**O‘ZBEKISTON RESPUBLIKASI**

**XALQ TA’LIMI VAZIRLIGI**

**SAMARQAND VILOYATI XALQ TA’LIMI XODIMLARINI QAYTA TAYYORLASH VA ULARNING MALAKASINI OSHIRISH HUDUDIY MARKAZI**

**TILLARNI O‘ITISH METODIKASI KAFEDRASI**

**YOZMA NUTQ AMALIYOTI**

**O‘QUV – USLUBIY MAJMUA**

**Chet (ingliz) tili fanini o‘qitish huquqini berish bo‘yicha kasbiy qayta tayyorlash**

**Qayta tayyorlov kursi yo‘nalishi**

**O‘quv bloki nomi va**

**o‘quv moduli №**

**Umumkasbiy fanlar bloki**

**1.03.3**

**O‘ZBEKISTON RESPUBLIKASI XALQ TA’LIMI VAZIRLIGI**

**SAMARQAND VILOYATI XALQ TA’LIMI XODIMLARINI QAYTA TAYYORLASH VA ULARNING MALAKASINI OSHIRISH HUDUDIY MARKAZI**

**«TASDIQLAYMAN»**

**Hududiy markaz direktori**

**\_\_\_\_\_\_\_\_\_** **S.Usmonov**

**2019 yil “\_\_\_” \_\_\_\_\_\_\_\_\_\_**

**«TILLARNI O‘QITISH METODIKASI» KAFEDRASI**

**YOZMA NUTQ AMALIYOTI**

**O‘QUV- MODULI BO‘YICHA O‘QUV USLUBIY MAJMUA**

|  |  |
| --- | --- |
| «**KELISHILDI**»  O‘quv va ilmiy ishlari bo‘yicha:  direktor o‘rinbosari  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ A. Ibragimov | Kafedra mudiri  \_\_\_\_\_\_\_\_\_\_\_\_\_ Yuldosheva S.A. |

**Samarqand – 2019 yil**

Ushbu chet (ingliz tili) fanini o‘qitish huquqini berish bo‘yicha kasbiy qayta tayyorlash kursi uchun “YOZMA NUTQ AMALIYOTI” moduli bo‘yicha o‘quv uslubiy majmuasi SamDU huzuridagi XTXQTMOHM Ilmiy metodik kengashining 2019-yil 26-aprelda o‘tkazilgan yig‘ilishida muhokama etilib, 4-sonli qarori bilan tasdiqlangan.

|  |  |
| --- | --- |
| **Tuzuvchi-mualliflar:** | |
| **F.Marupov, Z.Rustamova,**  **A. Pardayeva, N. Kushakova**  **N. Ruziyeva Sh. Kutbiddinova** | **Tillarni o‘qitish metodikasi kafedrasi ingliz tili o‘qituvchilari** |
| **G‘. Mirsanov** | **SamDCHTI dotsenti** |

**1.03.3. ЁЗМА НУТҚ АМАЛИЁТИ (52 соат)**

Тингловчилар:

• турли жанрдаги ёзма матнларни тўғри ёзишни ўрганишлари ва ушбу матнларнинг ўзига хос хусусиятларини аниқлашлари;

• ёзма нутқда матн жанрига ҳамда мақсадига мувофиқ расмий ёки норасмий услубни танлаб, ёза олишлари лозим.

***Модул мазмуни:***

• шахсий маълумотномалар, анкета саволлари;

• содда хатлар, эслатмалар, қайдлар;

• воқеа-ҳодиса, одамлар ва предметлар тасвирига бағишланган хатлар;

• матнлар;

• e-mail, интернет форумларига хатлар;

• резюме ва таржимаи ҳол;

• шахсий кундалик

***Баҳолаш турлари ва шакллари***

аудиторияда ва уйда бажариладиган ёзма топшириқлар

**1.03.3. ИНГЛИЗ ТИЛИ АМАЛИЙ КУРСИ МОДУЛИ *ЁЗМА НУТҚ АМАЛИЁТИ* БЎЛИМИНИНГ ЎҚУВ-МАВЗУ РЕЖАСИ.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **т/б №** | **Мавзулар** | **Жами** | **маъруза** | **амалий** |
| 1 | Шахсий маълумотлар ҳақидаги форма (шакл)ни тўлдириш | 2 | - | 2 |
| 2 | Расмий хат ёзиш | 4 | - | 4 |
| 3 | Норасмий хатлар | 4 | - | 4 |
| 4 | Эслатма ва қайдлар | 4 | - | 4 |
| 5 | Турли мавзудаги ҳикояларни тугаллаш | 4 | - | 4 |
| 6 | Таҳлилий хулоса ва тақриз ёзиш | 4 | - | 4 |
| 7 | Табрик ва таклифномалар ёзиш | 2 | - | 2 |
| 8 | Эссе турлари ва унинг таркибий қисмлари | 4 | - | 4 |
| 9 | Эссе(иншо)нинг кириш қисми | 4 | - | 4 |
| 10 | Эссе(иншо)нинг асосий ва хулоса қисми | 4 | - | 4 |
| 11 | Тавсифнома ва тавсиялар | 4 | - | 4 |
| 12 | Аризада шахсий мақсадларни ифодалаш | 4 | - | 4 |
| 13 | График ва диаграммаларни тавсифлаш | 4 | - | 4 |
| 14 | Резюме ва CV | 4 | - | 4 |
|  | **Жами** | **52** | **-** | **52** |

**1.03.3. ИНГЛИЗ ТИЛИ АМАЛИЙ КУРСИ МОДУЛИ *ЁЗМА НУТҚ АМАЛИЁТИ* БЎЛИМИНИНГ ЎҚУВ ДАСТУРИ.**

**1-мавзу. Шахсий маълумотлар ҳақидаги форма (шакл)ни тўлдириш. ( 2 соат амалий).**

Шахсий маълумотлар сўралган тайёр шакл(форма)ларни тўғри тўлдириш, турли мавзудаги сўровномалардаги саволларга жавоб бериш ва жавоблар изоҳини ёзиш.

**2-мавзу. Расмий хат ёзиш. (4 соат амалий).**

Ариза, расмий сўров ёки таклиф хатини ёзиш қоидалари. Хатни кириш, асосий ва якуний қисмлари. Хатни бошлаш ва якунлашда ишлатиладиган ибораларю Расмий хат турлари.

**3-мавзу. Норасмий хатлар. ( 4 соат амалий).**

Норасмий тарздаги ёзишмалар(хатлар). Турли мавзуларда дўстига, ота-онаси ёки яқин қариндошларига юбориладиган номаларда ишлатиладиган сўз ва иборалар. Электрон почта орқали юбориладиган хатларни ёзилиш тартиби.

**4-мавзу. Эслатма ва қайдлар. ( 4 соат амалий).**

Эслатма ва қайдларни ёзиш тартиби. Имло қоидалари. Тиниш белгиларининг ишлатилиши.

**5-мавзу. Турли мавзудаги ҳикояларни тугаллаш. ( 4 соат амалий).**

Турли мавзудаги ҳикояларни берилган топшириқ асосида тугаллаш: давом эттириш, хулоса ёзиш ёки муносабат билдириш.

**6-мавзу. Таҳлилий хулоса ва тақриз ёзиш. ( 4 соат амалий).**

Бирор илмий мақола, дарслик ёки қўлланмага хулоса ёки тақриз ёзиш.

**7-мавзу. Табрик ва таклифномалар ёзиш. ( 2 соат амалий).**

Табрикнома турлари ва уларнинг ёзилиш тартиби. Ишлатиладиган сўз ва иборалар.

