yozing. G'oyalari sifatini muhokama qilmang faqat ularni yozing.
2. Xatni to'xtatadigan imlo xatolariga va boshqa omillarga e'tibor bermang.
3. Ajratilgan vaqt tugaguncha yozishni to'xtatmang. Agarda aqlingizda g'oyalar kelishi birdan to'xtasa, u holda qachonki yangi g'oyalar kelmaguncha qog'ozga rasm chizib turing.

Cluster

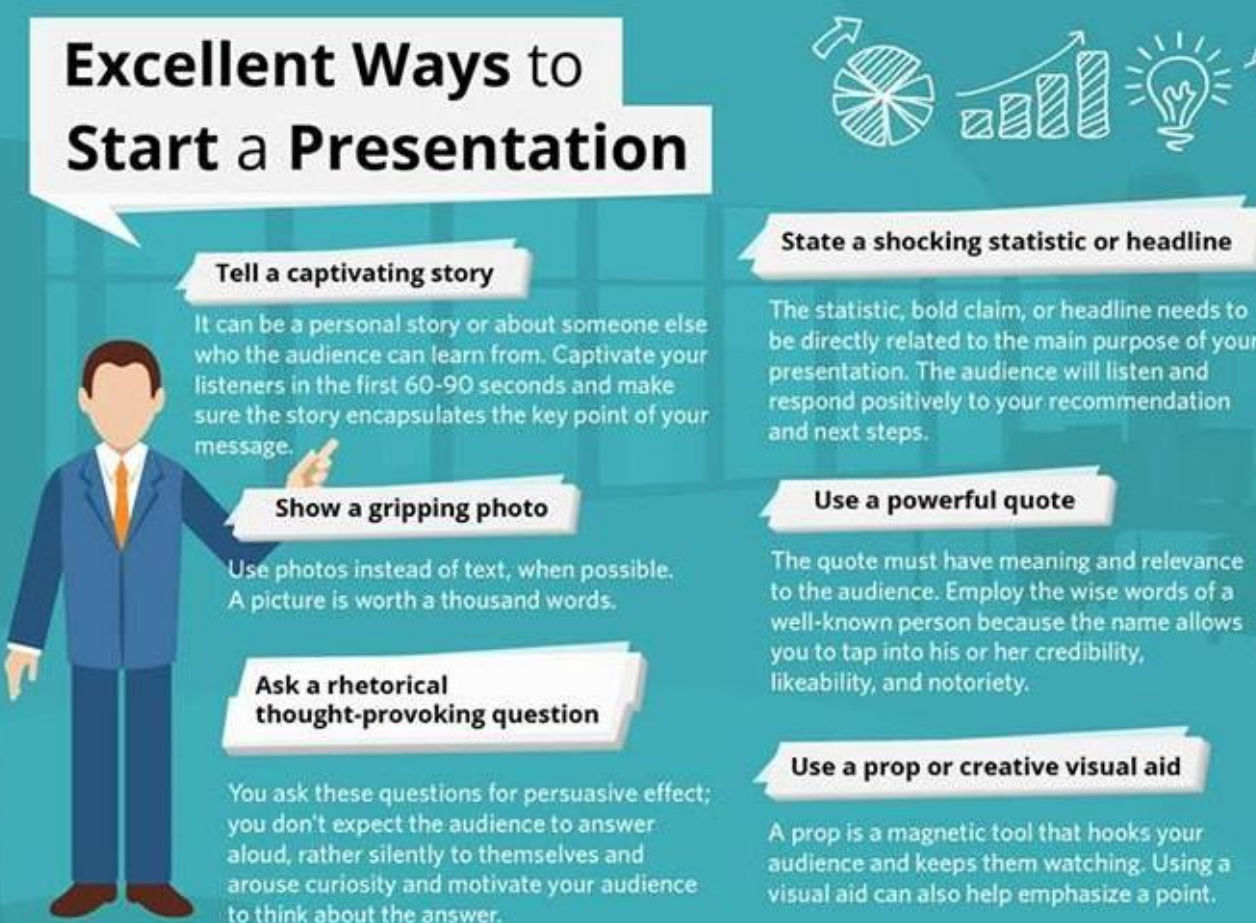


Yangi o'quv material bayoni: Slaydlar taqdimoti

3a-ilova



Excellent Ways to Start a Presentation



- Tell a captivating story**
 It can be a personal story or about someone else who the audience can learn from. Captivate your listeners in the first 60-90 seconds and make sure the story encapsulates the key point of your message.
- Show a gripping photo**
 Use photos instead of text, when possible. A picture is worth a thousand words.
- Ask a rhetorical thought-provoking question**
 You ask these questions for persuasive effect; you don't expect the audience to answer aloud, rather silently to themselves and arouse curiosity and motivate your audience to think about the answer.
- State a shocking statistic or headline**
 The statistic, bold claim, or headline needs to be directly related to the main purpose of your presentation. The audience will listen and respond positively to your recommendation and next steps.
- Use a powerful quote**
 The quote must have meaning and relevance to the audience. Employ the wise words of a well-known person because the name allows you to tap into his or her credibility, likeability, and notoriety.
- Use a prop or creative visual aid**
 A prop is a magnetic tool that hooks your audience and keeps them watching. Using a visual aid can also help emphasize a point.

Structure Have a logical order: introduction, middle with your main points & a conclusion	Practice Practice beforehand in front of a mirror, with a recorder or in front of a friend	Body Language Smile, make eye contact, stand up straight & move around a bit. Don't hide behind the podium!
Notes & Handouts Have brief notes on postcard sized cards. Have a handout that the audience can take away afterwards	PRESENTATION SKILLS Bruce Woodcock, bw@kent.ac.uk University of Kent Careers	Speech Speak clearly, confidently, concisely & not too fast. Use everyday language rather than jargon
PowerPoint Keep slides clean & simple. Don't have lots of text on each slide. Use charts, diagrams & pictures	Interaction Build a rapport with your audience. Get them involved by asking & encouraging questions. Use humour if appropriate	Nervousness It's normal to be a bit nervous: this helps make you more energised. Preparation & practice will reduce nerves!

Presentation Skills

"How to get an Audience's Attention and Lead Them to Act!"