**8-мавзу. Эссе турлари ва унинг таркибий қисмлари. ( 4 соат амалий).**

Эссе(иншо)нинг турлари ва унинг таркибий қисмлари. Берилган намуналар асосида эссенинг таркибий қисмлари ва турини аниқлаш. Эссени баҳолаш мезони. Хатолар устида ишлаш.

**9-мавзу. Эссе(иншо)нинг кириш қисми. ( 4 соат амалий).**

Турли мавзулар бўйича берилган кўрсатма ёрдамида эссенинг кириш қисмини ёзиш.

**10-мавзу. Эссе(иншо)нинг асосий ва хулоса қисми. ( 4 соат амалий).**

Турли мавзулар бўйича берилган кўрсатма ёрдамида эссенинг асосий ва хулоса қисмларини ёзиш.

**11-мавзу. Тавсифнома ва тавсиялар. ( 4 соат амалий).**

Тавсифнома ва тавсиянома турлариб мазмуни. Инглиз тилида тавсифнома ёки тавсиянома ёзишнинг ўзига хос усуллари ва стратегиялари.

**12-мавзу. Аризада шахсий мақсадларни ифодалаш. ( 4 соат амалий).**

Ариза турлари, аризада мақсадни ифодалашда кўп қўлланиладиган сўз ва иборалар таҳлили.

**13-мавзу. График ва диаграммаларни тавсифлаш. ( 4 соат амалий).**

Турли шаклда ва мазмунда берилган диаграммаларни шархлаш. Шарҳлашда сўз ва ибораларни тўғри қўллашнинг самарали йўллари.

**14-мавзу. Резюме ва CV. ( 4 соат амалий).**

Резюме ва CVнинг фарқи, турлари ва мазмуни. Резюме ёки CVнинг таркибий қисмлари.

**1.00 УМУМКАСБИЙ ФАНЛАР**

**АМАЛИЙ МАШҒУЛОТНИНГ**

**ТЕХНОЛОГИК ХАРИТАСИ ВА МАТЕРИАЛЛАРИ**

**1.03.3. ЁЗМА НУТҚ АМАЛИЁТИ (52 соат)**

**КИРИШ**

Ўзбекистон Республикасида таълим мазмунини модеринизациялаш халқ таълими тизими раҳбар ва педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тизимида чет тилларни ўқитишнинг роли ошганлиги билан боғлиқ.

Мазкур дастур Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги "Чет тилларни ўрганиш тизимини янада такомиллаштириш чора тадбирлари тўғрисида"ги ПҚ-1875-сонли, Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2013 йил 8 майдаги "Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар" тўғрисидаги 124-сонли қарорлари ҳамда Европа Кенгашининг "Чет тилини эгаллаш умумевропа компитенсиялари: ўрганиш, ўқитиш ва баҳолаш" тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR-Common European Framework of Reference) ва Ўзбекистон Республикаси Халқ таълими вазирлигининг ўқув дастурига мувофиқ қайта ишлаб чиқилди.

Дастур Чет тиллар бўйича қайта тайёрлов курслари тингловчиларининг тайёргарлик даражасига қўйиладиган талабларга кўра Халқ таълим тизими тизими ходимларини қайта тайёрлаш ва уларниг малакасини ошириш муассасалари ихтисослиги инглиз тили ўқитувчиси бўлмаган олий маълумотли (бакалавр ёки магистр даражасидаги) педагогларни касбий қайта тайёрлов курслари учун тайёрланди.

Ушбу маърузалар матни тўплами ёзма нутқ амалиёти бўлимидан иборат:

Тингловчилар:

• турли жанрдаги ёзма матнларни тўғри ёзишни ўрганишлари ва ушбу матнларнинг ўзига хос хусусиятларини аниқлашлари;

• ёзма нутқда матн жанрига ҳамда мақсадига мувофиқ расмий ёки норасмий услубни танлаб, ёза олишлари лозим.

***Модул мазмуни:***

• шахсий маълумотномалар, анкета саволлари;

• содда хатлар, эслатмалар, қайдлар;

• воқеа-ҳодиса, одамлар ва предметлар тасвирига бағишланган хатлар;

• матнлар;

• e-mail, интернет форумларига хатлар;

• резюме ва таржимаи ҳол;

• шахсий кундалик

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **т/б №** | **Мавзулар** | **Жами** | **маъруза** | **амалий** |
| 1 | Шахсий маълумотлар ҳақидаги форма (шакл)ни тўлдириш | 2 | - | 2 |
| 2 | Расмий хат ёзиш | 4 | - | 4 |
| 3 | Норасмий хатлар | 4 | - | 4 |
| 4 | Эслатма ва қайдлар | 4 | - | 4 |
| 5 | Турли мавзудаги ҳикояларни тугаллаш | 4 | - | 4 |
| 6 | Таҳлилий хулоса ва тақриз ёзиш | 4 | - | 4 |
| 7 | Табрик ва таклифномалар ёзиш | 2 | - | 2 |
| 8 | Эссе турлари ва унинг таркибий қисмлари | 4 | - | 4 |
| 9 | Эссе(иншо)нинг кириш қисми | 4 | - | 4 |
| 10 | Эссе(иншо)нинг асосий ва хулоса қисми | 4 | - | 4 |
| 11 | Тавсифнома ва тавсиялар | 4 | - | 4 |
| 12 | Аризада шахсий мақсадларни ифодалаш | 4 | - | 4 |
| 13 | График ва диаграммаларни тавсифлаш | 4 | - | 4 |
| 14 | Резюме ва CV | 4 | - | 4 |
|  | **Жами** | **52** | **-** | **52** |

**1 МАВЗУ. ШAХСИЙ МАЪЛУМОТЛАР ХАКИДАГИ ФОРМА   
(ШАКЛ)НИ ТУЛДИРИШ**

**THEME 1. COMPLETING A FORM ON PERSONAL DETAILS**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс мавзуси: Шaхсий маълумотлар ҳакидаги форма**  **(шакл)ни тўлдириш**  **The theme of the lesson: Completing a form on Personal details** |
| Машғулот режаси ва тузилиши  **Procedure/ Lesson outline** | 1. Read the form and answer the questions.  2. Match the rules 1-7 to the examples a-g. In English we use capital letters for  3. Read the three texts. Put capital letters where necessary.  4. Match the numbers 1-5 to the letters a-e.  5. Complete the forms for the people in exercise 3. |
| Ўқувмашғулотинингмақсади: Lesson aims:to give general information about Task 1 | |
| Педагогик вазифалар:  Objectives: based on the topic | Ўқув фаолиятининг натижалари  Learning outcomes:  By the end of the lesson the Ls will be able…  to know the object of Task 1  to explain charts |
| Таълим усулллари  Types of the session | Practical, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  Interaction patterns | Frontal, collective, whole class |
| Таълим воситалари  Materials used: | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  Equipment/ aids used: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  Types of assessment | Individual by writing task 1 |

**Ўқув машғулотининг технологик харитаси**

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  Steps and duration | Фаолият/Process | |
| Таълим берувчи  Teacher | Таълим олувчилар  Listeners |
| 1-босқич  Part I (±15mins) | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the |
| 2-босқич  Part II (±55mins) | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the Qs, tell their opinions and write necessary points of the task |
| 3-босқич  Part III (±10mins) | 3.1. T draws a conclusion of the lesson, explains the importance of the lesson  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

***Procedure***

***Reading***

**1** **Read the form and answer the questions.**

|  |  |
| --- | --- |
| ***Registration form***  **First name:** Guzalya  **Last name:** Tazabekova  **Age:** 16  **Sex: Male …… Female….X**  **Nationality:**  Uzbek  **Home town:**  Tashkent  **Language Class:** Uzbek  **Days:** Monday Friday | image |
|  |

1. What's her first name? **………………………………………………………..**
2. What’s her last name? **………………………………………………………..**
3. How old is she? **………………………………………………………..**
4. Is she from Britain? **………………………………………………………..**
5. Where is she from? **………………………………………………………..**
6. Is she a French student? **………………………………………………………..**
7. When is her class? **………………………………………………………..**

***Language focus***

**2**. **Match the rules 1-7 to the examples a-g. In English we use capital letters for**

|  |  |
| --- | --- |
| **A**   1. the first word in a sentence. 2. names. 3. nationalities. 4. days of the week. 5. languages. 6. cities and countries. 7. first person singular. | **B**   1. Adam, Lennon, Alicia, Nelson ... 2. Chinese, Canadian, Irish ... 3. English, French, Spanish ... 4. Monday, Tliesday, Wednesday ... 5. New York, Berlin, Poland, Italy, Moscow 6. I don’t understand. 7. Do you have a credit card? |

**3**. **Read the three texts. Put capital letters where necessary.**

|  |
| --- |
| 1  my name’s said buriev, i’m from bukhara in uzbekistan, i'm uzbek, i'm 17 years old. my email is [tombutler@mail.ru](mailto:tombutler@mail.ru), i study chinese, my class is on Wednesday and friday. |
| 2  i'm hilola sanaeva, i'm from samarkand in uzbekistan. i’m female and i’m 16. my email is [natS@mail.ru](mailto:natS@mail.ru). i study korean. my class is on tuesday and thursday. |
| 3  i'm sevara azimova and i’m tajik, i’m from jizzax in uzbekistan. i'm 17 and female, my email is [sgivet@mail.ru](mailto:sgivet@mail.ru). i study english. my class is on monday and friday. |

***Writing***

**4** **Match the numbers 1-5 to the letters a-e.**

|  |  |
| --- | --- |
| **A**  1. . 2. , 3. ? 4. ‘5. B | **B**  a) Apostrophe  b) capital letter  c) comma  d) question mark  e) full stop |

**5. Complete the forms for the people in exercise 3.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **1 *Registration form***  **First name:……………...**  **Last name:………………**  **Age:……………………...**  **Sex:** Male**…..** Female**….**  **Nationality:………..……**  **Home town:…………….**  **Language Class:……..…**  **Days:…………………….** | 4(26) | |  | | |  |  | | --- | --- | | **2 *Registration form***  **First name:……………...**  **Last name:………………**  **Age:……………………...**  **Sex:** Male**…..** Female**….**  **Nationality:………..……**  **Home town:…………….**  **Language Class:……..…**  **Days:…………………….** | DSC_3910 | |  | |
| |  |  | | --- | --- | | **3 *Registration form***  **First name:……………...**  **Last name:………………**  **Age:……………………...**  **Sex:** Male**…..** Female**….**  **Nationality:………..……**  **Home town:…………….**  **Language Class:……..…**  **Days:…………………….** | 1447249300__dsc0837 | |  | | **6** **Complete the form for you.**   |  |  | | --- | --- | | ***Registration form***  **First name:……………...**  **Last name:………………**  **Age:……………………...**  **Sex:** Male**…..** Female**….**  **Nationality:………..……**  **Home town:…………….**  **Language Class:……..…**  **Days:…………………….** |  | |  | |

**2 МАВЗУ. ХАТ ЁЗИШ. УМУМИЙ ТУШУНЧА**

**THEME 2. GENERAL CONCEPT OF LETTER WRITING**

**Part I**

|  |  |  |
| --- | --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони: | |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси: Хат ёзиш. умумий тушунча**  **The theme of the lesson: Letter Writing** | |
| Маъруза режаси машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. Read the extracts (A-F) and decide what type of letter each is from (1-6)  2. Put paragraphs into the correct order, then identify the type of letter.  3. Mark the phrases as F (for Formal) or I (for Informal).  4. Read the situation below and answer the questions that follow.  5. Choose the most suitable expression to complete each gap.  6. Match the beginnings to the endings, then identify what type of letter each pair is from.  7. Read the rubrics bellow and answer the questions. | |
| Ўқув машғулотининг мақсади: Lesson aims:to give general information about Letters writing | | |
| Педагогик вазифалар:  Objectives: based on the topic | | Ўқув фаолиятининг натижалари  Learning outcomes:  By the end of the lesson the Ls will be able…  to know the object of Task 1  to explain charts |
| Таълим усулллари  Task types | | Practical, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  Interaction patterns | | Frontal, collective, whole class |
| Таълим воситалари  Materials used: | | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  Equipment/ aids used: | | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  Types of assessment | |  |

**ЎҚУВ МАШҒУЛОТИНИНГ ТЕХНОЛОГИК ХАРИТАСИ**

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  Steps and duration | Фаолият  Process | |
| Таълим берувчи  Teacher | Таълим олувчилар  Listeners |
| 1-босқич  Part I (±15mins) | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the |
| 2-босқич  Part II (±55mins) | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the task |
| 3-босқич  Part III (±10mins) | 3.1. T draws a conclusion of the lesson, explains the importance of the lesson  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

***Letter Writing***

**TYPES OF LETTERS**

There are various types of letters, such as:

**-letters of appiicallon** **-letters of complaint** **-letters to the editor** etc.

The type of letter you should write depends on the reason for writing (i.e. to give your news, to invite somebody to a party etc. to make a complaint, to apply for a job, etc). Depending on the rubric, you may be asked to write a letter for more than one reason (i.e. to give your news and ask for advice). The most common reasons for writing a letter are:

|  |  |
| --- | --- |
| * giving/ asking about **news** | * **congratulating** someone |
| * giving/ asking for **advice** | * **inviting** someone |
| * giving/ asking for **information** | * **accepting/refusing** an invitation |
| * **apologising** for something | * making **suggestions** etc. |
| * **thanking** someone |  |

1 **Read the extracts (A-F) and decide what type of letter each is from (1-6). Which key words helped you decide? Underline them.**

1. I really hope you can come In my party. I'm sure we'll have a wonderful time.
2. I’m writing to askyou what you think I should do about Avaz. I'd really like your advice as he's been…
3. I'm having a fantastic time on holiday. I went sailing yesterday and I'm going to take part in a diving competition this afternoon. 1 can’t wait!
4. I received your leaflet in the post. I am very interested in the course and would he grateful if you could give me some more information.
5. I have enclosed my CV. Iwould be grateful if you could consider my application. .1 look forward to hearing from you.
6. I am writing to complain about the dishwasher which I purchased from your company last

Monday

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 |  | letter of application | 4 |  | letter asking for information |
| 2 |  | letter giving news | 5 |  | letter of complaint |
| 3 |  | letter of invitation | 6 |  | letter asking for advice |