The "best ideas" are limited unless they are communicated effectively. This training enables you to increase your presentation power, dramatically reduce your preparation time, remove fear, and maximize the results you achieve, now and in the future. Its a dynamic hands-on workshop, filled with exercises, individual coaching, videotaping, and practice to guarantee your success. This workshop ensures that you can present with confidence, control, and credibility, as you learn:

- ◆ How to Make Eye Contact
- ◆ How and Where to Stand
- ◆ How to Gesture
- ◆ How to Organize a Presentation
- ◆ How to Create Visuals
- ◆ 5 keys to Using Visuals
- ◆ 8 ways to Begin a Presentation
- ◆ How to End a Presentation
- ◆ 7 steps to Handling Questions
- ◆ 14 ways to be Persuasive
- ◆ How to Use the Voice
- ◆ How to Analyze the Audience
- ◆ How to Have Effective Wording
- ◆ How to Use a Lectern
- ◆ How to Memorize Material
- ◆ How to Put Power in PowerPoint

The skills and techniques you gain from this program, work anytime you're communicating, whether your audience is one or one-thousand. And they last a lifetime, providing you with continuous benefits.

Yangi so'zlar va ularga oid o'quv topshiriqlari:

4-ilova

Match the phrasal verbs with their definitions.

1.Look forward to	a)find information
2.Look into	b) read quickly
3.Look over	c)examine
4.Look through	d)investigate
5.Look up	e)wait eagerly



Listen to the conversation between two teachers, who are speaking about how to assess the project presentation of students. Find the short ages and success of presentation. Tick (V) your answers.

LIST	SHORTAGES	SUCCESS
creativity		
time management		
hand motions		
visual aids		
voice level		
be confident		
remain in a place		

Complete notes below. Write **NO MORE THAN THREE WORDS** or **A NUMBER** for each answer.



Complete the sentences with *look for* or *look after*. Use the correct form of the *look*.

1. Imy keys, but I could not find them anywhere.
2. Anvar is.....a job. I hope she finds one soon.
3. Whoyou when you were ill?
4. I'mSevara. Have you seen her?
5. The car park was full, so we had to.....somewhere else to park.
6. A babysitter is somebody who.....other people's children.

Change the words in bold with phrasal verbs

look through look after
look back look for look over

1. Be quick to **search for** information which I asked.
2. **Think of a time** when you first met someone who made a good impression on you.
3. **Examine** the material which I gave very carefully.
4. Please, **read** this article and discuss it with your partners.
5. Who **takes care of** you when you are ill.

7-ilova

Muammoli vaziyat

“Muammoli vaziyat” metodi – o’quvchilar muammoli vaziyatlarni tahlil qilishi va yechimini topishga asoslangan metoddir. Bu metod uchun tanlangan topshiriqning murakkabligi o’quvchilarning bilim darajalariga mos kelishi kerak, aks holda yechimini topa olmagach, o’quvchilarning qiziqishlari so’nishiga, o’zlariga bo’lgan ishonchning yo’qolishiga olib keladi.