2 **The paragraphs in the letter below are in jumbled order. Put them into the correct order, then identify the type of letter.**

|  |
| --- |
| A) Unfortunately. I won’t be able to come as I’ll be at a seminar in Berlin that week. It’s a pity I'll miss your big day, but I promise to make it up to you. |
| B) Anyway, thanks again for the invitation. I wish you both all the best for the future. Love,Madina |
| C) Dear Roza, I’m writing to thank you very much for the invitation to your wedding. I'm really happy the two of you are finally tying the knot. |

|  |
| --- |
| **LAYOUT ОF LETTERS**  All letters should include the following:   1. an **appropriate greeting** (e.g. *Dear Sir/Madam, Dear Avaz Xakimov, Dear Mrs Barno,* etc); 2. an **introduction**, in whicn you write your **opening remarks** (e.g. *Hi! How are you?*) and **reason(s) tor writing** (e.g *I'm just writing to congratulate you on passing your exams, I'm writing to apologise for …, We were thrilled to hear ..., I was sorry to hear…* etc); 3. a main body, in which you write about the specific topics ol the letter in detail: 4. a **conclusion**, in which you write your **closing remarks** (e.g Please forgive me - It won't happen again, I promise; Looking forward to seeing you ...!, Please write soon, Take carel, Can’t wait to hear from you, I'd better sign off now, That's all for now); and 5. an **appropriate ending** (e.g. Yours faithfully + your full name, Lots of love + your first name). |
|  |
| **WRITING STYLE IN LETTERS**  The writing style you should use (i.e. **informal, formal** or **semi-formal**), depends on **who you are writing to**. More specifically:   * when you are writing lo someone you know well (i.e. a close relative, your best friend. etc.) you should use informal style. * when you are writing to someone you do not know, or to someone who is in authority (i.e. the manager of a hotel, a doctor, etc.) you should use format style. * when you are writing to someone you do not know very well, or someone you want to be polite and respectful to (i.e. a friend's parents, your teacher, etc) you should use semi-tormal style. |
|  |
| **CHARACTERISTICS OF:**  **a)** **INFORMAL LETTERS**   * **address & date**   *i.e. your address in the top. right-hand comer, followed by the date.*   * **greeting**   *(eg. Dear Avaz, Dear Mum, etc.)*   * **informal language**   *(e g. i've been meaning to write to you for ages; Don't worry; By the way; It was a piece of cake; I’ll pick you up; We can give it a try, etc)*   * **ending**   *(e.g. Your/Love/Best wishes/Regarts/etc. + your first name)*  **b)** **FORMAL LETTERS**   * **address & date**   i.e.your address as well as the recipient's address. Your address in the top, right-hand corner, followed by the date. The recipient's position, the name and address of the company, organization, etc. on the left- hand side.   * **greeting**   (e.g. *Dear Mrs Barno* - when you know the person's name - *Dear Sir/Madam* - when you do not know the person's name)   * **formal language**   (e.g. *I am writing with regard to your advertisement; I would appreciate a reply at your earnest convenience; The product which was delivered, proved to be faulty;* etc.)   * **ending**   (e.g. *Yours sincerely/faithfully + your full name*)  **Note:** when you begin with Dear Mr/Mrs/Ms Murod, you should end with Yours sincerely + your full name. When you begin with Dear Sir/Madam, you should end with Yours faithfully + your full name.  **c) SEMI - FORMAL LETTERS**   * **address & date**   i.e. your address in the top right- hand comer, followed by the date   * **greeting**   i.e. Dear Mr/Mrs/Ms + person's surname (e.g. *Dear Mrs Barno*).   * **semi-formal language** * **ending**   (e.g. *Regards/Best wishes/etc.* + your first name or full name) |

3 **Mark the phrases as F (for Formal) or I (for Informal).**

1. I would also appreciate some information about…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Well, I must go now…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Please accept my sincere apologies…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. You are cordially invited to attend…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. I am writing in response to your advertisement…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Thanks for the invitation to your dinner party…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. I am writing to express my strong dissatisfaction with…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. I look forward to meeting you in person…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Just a quick note to tell you…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. I am writing to bring to your attention the…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. Please do not hesitate to contact me…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. I’m so sorry to hear you’re having problems with…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. Write hack soon…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. We regret to inform you that…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
15. I won’t take no for an answer…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 **Read the situation below and answer the questions that follow.**

This is your last year at school and you are unsure of what course to take at university. You have decided to write a letter to \_\_\_\_\_\_\_\_\_\_\_\_, asking for advice.

1. **What style should you use: if you are writing to:** **A** a friend? **B** your former teacher? **C** a careers advisor?
2. **First match the beginnings and endings and then say which of the people in part a) each feller is addressed to.**

|  |  |
| --- | --- |
| ***BEGINNINGS…***  **1** Dear Aziza,  Hi! How are you? I’m writing because I’ve no idea which course to take at university next year. I really need your advice!  **2** Dear Mrs Lola,  I hope this finds you well. I’m writing to ask you for some advice about which course to take at university next year.  **3** Dear Sir/Madam,  I am writing to enquire whether you can advise me on which course to apply for next year at university. | **A**  Dear Avaz,  **1)**……………………………………….to  **2)**……………………………………….for  **3)**…………………………..…………with  **4)**……………………………………for the end-of-term party.  **5)**………………………………………….  **6)**………………………………………….  in **7)**……………………………………….  that the **8)** ………………………………...  **9)**………………………………………….  I can’t **10)**…………………………………  ……………………….all your hard work.  Love,  Madina |
| ***ENDINGS…***  **A** Thank you for taking the time to read this letter. I look forward to hearing from you.  Best wishes,  Nargiza Azizovna  **B** I would be extremely grateful if you could advise me on what to do. Thank you in advance for your kind cooperation.  Yours faithfully,  Nargiza Azizovna  **C** What do you think I should do? Please write back soon and tell me.  Love,  Nargiza | **B**  Dear Mr Bobur,  **1)**……………………………………….to  **2)**……………………………………….for  **3)**…………………………..…………with  **4)**……………………………………for the end-of-term party.  **5)**………………………………………….  **6)**………………………………………….  in **7)**……………………………………….  that the **8)** ………………………………...  **9)**………………………………………….  I can’t **10)**…………………………………  ……………………….all your hard work.  Best wishes,  Madina Umarova |

5  **a)Read the pairs of expressions (1-10) and the letters which follow, then choose the most suitable expression to complete each gap.**

1. Hi - just a quick note/ I am writing
2. Thank you very much/say thanks a lot
3. all your help/ your kind assistance
4. getting ready/preparations
5. Your contribution/What you did

**b) Which letter is informal, and which letter is semi-formal? What type of letter are they?**

6 **Match the beginnings to the endings, then identify what type of letter each pair is from. Finally, say whether each pair has been written in formal or informal style.**

|  |  |
| --- | --- |
| ***BEGINNINGS…***  1. I’m writing to tell you my wonderful news …  2. I would greatly appreciate it if you could provide me with some information regarding …  3. Thanks a lot for your invitation. We’d love to come …  4. I can’t tell you how sorry I am that I ruined…  5. I am writing to draw your attention to the terrible treatment I received from …  6. I am writing to apply for the post of music teacher as advertised in … | ***…ENDINGS***  A. Once again, I’d like to say how very sorry I am about…  B. I enclose my CV and would be glad to attend an interview at your earliest convenience.  C. Well, that’s all for now. Write back and tell me what you’ve been up to.  D. Let me know if you want us to bring anything to the party. See you on the big day!  E. I look forward to receiving the information and would be grateful if you could reply as soon as possible.  F. I insist on a written apology. I trust this matter will receive your immediate attention. |

7  **Read the rubrics bellow and answer the questions.**

|  |  |
| --- | --- |
|  |  |

1. What type of letter should you write for each rubric?
2. Who is going to read your letter?
3. What style should you use in each letter?
4. How would you begin and end each letter?
5. Can you suggest appropriate opening and closing remarks for each letter?