Presenting information clearly and effectively is a key skill to get your message or opinion across. Today presentation skills are required in almost every field. To what extent do you agree with the view that you need this skill for your future profession?

«BBB» metodi

Bu matnni interfaol o'qitish – o'zlashtirish metodlaridan biri bo'lib, u ham insert metodi kabi jadval ko'rinishida bajariladi va quyidagicha qo'llaniladi: ta'lim oluvchilarga biror mavzu e'lon qilinadi. Bu to'g'rida ular ma'lum bo'lgan axborotlarni jadvalning “bilaman” qismiga, mavzu bo'yicha yana qanday ma'lumotlarni bilishni xoxlashsa, ularni jadvalning “bilishni xohlayman” qismiga yozadilar. So'ngra, ularga mavzuga oid matn tarqatiladi. Ular mikroguruhlar tarkibida matnni mustaqil o'zlashtirib, jadvalning “bilib oldim” qismini to'ldiradilar. Har bir mikroguruh sardori (vakili) tuzilgan jadvallarni taqdim qiladilar. Jadvalning barcha qismlari taqqoslanib, ta'lim oluvchilarda mavjud bo'lgan va qo'shimcha o'zlashtirilgan axborotlar taqqoslanib, munozara qilinadi hamda mavzuning o'zlashtirilganligi tahlil qilinadi.



8b-ilova

Read the passage carefully and choose the best answer!

Students should be allowed to study without worrying about grades. Fortunately, most educators are becoming aware of the fact that students have different interests and abilities. However, the strict control resulting from grades still exists. Grades often hurting creativity. Competing for better grades causes many students to turn down opportunities to pursue music, dramatics and sports. Unfortunately grades are sign of success on everyone. I do not demand, that grades be ended immediately. However, I do believe that less emphasis should be placed on grades. I hope that someday grades will become optional at Village High School. (Martin S.)

Let's face the facts about grades. Grades perform three basic functions. First, grades motivate students to work at their highest level of competence. Second, they act as a reward for hardworking students and as penalty to students who do not work hard. Finally, grades are used as an effective standard by which to measure student achievement. Good grades help students to get jobs and to get into university. I've spoken with a number of students who have jobs, and most of them say that they were hired primarily on the basis of their grades. My grades helped me get a part-time job and will help me get into university next year. I think grades are extremely important at Village High School. (Helen)

1. Helen writes from the viewpoint of someone who

- ☒ A) wants business to hire more students
- ☐ B) is concerned about students' creativity
- ☐ C) doesn't work too hard at his studies
- ☐ D) believes in the benefits of good grades

2. Martin thinks it is important for

- ☐ A) students to get good jobs
- ☐ B) students to participate in music, dramatics, and sports
- ☐ C) students shouldn't work hard
- ☐ D) students to compete more for grades

9-ilova

TESTS

1. _____ three languages: French, Spanish, and English.
A) I'm speak B) I'm speaking C) I speaking D) I speak
2. Where _____ from?
A) Hans come B) does Hans come
C) does Hans coming D) Hans came
3. What _____ tonight?
A) do you do B) you do C) are you doing D) did you do
4. "Where is George?" "He _____ a shower."
A) has B) will have C) is having D) have
5. "What _____?" "I don't know. Look it up."
A) does this word mean B) means this word
C) does mean this word D) is meaning this word
6. "Do you want a cigarette?" "No, thanks. I _____."
A) no smoke B) smoke not
C) am not smoking D) don't smoke
7. Last year I _____ to America.
A) was go B) go C) was going D) went
8. How long _____ in America?
A) you stay B) did you stay C) stayed you D) you staying
9. The weekend was boring. I _____ anything.
A) don't do B) no do C) didn't do D) wasn't doing
10. "I'm going to university next year" "What _____ study?"
A) you going to B) do you C) did you D) are you going to

Enrique __ (11) __ in Puebla, a town in Mexico. He __ (12) __ medicine because he __ (13) __ to be a doctor. He's married, but he __ (14) __ any children. His wife, Silvia, __ (15) __ in a primary school. Enrique __ (16) __ cooking. He can make an excellent enchilada!

11. A) lived B) lives C) was living D) live
12. A) studied B) was studying C) is studying D) doesn't study
13. A) is wanting B) was wanting C) will want D) wants
14. A) has B) have C) doesn't have D) is going to have
15. A) was teaching B) teaches C) teach D) thought
16. A) loved B) used to love C) loves D) love

17. At the weekend, I usually _____ go swimming.
A) am B) * C) was D) want
18. Are you _____ the party?
A) enjoy B) enjoyed C) enjoying D) enjoys
19. How many sisters _____ ?
A) do you have B) you have C) are you have D) do you has
20. I _____ understand what you are saying.
A) no B) don't C) am not D) didn't
21. What time _____ home last night?
A) did you get B) you get C) do you get D) did you got
22. Last weekend I _____ some friends and we _____ a meal.
A) see / having B) saw / have C) seeing / had D) saw / had
23. I _____ English food. It's wonderful!
A) am loving B) loved C) love D) loves
24. Pierre is French. He _____ from Toulouse.
A) is coming B) came C) come D) comes
25. _____ the computer at the moment?
A) Does Mr. Taylor use B) Is Mr. Taylor using
C) Did Mr. Taylor use D) Will Mr. Taylor use
26. Dave _____ a student with her work now.
A) helped D) help C) is helping D) helping
27. "It's very noisy"
"Suzy _____ to rock music."
A) listen B) listens C) listened D) is listening
28. Carol _____ hard for her exam last week.
A) didn't study B) isn't studying
C) don't study D) aren't study
29. Most of the students _____ these days.
A) didn't smoke B) aren't smoking
C) isn't smoking D) don't smoke
30. You look nice, Anne. _____ a new dress?
A) Do you wear B) Does she wear
C) Are you wearing D) Did you wear

31. A: Did you meet _____ at the party?
B: Yes, I met _____ who knows you!
A) someone / anyone B) anything / nobody
C) anybody / somebody D) everybody / nothing
32. A: Ouch! There's _____ in my eye!
B: Let me look. No, I can't see _____.
A) something / anything B) anything / anywhere
C) somebody / everywhere D) something / nothing
33. A: Let's go _____ hot for our holidays.
B: But we can't go _____; that's too expensive.
A) everywhere / nowhere B) somewhere / anywhere
C) anywhere / everywhere D) anybody / someone
34. A: I don't want to talk to _____.
B: And I want to talk to _____ either.
A) anyone / no one B) somebody / everyone
C) nobody / somebody D) everybody/anybody
35. I lost my glasses. I looked _____, but I couldn't find them.
A) anywhere B) everywhere C) somewhere D) everything
36. A: Did you buy _____ at the shops?
B: No, _____. I didn't have any money."
A) something / anything B) everything / something
C) anything / nothing D) no one / anybody
37. It was a great party. _____ loved it.
A) Everything B) Anyone C) Somebody D) Everybody
38. I'm bored. I want _____ interesting to read, or _____ to talk to, or _____ interesting to go.
A) anything / everyone / something B) somebody / anyone / anywhere
C) something / somebody / somewhere D) everything / nobody / somewhere
39. Have you got _____ homework?
A) many B) much C) a few D) some
40. We don't need _____ eggs. Just half a dozen.
A) a little B) many C) much D) a few
41. Is there _____ traffic in your town?
A) a few B) many C) some D) much
42. I have _____ close fiends. Two or three.
A) a lot of B) a little C) a few D) much
43. I don't know _____ students in this class. Because I am a newcomer.
A) many B) a few C) some D) much
44. How _____ people live in your house?

A) any B) much C) many D) a lot of

45. He has _____ money. He's a millionaire.

A) many B) a lot of C) a little D) a lot

46. A: Do you take sugar in coffee?" B: Just _____. Half a spoonful."

A) a few B) many C) a little D) a lot of

47. A: Have you got _____ CD's? B: Yes, hundreds.

A) much B) a little C) a few D) lots of

48. I'll be ready in _____ minutes.

A) a lot B) a little C) much D) a few

49. She speaks good Spanish, but only _____ Russian.

A) a few B) a lot of C) much D) a little

50. I come to _____ school by _____ bus.

A) * / the B) the / a C) * / * D) the / the

51. This morning _____ bus was late.

A) a B) * C) an D) the

52. My favorite subject is _____ history, but I'm not very good at _____ math.

A) * / the B) a / a C) the / the D) * / *

53. Ankara is _____ capital of Turkey.

A) the B) a C) * D) an

54. I work in _____ company that makes _____ carpets.

A) a / * B) the / the C) the / * D) a / a

55. My friend lives in _____ same street as me.

A) a B) * C) an D) the

56. A: How much are the driving lessons?

B: Fifteen pounds _____ hour.