**2 МАВЗУ. РАСМИЙ ХАТЛАР**

**THEME 2. OFFICIAL LETTERS**

**Part II**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс мавзуси: Расмий хатлар**  **The theme of the lesson: Formal Letters** |
| Маъруза режаси ўқув ва машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. Read the questions below, then listen to the beginnings and endings of three letters and tick the correct box for each letter.  2. Read the rubric, underline the key worlds, and answer the questions.  3. Read the letter and label the paragraphs with the headings below. Say what qualifications, experience and personal qualities Steven has. Do you think he will get the job?  4. Read the letter again and find formal expressions to match the informal ones in the table, as in the example.  5. Fill in correct form of the verbs in the list.  6. Read the letter below and label the paragraphs with the headings.  7. In which letter in Ex.6 can you find each of these features? Label each as A or B. |
| Ўқув машғулотининг мақсади: Lesson aims: to give general information about Task 1 | |
| Педагогик вазифалар:  Objectives: based on the topic | Ўқув фаолиятининг натижалари  Learning outcomes:  By the end of the lesson the Ls will be able…  to know the object of Task 1  to explain charts |
| Таълим усулллари  Task types | Practical, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  Interaction patterns | Frontal, collective, whole class |
| Таълим воситалари  Materials used: | Aids, blackboard, cluster, projector |
| Таълимберишшароити  Equipment/ aids used: | Auditorium, projector, computer |
| Мониторингвабаҳолаш  Types of assessment |  |

**ЎҚУВ МАШҒУЛОТИНИНГ ТЕХНОЛОГИК ХАРИТАСИ**

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  Steps and duration | Фаолият  Process | |
| Таълим берувчи  Teacher | Таълим олувчилар  Listeners |
| 1-босқич  Part I (±15mins) | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the |
| 2-босқич  Part II (±55mins) | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the task |
| 3-босқич  Part III (±10mins) | 3.1. T draws a conclusion of the lesson, explains the importance of the lesson  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

**Procedure**

1 **a) Read the questions below, then listen to the beginnings and endings of three letters and tick the correct box for each letter.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1**  Why has the letter been written? | | Letter 1 | Letter 2 | Letter 3 |
| **A** | to apply for a job **…………………………………………………** |  |  |  |
| **B** | to ask for information **……………………………………………** |  |  |  |
| **C** | to make a complaint **……………………………………………...** |  |  |  |

1. **Listen again and tick the correct boxes for each letter.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2**  How does the letter begin? | | Letter 1 | Letter 2 | Letter 3 |
| **A** | Dear Advertiser **…………………………………………………..** |  |  |  |
| **B** | Dear Sir/Madam **…………………………………………………** |  |  |  |
| **C** | Dear Mr Agzam **…………………………………………………..** |  |  |  |
| **3** Which of the following expressions have been used in the opening/closing remarks? | | | | |
| **A** | With reference to your advertisement **…** |  |  |  |
| **B** | I am writing to apply for the position **…** |  |  |  |
| **C** | I am writing to express my dissatisfaction **…** |  |  |  |
| **D** | I look forward to hearing from you **…** |  |  |  |
| **E** | I must insist on a full refund **…** |  |  |  |
| **F** | Thank you in advance **…** |  |  |  |
| **4.** How does the letter and? | | | |  |
| **A** | Yours faithfully **…………………………………………………** |  |  |  |
| **B** | Lots of love **……………………………………………………...** |  |  |  |
| **C** | Yours sincerely **…………………………………………………** |  |  |  |

|  |  |
| --- | --- |
| Formal letters are normally sent to people in an official position or people you don’t know well (e.g. *Director of Studies, Personnel Manager, etc*). They are written in a **formal style** with a polite, impersonal tone.   * You can write a formal letter to apply for a job/course, make a complaint, give/ request official information, etc. * A formal letters should consist of:   a) formal **greeting** (e.g. ***Dear Sir/Madam*** – when you do not know the person’s name; ***Dear Ms Azizova*** – when you know the person’s name);  b) an **introduction** in which you write your opening remarks and mention your reason(s) for writing (e.g. ***I am writing to apply for the position of …***)  c) a **main body** in which you write about the main subject(s) of the letter in detail, starting a new paragraph for each topic;  d) a **conclusion** in which you write your closing remarks  e.g. ***I look forward to hearing from you as soon as possible…***  e) a formal **ending** (***Yours faithfully*** *– when you do not know the person’s name;* ***Yours sincerely*** *– when you know the person’s name;* + your full name). | **Paragraph 1**  Opening remarks/ reason(s) for writing  **Main Body**  **Paragraph 2 – 3 – 4**  Development of subject(s)  **Conclusion**  **Final Paragraph**  Closing remarks   * *The number of main body paragraphs may vary, depending on the rubric.* |

***LETTERS OF APPLICATION***

When you write a letter applying for a job or a course, you should include the following information:

**A)** in the **opening remarks/reason(s) for writing**

* The mane of the job/course, where and when you saw it advertised.

e.g. … the position of manager advertised in yesterday’s Bobur.

**B)** in the **main body paragraphs** (paras 2-3-4)

* age, present job and/ or studies (e.g. I am a nineteen-years-old university student.)
* qualifications (e.g. I have a BA in French.)
* experience (e.g. I have been working as a water for the last two years.)
* skills and personal qualities that are suitable for the job/course e.g. I am a good and careful driver. I consider myself to be mature and responsible.

**C)** in the **closing remarks**

* any other important information (i.e. when you are available for interview, where and when you hope your application will be considered, etc.)

e.g. I will be available for interview in September.

I enclose references from my last two employers.

I look forward to hearing from you.

You usually use:

**the present simple** to describe skills/ personal qualities e.g. *I am a patient and reliable person.*

**the past simple** to talk about past experiences

e.g. *I left school in 1994. I worked for General Motors for four years.*

**the present perfect** to talk about recent work/studies

e.g. *I have been working for UMS for two years.*

*I have recently finished secondary school.*

**2**. **Read the rubric, underline the key worlds, and answer the questions.**

***You saw this advertisement in local newspaper and have decided to apply for the job.***



Tashkent Economic School is looking for a young, energetic and experienced school teacher to join as in September. Must be a good organizer and keen on sports.

Please apply in writing to Mr.Shahzod, giving details of qualifications, science and previous experience and saying why you think you are suitable for the job. Closing date 25th May.

Write your letter of application. Do not write any addresses.

|  |  |
| --- | --- |
| **1.** Who is going to read your letter? | **4.** Why are you writing this letter? |
| **2.** Do you know this person at all? | **5.** How should you begin and end the letter? |
| **3.** What style should you use? | Choose A to C. |

|  |  |  |
| --- | --- | --- |
| **A**  Dear Madam,  Yours faithfully,  Gulom Asadov | **B**  Dear Headteacher,  Kind regards,  Salim | **C**  Dear Mrs Odilova,  Yours sincerely,  Gulom Asadov |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **6. Which of the following points should you include in your letter? Tick (٧)**   |  |  | | --- | --- | | **A** your favorite subjects at school |  | |  |  | | **B** your qualifications |  | |  |  | | **C** your present and previous jobs |  | |  |  | | **D** a description of your appearance |  | |  |  | | **E** your personal qualities |  | |  |  | | **F** your plans for the summer |  | | **7. What do you think successful candidate should be?**   |  |  | | --- | --- | | **A** patient | **D** artistic | | **B** enthusiastic | **E** hard-working | | **C** athletic | **F** fair | |

**8.**  **What experience would someone need for this kind of job?**

**A.** experience with children **B.**  experience in public relations

**9.**  **What qualifications would someone need to apply for this job?**

|  |  |
| --- | --- |
| **A.** a driving license | **C.** a degree in Media Studies |
| **B.** a BA in Education | **D.** a certificate in gymnastics |
| **E.** a diploma in interior desing | |

**3.**  **Read the letter and label the paragraphs with the headings below. Say what qualifications, experience and personal qualities Steven has. Do you think he will get the job?**