A) * B) the C) an D) a

57. I was at _____ home all day yesterday.

A) the B) * C) an D) a

58. There are _____ apples.

A) most B) a lot of C) a little D) much

59. The shop hasn't got _____ washing powder.

A) a few B) few C) much D) many

60. Why aren't there _____ magazines?

A) little B) much C) a little D) many

61. "_____ a drink?"

“Yes, please. I’ll have an orange juice.”

A) Do you like B) Are you liking C) Would you like D) Did you like

62. “What _____ at the weekend?”

“I like putting my feet up and relaxing. Sometimes I play tennis.”

A) will you like to do B) do you like doing

C) would you like to do D) are you like to do

63. “_____ your teacher?” “Yes, she’s very nice.”

A) Did you like B) Would you like C) Will you like D) Do you like

64. “What _____ to do in the evening?”

“Why don’t we pop round and see Pat and Peter?”

A) do you like B) are you C) would you like D) did you like

65. “_____ for walks?” “What a good idea! It’s so hot today!”

A) Are you going to go B) Did you like going

C) Do you like going D) Would you like to go

66. “My bag is so heavy.” “Give it to me. _____ it for you.”

A) I’m going to carry B) I carry C) I’ll carry D) I carried

67. I bought some warm boots today because _____ skiing.

A) I went B) I’m going C) I’ll go D) I go

68. “Tony’s back from holiday.” “_____ him a ring.”

A) I’ll give B) I gave C) I’m going give D) I give

69. “What are you doing tonight?” “We _____ a play at the theatre.”

A) saw B) will see C) are going to see D) seeing

70. You can tell me your secret. I _____ anyone.

A) am not going tell B) won’t tell C) don’t tell D) didn’t tell

71. “I need to post these letters.”

“I _____ shopping soon. I _____ them for you.”

A) will go / will post B) am going / will post

C) am going / am going post D) go / am going to post

72. “Now, holidays. Where _____ this year?” “We don’t know yet.”

A) did you go B) you going C) will you go D) do you going

73. We’ve decided _____ married in the spring.

A) get B) to get C) getting D) got

74. I hope _____ some money soon.

A) earning B) earn C) to earn D) to earning

75. I want _____ a film on TV this evening.

A) seeing B) see C) see to D) to see

76. Some people like _____ breakfast in bed, but I don't.

A) having B) too have C) have D) had

77. I'm looking forward _____ you again soon.

A) to see B) seeing C) to seeing D) see

78. I _____ my job soon.

A) think changing B) am thinking of changing
C) am thinking to change D) think change

79. This book is full _____ pictures.

A) with B) in C) to D) of

80. Julie is married _____ Sam.

A) in B) with C) to D) at

Mavzuga oid didaktik o'yinlar

BROKEN SENTENCES 1

The train usually...	...leaves at 7 o'clock.
She usually gets up...	...at 6.30.
He never has...	...toast for breakfast.
We often go out...	...in the evening.
I speak...	...French and German.
We sometimes have lunch...	...at a Chinese restaurant.
We seldom listen to...	...the radio.
They usually go abroad...	...for their holiday.
Tom and Peter never do...	...their homework.
You never tell me...	...you love me!
Mary sometimes plays...	...tennis on Fridays.
Robert usually meets...	...his friends after work.
My wife and I always watch...	...TV at the weekend.

BROKEN SENTENCES 2

It isn't cold,...	...is it?
You stole it,...	...didn't you?
It's Friday today,...	...isn't it?
You didn't say that,...	...did you?
You've got two brothers,...	...haven't you?
They're not French,...	...are they?
They're working hard,...	...aren't they?
He's spoken to her,...	...hasn't he?
He had broken his leg,...	...hadn't he?
He loves you,...	...doesn't he?
You were lying,...	...weren't you?
He wasn't at home,...	...was he?
It's happened before,...	...hasn't it?
You won't tell anyone,...	...will you?

WHAT'S THE TIME BINGO (teacher's board)

1:00	1:20	2:05	2:50	3:15
3:45	4:10	4:35	5:25	5:55
6:30	6:40	7:00	7:15	8:30
9:25	9:35	10:10	11:55	12:35

IRREGULAR VERBS BINGO (teacher's board)

begin BEGAN begun	bite BIT bitten	break BROKE broken	bring BROUGHT brought	buy BOUGHT bought
catch CAUGHT caught	do DID done	drink DRANK drunk	eat ATE eaten	fly FLEW flown
forget FORGOT forgotten	go WENT gone *	leave LEFT left	lie LAY lain	run RAN run
show SHOWED shown	sing SANG sung	sleep SLEPT slept	swim SWAM swum	write WROTE written

SORT OUT THE SENTENCES 1

Sort out the four sentences.

She	moved	works	our	cats-	years	a producer.
My	prefers	saw	Wales	son	in	ago.
We	uncle	to	to	the BBC	especially	the summer.
They	last	dogs	for	three	as	poodles.

Write your answers here:

- 1 _____
 - 2 _____
 - 3 _____
 - 4 _____
-

SORT OUT THE SENTENCES 2

Sort out the five sentences.

There	Britain	trained	is	yet	on	Cambridge.
Everyone	is	warm	still	allowed	in	television.
My wife	isn't	too	enough	a teacher	to	left.
In	was	eighteen	much	drive	to go	vote.
It	over	people	to be	violence	on the	swimming.

Write your answers here:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

JIGSAW READING 2: SORT OUT THE TWO JOKES: Joke I

Two old men who lived in a village deep in the country decided one day to take a trip to London. This meant they had to leave their village, get on a bus to the nearest town, and there catch the train for London. It was all a big adventure for them, as they had never done anything like it before. To eat on the journey, they had bought some bananas. They'd never eaten bananas before either.

They got on the train and were marveling at the speed. One man decided to try his banana, but just as he was taking a bite the train entered a tunnel.

'Have you eaten your banana yet?' he called out to his friend.

'No,' replied his friend.

'Well, don't' said the first man. 'I took one bite of mine and went blind.'

JIGSAW READING 2: SORT OUT THE TWO JOKES (continued) Joke 2

A motorist driving through the country stopped for a hitch-hiker who was holding the halter of a cow.

'I can give you a lift,' he said, 'but I can't take your cow.'

'Don't worry,' said the hitch-hiker, 'she'll follow us in her own time.'

So the hitch-hiker got in and the motorist started up. He drove at thirty miles an hour and the cow trotted along behind him. He drove at forty miles an hour and the cow was still trotting along behind him. He drove at fifty miles an hour yet the cow was somehow managing to keep pace with him.

But he noticed in his mirror that the cow seemed to be tiring, as her tongue was hanging out of her mouth. 'I'm worried about your cow,' said the motorist to his passenger, 'her tongue is hanging out of her mouth to the right.'

'Oh, that's all right,' said the hitch-hiker, 'that means she's

going to overtake!’

FIND THE DIFFERENCES 5

Compare the pictures. Write what is different in picture B.



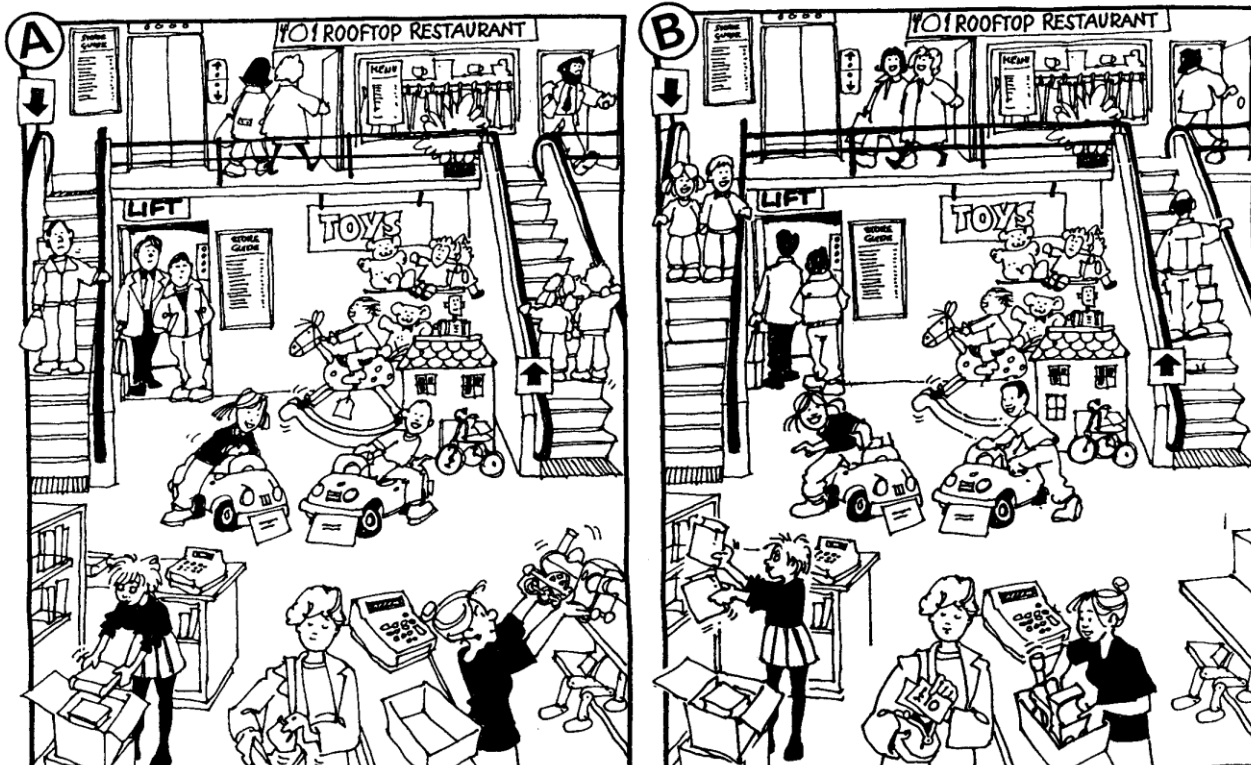
Use these words.