*\*closing remarks \*personal qualities \*age/present job/qualifications \*opening remarks/reason(s) for writing \*experience*

|  |  |  |
| --- | --- | --- |
| **Introduction** | Dear Mrs Sattar,  With reference to your advertisement in Thursday's edition of the Karyera +, I am interested in applying for the position оf primary school teacher.  I am 20 years old and currently teaching in Avloniy. I have a BSc degree awarded by University of Nizoiy in 1997. I completed my certificate in Education at Pedagogical Teacher Training College in 1998.  I have been working for Avloniy Education Department since 1999. During this time, 1 have enjoyed teaching a variety of subjects, including English, General Science and Games.  I consider myself to be punctual, hand working and fair. I enjoy working with children and have good organizational skills.  I enclose a reference from my present employer. I would be grateful if you would consider my application. I am available for interview any weekday morning. I look forward to hearing from you.  Yours sincerely,  ***Murod Islomov***  Murod Islomov | **Para 1**  ………………  ………………  ……………… |
| **Main Body** | **Para 2**  ………………  ………………  ……………… |
| **Para 3**  ………………  ………………  ……………… |
| **Para 4**  ………………  ………………  ……………… |
| **Conclusion** | **Para 5**  ………………  ………………  ……………… |

4. **Read the letter again and find formal expressions to match the informal ones in the table, as in the example.**

|  |  |
| --- | --- |
| **Informal Style** | **Formal Style** |
| About your advert **…** | ***With reference to your advertisement*** **…** |
| I want to apply for **…** | **……………………………………………………** |
| I got my teaching certificate **…** | **………………………………………………………** |
| I’ve had a job in **…** | **………………………………………………………** |
| I think I’m always on time **…** | **………………………………………………………** |
| I like working with kids**…** | **………………………………………………………** |
| There’s a note from my boss **…** | **………………………………………………………** |
| I’d like it if you hired me **…** | **………………………………………………………** |
| I’m free to talk to you **…** | **………………………………………………………** |
| Drop me a line sometime **…** | **………………………………………………………** |

|  |  |
| --- | --- |
| **5.** **Fill in correct form of the verbs in the list.**  ***study, be a member, graduate, join, attend, award***  1. I graduated from Tashkent Economic University in 2014 with a first class degree in Economic Education.  2. At the moment , I ………… courses at Bank College.  3. After leaving high school, I ……… Art at the School of Fine Art.  4. I am keen on sports. I ………… Bunyodkor football club three months ago.  5. I ………… of the local orchestra, where I play the violin.  6. I was ………… a grade A in Maths | **FORMAL STYLE**  Formal style is characterized by the use of:   * **advanced vocabulary**   e.g. *I am writing to enquire whether* …  (not: *~~I want to ask it~~*)   * **formal linking words/phrases**   (*consequently, however, therefore, for this reason*)  e.g. *I have worked as a primary school teacher for ten years and therefore have experience working with children.*   * **passive voice**   e.g. *I can be contacted* … (not: *~~You can contact me~~*)   * **polite forms without contractions**   e.g. *I would be grateful if …*  *I would appreciate it if you could…*  *I would like to apply …*  *(not: ~~I’d like~~ …)*  Colloquial expressions, phrasal verbs, idioms and short forms are **not** used in formal style. |

**6**. **a) Read the letter below and label the paragraphs with the headings.**

*\*opening remarks/reason(s) for writing \*experience, personal qualities \*closing remarks \*age/qualifications \*other informations*

|  |  |  |  |
| --- | --- | --- | --- |
| **Introduction** | **A**  Dear Sir/Madam,  I am writing to apply for the position of part-time shop assistant which was advertised in the week’s edition of the *Karyera+*  I am a 16-year-old student. In December I passed the examination for the first Certificate in English with grade A. It is my ambition to become a teacher of English. Therefore, employment in an English-language bookshop particularly appeals to me.  Despite my lack of formal work experience, I feel that I would be well-suited for the position. For the past two years I have been a volunteer helper in our school library. In my school report I was described by the librarian as enthusiastic, dedicated and reliable.  Since the school holidays include the months of July and August, I will have no other commitments and would be available ю work at any time, excluding Saturdays, for as many hours as needed.  I may be contacted at the above address, or by telephone on (90) 1706162 took forward to receiving a reply in due course.  Yours faithfully,  Gulom Azimov | **Para 1**  *opening remarks/reason(s*  *for writing* | **B**  Dear Manager,  Hi! I've decided to drop you a line about the Job you advertised in. the *Karyera+*.  I'm a 16-year-old student, and my English isn't bad, I got an A in the First Certificate exam! I want to be an English teacher, so it would be lots of fun to sell English books.  I haven't worked before, but I'm sure I'd be good at the job. I've helped out in our school library for ages, and the librarian says you can count on mo to work hard.  I won't be doing anything in July and August. We've got our school holidays then, so I can work any hours you like (but not Saturdays).  You can get in touch with me at the above address, or give me a ring on (93) 3773717.  Let me know soon!  All the best,  Gulom  Gulom Azimov |
| **Main Body** | **Para 2**  ……………………  ……………………  ………………….. |
| **Para 3**  ……………………  ……………………  ………………….. |
| **Para 4**  ……………………  ……………………  ………………….. |
| **Conclusion** | **Para 5**  ……………………  ……………………  ………………….. |
|  |  |

**b) Compare the two letters. Which one has an appropriate greeting and ending? Then, underline the phrases in Letter A which mean the same as the phrases in bold in Letter B. Which style is more suitable in a formal letter applying for a job? Why?**

**c) Read the advertisements below. Which job did Gulom apply for?**

**A**

Hard-working young assistant wanted for part-time work in a bookshop during July/August. No sales experience needed, but a good understand of Russian and English is essential.

Apply in writing to Bookworms.

**B**

Large department store seeking ambitious and experienced floor manager to work on a full time basis. Computer skills an asset.

For more information call at 237-23-23

**7.**   **In which letter in Ex.6 can you find each of these features? Label each as A or B.**

|  |  |
| --- | --- |
| **1** short forms **………** | **6** phrasal verbs or idioms **………** |
| **2** passive voice **………** | **7** longer, more complex sentences **……** |
| **3** a friendly, personal tone **………** | **8** advanced vocabulary **………** |
| **4** everyday vocabulary **………** | **9** colloquial expressions **………** |
| **5** formal linking words/phrases **……** | **10** a polite, impersonal tone  **………** |

**3-МАВЗУ. НОРАСМИЙ ХАТЛАР**

**THEME 3. INFORMAL LETTER**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси: Норасмий хатлар**  **The theme of the lesson: Informal letter** |
| Маъруза режаси ўқув ва машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. The questions 1 to 3, then listen to the text and choose the correct answers.  2. Read the rubric and underline the keywords, then answer the questions.  3 Read the letter and underline the correct tenses in bold.  4. Use the prompts to make sentences, as in the example.  5. Match sentences 1-8 to points a-h in the box above.  6. Which of following sentences are written in informal style?  7. Some phrases in the following extracts are written in the wrong style.  8. Suggest opening and closing remarks for the letters below, as in the example.  9. Correct the mistakes, as in the example.  10. Read the rubric below.  11. Use the prompts bellow and expressions from the table above to make suggestions.  12. Look at the town map and, with a partner, suggest where and when you could meet and what you could do there.  13. Read the following rubric and answer the questions.  14. Read the rubric and underline the key worlds, then answer the questions.  15. Match the problems to the advice, then make sentences.  16. Read Murod’s reply and replace phrases 1-6 with phrases A-F  17. Read the rubric, underline the key worlds, and answer the questions.  18. Read the rubric in ex.17 again, then write your letter (120-180words). |
| Ўқув машғулотининг мақсади: Lesson aims:to give general information about Task 1 | |
| Педагогик вазифалар:  Objectives: based on the topic | Ўқув фаолиятининг натижалари  Learning outcomes:  By the end of the lesson the Ls will be able…  to know the object of Task 1  to explain charts |
| Таълим усулллари  Task types | Practical, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  Interaction patterns | Frontal, collective, whole class |
| Таълим воситалари  Materials used: | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  Equipment/ aids used: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  Types of assessment |  |

**ЎҚУВ МАШҒУЛОТИНИНГ ТЕХНОЛОГИК ХАРИТАСИ**

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  Steps and duration | Фаолият  Process | |
| Таълим берувчи  Teacher | Таълим олувчилар  Listeners |
| 1-босқич  Part I (±15mins) | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the |
| 2-босқич  Part II (±55mins) | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the task |
| 3-босқич  Part III (±10mins) | 3.1. T draws a conclusion of the lesson, explains the importance of the lesson  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

**Procedure**

***Introduction***

**Paragraph 1**

Opening remarks/reasons for writing

***Maon Body***

**Paragraph 2-3-4**

Development of the subject(s)

***Conclusion***

**Final Paragraph**

closing remarks

*- the number of main body paragraphs may vary, depending on the rubric*

1. Read **the questions 1 to 3, then listen to the text and choose the correct answers.**  
Finally, use your answers to talk about Lola’s letter.