rain, get out, read, smoke, eat, come out of,
run down, look at, wear, open, get on, carry

The woman is opening her umbrella.

FIND THE DIFFERENCES 6

Compare the pictures. Write what is different in picture B.



Use these words:

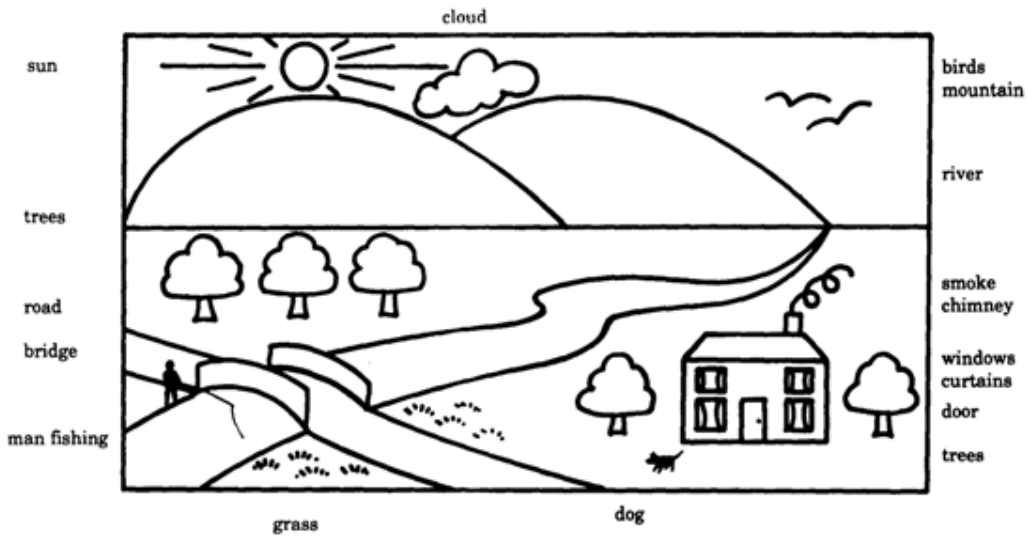
put into, get out of, take out of, car, come out of, box, go up, shelf, put onto,
escalator, get into, go into, lift, purse, restaurant, come down

The man is going up the escalator.

The two women are coming out of the restaurant.

COMPLETE THE DRAWING Student A

Your partner has an incomplete version of the following drawing.



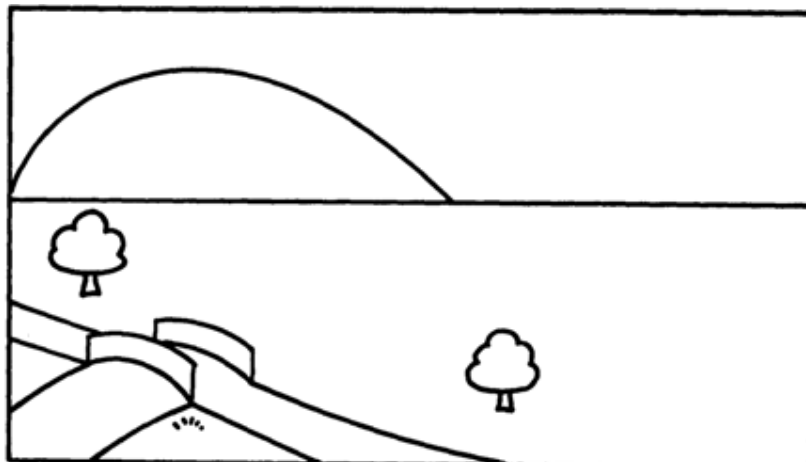
Help your partner to complete it by telling him/her what to draw and where to draw it. You can look at your partner's paper but you must not touch or point to anything or let him/her see your drawing. (The words around the drawing are only to help you. Your partner doesn't need to write these down.)

When you have finished, compare your drawings.

COMPLETE THE DRAWING Student B

The following drawing is not complete. There are several things missing. Your partner has a completed version of the drawing and is going to tell you how to complete yours. You are allowed to ask him/her questions, but you mustn't look at his/her paper. Before you start, make sure you know what these words mean:

bird	bridge	chimney	cloud	curtains	
dog	door	fishing	grass	smoke	tree
window	mountain	river	road		



When you have finished, compare your drawings.

COMPLETE THE STORY 1

These are the missing verbs from the story

became	gave	make	caught
make sure	could	had finished	met
had left	misread	drove	hitchhiking
know	persuade	found	lost
put	reached	set out	slept
welcomed	were sent	woke up	got
decided	missed	explained	understand

GAPS

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.
16.	17.	18.
19.	20.	21.
22.	23.	24.
25.	26.	27.
28.		

COMPLETE THE STORY 1 (Teacher's sheet)

Read out the following story, leaving gaps for the students to fill in.

The Longest Day

This story happened a few years ago when British people could go on a day trip to France without a passport. It is about a Mr and Mrs Elham who went on a day trip to Boulogne.

When they (1...*had finished*...) their shopping, the couple (2...*set out*...) for a stroll to see the sights of the town. Unfortunately, they didn't (3...*know*...) much French and couldn't really (4...*understand*...) the street signs, so they (5...*became*...) completely lost. The French people they (6...*met*...) were very kind and eventually they (7...*got*...) a lift to the railway station.

As the last ferry (8...*had left*...), the Elhams (9...*decided*...) to go to Paris and (10...*make*...) their way back to Dover from there. Unfortunately, they (11...*caught*...) the wrong train and (12...*found*...) themselves the next morning - in Luxembourg! The local police (13...*put*...) the confused passengers on a train for Paris and they (14...*slept*...) most of the way - all too soundly in fact, for they (15...*missed*...) their connection and (16...*woke up*...) in Basel in Switzerland!

The obliging Swiss police (17...*gave*...) the couple directions back to Boulogne but somehow they (18...*lost*...) their way again and ended up (19...*hitchhiking*...) over sixty kilometres to Vesoul in central France. A long-distance lorry driver gave the confused couple a lift to Paris, but when they (20...*reached*...) the Gare du Nord, their troubles were not over.

'We (21...*misread*...) the signs,' Mrs Elham (22...*explained*...), 'and took the train to Bonn in Germany.'

From Germany the Elhams (23...*were sent*...) quickly back to France. At the border, a sympathetic gendarme decided to (24...*make sure*...) they got to Boulogne safely, so he (25...*drove*...) them all the way there.

As they didn't have passports, it took twenty-four hours to (26...*persuade*...) the Customs that their unlikely tale (27...*could*...) possibly be true. But at last they were allowed on a ferry and soon the familiar white cliffs of Dover (28...*welcomed*...) the Elhams back to England.

FOYDALANILGAN ADABIYOTLAR RO‘YXATI

1. 2013-yil 8-maydagi “Uzluksiz ta’limning chet tillar bo’yicha davlat ta’lim standartini tasdiqlash to’g’risida”gi 124-sonli qarori.
2. “Xorijiy tillar o’qituvchilari CEFR haqida qo’llanma “ I.Kirkham, A. Irisqulov, F.Rashidova, 2013y
3. CEFR & Resources/EAQUALS
4. The CEFR: DELF DALF Suisse
5. European Bank of Anchor Items for Foreign Language Skills...
6. The main objective of the project is to develop CEFR-based banks of anchor items for the assessment of three foreign languages
7. “Chet tillar o’qituvchilari uchun CEFR haqida qo’llanma” L.Kirkham, A.Iriskulov, F.Rashidova., 2013 y.
8. 1-kurs uchun English B1. Bakiyeva G., Irisqulova A., Rashidova F., Tillayeva N., Karimova Z., Tursunboeva S., Norova D., Djaloldinova M., Mamanabiyeva D.
9. 2-kurs uchun English B1. Bakiyeva G., Irisqulova A., Rashidova F., Tursunboeva S., Tillayeva N., Karimova Z.

QO‘SHIMCHA MANBALAR:

- 10.CEFR Guidebook at Common European Framework of Reference for Languages www.coe.int.
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12. www.examenglish.com
13. www.busyteacher.org
- 14.www.islcollective.com
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