**1.** Who is Lola writing to?

**A.** a complete stranger

**B.** someone she knows well

**2.** What is her main for writing?

**A.** to tell Zokir some good news

**B.** to apologise for not writing sooner

**2.** Which of these statements are true? Tick (**٧**)

In her letter to Zokir, Lola…

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A** | Mentions her future plans |  | **D** | Complains about Zokir’s last letter |  |
| **B** | Invites Zokir to visit her |  | **E** | Asks Zokir to reply soon |  |
| **C** | Promises to write soon |  | **F** | Sends her regards to Zokir’s parents |  |

Informal letters are sent **to people you know well** (e.g. friends, relatives, etc.) about your recent news, personal problems, information you need, etc. They are written in an **informal style** with a chatty, personal tone.

An informal letter should consist of:

a) an informal **greeting** (*Dear Aziz/ Aunt Jamal/etc.*);

b) an **introduction** in which you write your opening remarks (i.e. asking about your friend’s health, etc.) and mention your reason for writing

e.g. *Hi! How are you? I thought I’d write and let you know that…;*

c) a **main body** in which you write the main subject(s) of the letter in detail, starting a new paragraph for each topic;

d) a **conclusion** in which you write your closing remarks

e.g. *That’s all my news for now. Write back soon* …;

e) an informal **ending** (e.g. *Lots of love/ Best wishes/ etc. +* your first name).

3.  **Read the rubric and underline the keywords, then answer the questions.**

You recently moved to a big city and have decided to write to a friend from your old neighbourhood. Write a **letter** describing live in your city and your feelings about the change.

1. Who is going to read your letter?

2. Where is this person now?

3. Where are you now?

4. Who are you writing the letter?

5. What topics should your letter include?

6. How will you begin and end the letter?

7. Which of the following are *positive* aspects of life in a big city? Which are *negative*?

* Lots of cafes, cinemas, etc. (*positive*)
* Heavy traffic (*negative*)
* Constant noise from cars
* Ugly grey buildings
* Plenty of sports facilities
* Wide choice of things to do
* Hugo crowds
* Good public transport system
* Large modern shops

8. Make sentences using the prompts above and the phrases in the follows, as in the examples.

e.g. What I like most is that there are lots of cafes and cinemas. I can’t stand the constant noise from the cars.

**Likes**

I like here because …, What I like most is that there is/are …, The best thing is that there is/are …

**Dislikes**

I hate/can’t stand …, I can’t used to …, Unfortunately, there is/are …

9. What can you do in a big city? Use the prompts to make sentences, as in the examples. You can use your own ideas.

|  |  |
| --- | --- |
| -go for a walk in the fields | -make lots of new friends |
| -go shopping in huge shopping centre’s | -do lot of different things |
| -get around easily | -walk home safely at night |

e.g. You can’t go for a walk in the fields. You can go shopping huge sopping centre’s.

10. Match the feelings to the reasons, then make sentences, as in the example.

|  |  |  |
| --- | --- | --- |
| **1** homesick  **2** pleased  **3**  unsafe  **4** disgusted  **5** excited | because as | **a** the city never sleeps  **b** there’s more crime in the city  **c**  there are always new things to do  **d** I miss my friends and my old neighbourhood  **e** there’s rubbish everywhere |

e.g. I feel homesick because as I miss my friends and my old neighbourhood

3. **a) Read the letter and underline the correct tenses in bold. Then, label the paragraphs with the headings below.**

* opening remarks/reason(s) for writing
* writer’s feelings about the change
* closing remarks
* life in the new city

|  |  |  |
| --- | --- | --- |
| **Introduction** | Dear Aziza,  How are you? Sorry **1) I’m taking/I’ve taken** so long to write, but I’ve been busy setting in. Anyway, I thought **2) I’d drop/I’ve dropped** you a line to you know how I’m getting on here.  Samarkhand is really exciting city with millions of things to do. There’s so much to choose from, I sometimes find it hard to make up my mind where to go! Although I still **3) didn’t get/ haven’t got** used to the traffic, the noise and the huge crowds, I think it’s a great city.  I like living here now, but I sometimes fell homesick as I miss lots of things about Khiva. **4) I’ll never/ I don’t** forget the beautiful countryside and the old stone cottages. Living in the city means I can’t go for long walks by the museum, either. Most of all, I miss my friends – especially you, of course! We always **5) had/ were having** such a great time together, **6) haven’t/ didn’t** we?  Well, that’s all my news for now. Please write back and let me know what **7) you were/ you’ve been** up to since I **8) heard/ have heard** from you last. Say “hi” to Turabek and Bobur, too. I promise I’ll come back and visit all of you as soon as I can.  Lot of love,  Lobar | **Para 1**  *Opening remarks/reason(s)*  *for writing* |
| **Main Body** | **Para 2**  ……………………  ……………………  ……………………  …………………… |
| **Para 3**  ……………………  ……………………  ……………………  …………………… |
| **Conclusion** | **Para 4**  ……………………  ……………………  ……………………  ……………………  …………………… |

**b) Underline the topics sentences in the main body paragraphs, then suggest other appropriate ones.**

**4. Use the prompts to make sentences, as in the example.**

|  |  |
| --- | --- |
| * Streets are crowded – I soon got used to it **(even though)** * Lots of things to do – heavy traffic makes it difficult to get around **(however)** * Plenty of sports centers – expensive to join **(although)** | * Not many shops – you can find almost everything you need **(but)** * Few buses and trains – always arrive on time **(nevertheless)** * No restaurants – a few inns that serve delicious homemade food **(although)** |
| e.g. ***Even though*** *the streets are crowded, I soon got used to it* | e.g. *There aren’t many shops,* ***but*** *you can find almost everything you need.* |

**OPENING/CLOUSING REMARKS**

**Opening remarks** in informal letters may include:

1. questions/wishes about recent events, the person’s health, etc.
2. a thank you to the person for their last letter, comments about their news
3. an apology for a delay in writing/replying
4. the reason why you are writing

**Closing remarks** in informal letters may include:

1. the reason why you must and the letter
2. greetings to the person’s family/friends
3. wishes, a promise (e.g. to write again soon), an invitation, etc.
4. a request to the person to reply soon

**5.**  **Match sentences 1-8 to points a-h in the box above.**

|  |  |  |
| --- | --- | --- |
| **1** | a | Hello – how are you ? I hope you’re feeling better. |
| **2** | b | I was sorry to hear that you aren’t going to … |
| **3** |  | I’ll write as soon as I can and let you know about … |
| **4** |  | Please write soon and tell me all your news . |
| **5** |  | Well, that’s all my news. I’d better and now, because … |
| **6** |  | The reason I’m writing is to ask you if … |
| **7** |  | Give my best wishes to your parents . |
| **8** |  | Sorry I’ so long to put pen to paper, but … |

INFORMAL STYLE

When writing friendly letters, you normally use informal style. Informal writing is characterized by the use of:

* Everyday vocabulary (e.g. ***I had a great time***)
* Colloquial expressions/idioms (e.g. ***drop me a line***)
* Phrasal verbs (e.g. ***get on settle in***)
* Short forms (e.g. ***can’t, don’t, I’m, I’ll***)

**6. Which of following sentences are written in informal style?**

1. I’m writing to see how you're getting on in your new flat. *Informal*
2. I look forward to receiving a prompt reply.
3. Give your sister a big hug from me.
4. What are you tip to this summer?
5. We’re having a fantastic time here at the camp,
6. Would it be possible for you to attend the club's annual meeting next month?
7. You'd never believe how well I’ve been getting on at school.

**7.**  **Some phrases in the following extracts are written in the wrong style. Read them and correct the mistakes using the words/phrases in the lists.**

|  |  |
| --- | --- |
| *ages, drop you a line, let you know, really, sorry*  Dear Bobur,  How are you? **1) I apologise for the fact that** I haven’t written for **2) a considerable time**, but I’ve been  **3) extremely** busy. Anyway, I thought I’d **4) communicate with you briefly** to **5) inform you** that I’ve just passed my driving test! | *can’t wait to hear, lots of love, that’s all for now, write soon, you’ve been up to*  Well, **6) I have no further news at present.** Please **7) reply promptly** – I 8**) am anxious to learn** what **9) your recent activities have been.** Take care.  **10) Yours sincerely,**  Guli |

8. **Suggest opening and closing remarks for the letters below, as in the example.**

1 congratulate a friend on passing his/her exams

2 invite a friend to your birthday party

3 apologise to your friend because you couldn't go to his. her birthday party

4 ask your friend for advice on how to lose weight

e.g. Opening remarks:

*Hi, how’s everything going? I’ve just heard that you passed all your exams. Congratulations!*

Closing remarks:

*Well, I’d better go and do some work! Once again, well don! Write soon.*

9. **Correct the mistakes, as in the example.**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | Congratulations for passing your driving test! …*on*….. | **6** | Sorry I haven’t written from ages, but I’ve been busy. **………** |
| **2** | Write and tell me how it’s like in Samarkhand. **………** | **7** | Write me a line and tell me all your news. **………** |
| **3** | I still can’t get used to wake up so early in the morning . **………** | **8** | I’m writing to apologise about not coming to your wedding. **………** |
| **4** | I thought I’d write and ask you to give me an advice. **………** | **9** | I look forward to hear from you soon. **………** |
| **5** | I hope that everything will turn up all right. **………** | **10** | Don’t you think my news are exciting? **………** |

**3 МАВЗУ: НОРАСМИЙ ХАТЛАР**

**LESSON PLAN 3**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson: Informal letter**  **Practical Informal letter** |
| Маъруза режаси ўқув ва машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. Read the rubric below.  2. Use the prompts bellow and expressions from the table above to make suggestions.  3. Look at the town map and, with a partner, suggest where and when you could meet and what you could do there.  4. Read the following rubric and answer the questions.  5. Read the rubric and underline the key worlds, then answer the questions.  6. Match the problems to the advice, then make sentences.  7. Read Murod’s reply and replace phrases 1-6 with phrases A-F  8. Read the rubric, underline the key worlds, and answer the questions.  9. Read the rubric in ex.17 again, then write your letter (120-180words). |
| Ўқув машғулотининг мақсади: Lesson aims:to give general information about Task 1 | |
| Педагогик вазифалар:  Objectives: based on the topic | Ўқув фаолиятининг натижалари  Learning outcomes:  By the end of the lesson the Ls will be able…  to know the object of Task 1  to explain charts |
| Таълим усулллари  Task types | Practical, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  Interaction patterns | Frontal, collective, whole class |
| Таълим воситалари  Materials used: | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  Equipment/ aids used: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  Types of assessment |  |

**Ўқув машғулотининг технологик харитаси**

**DETAILED PROCEDURE OF THE LESSON**

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  Steps and duration | Фаолият  Process | |
| Таълим берувчи  Teacher | Таълим олувчилар  Listeners |
| 1-босқич  Part I (±15mins) | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the |
| 2-босқич  Part II (±55mins) | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the task |
| 3-босқич  Part III (±10mins) | 3.1. T draws a conclusion of the lesson, explains the importance of the lesson  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

1 **Read the rubric below. How many main body paragraphs would each letter have? What would each paragraph be about?**

**MAIN BODY PARAGRAPHS**

In informal letters you usually talk about more one topic.

* The rubric gives you information about the subject of the letter and often tells you specific topics which you must write about. – e.g. You have just passed an important test or examination. Write a letter telling a pen friend about your success and describing your plans for the future.
* These topics will be discussed in the main body of your letter. You should begin a new paragraph for each topic.

Para 1: Opening remarks

Para 4: Closing remarks

**A** You are aboutto visit a friend in another country and you are not sure what clothes to take with you or how to get to their house.

e.g. ***two main body paragraphs***

*Para 2 – ask about clothes to take with you*

*Para 3 – ask how to get to friend’s house*

**B** You have recently moved into a new house. Write a letter to you friend describing your new house and inviting him/her to spend a weekend with you.

**C** Your uncle has invited you to attend his wedding in a month’s time. Write a letter thanking him for the invitation and ask him what you sould buy as a wedding present.

*Para 2: Tell friend about success*

*Para 3: Describe plans for future*

**D** You’ve got two tickets for a week’s cruise in the Mediterranian. Write a letter to your friend, inviting him/her to join you, giving details of which places you are going to visit and suggestions as to what he/she will need to take with him/her.

**E** Your cousin is moving to your city. He/She wants to attend the same school as you. Write a letter to him/her, describing your school, teachers and timetable, and mentioning extra activities the school offers.

**Useful expressions for making suggestions**

|  |  |
| --- | --- |
| * I think I/you/we should**…** * Perhaps I/you/we could… * What do you think about +…ing…? * What about +…ing…? | * How do you feel about +…ing…? * How about +…ing…? * Why don’t I/you/we…? * Would you like me/us to…? * Would you like to…? |

2  **Use the prompts bellow and expressions from the table above to make suggestions.**

1. come/ dinner/my house/next Monday
2. spend/weekend/in/mountains
3. go shopping/in/city centre
4. visit/art gallery/while/be/in London

3 **Look at the town map and, with a partner, suggest where and when you could meet and what you could do there.**

e.g. ***A****: What about meeting at the Fairview Museum at noon?*

***B****: That’s a good idea. We could admire the local art.*



4 **a) Read the following rubric and answer the questions.**

A friend of yours, who has been living in another country for some time, is going to visit you for a week. Write a **letter** suggesting what you might do together and what sights you might visit.

**1** Where would you take your friend?

**2** What is the popular attraction in your city/town?

**3** Are there any bazaars, outdoor markets, fairs, restaurants, etc. which are worth visiting?

**4** What kind of traditional dishes would you suggest your friend should try?

**b) Use your answers from questions 1 to 4 and appropriate expressions to write the mine body paragraphs of this letter.**

ASKING FOR ADVICE

**To ask for advice, you can use phrases such as:**

***Do you think I should …?, Should I …?, What do you think I should do?, Do you have any idea about …?, I’d like to know what you think about …?, Can you think of anything that …?, I was wondering if you …, What would you advise me to …? Etc.***

5 **a) Read the rubric and underline the key worlds, then answer the questions.**

You want to go on holiday in the summer but don’t have enough money. Write a **letter** to a friend asking for his/her advice about ways to earn extra money.

**1** Who are you writing the letter?

**2** Who is going to read your letter?

**3** How many paragraphs should you include in the main body?

**4** Which phrases would you use to ask for advice?

**GIVING ADVICE**

An informal letter **giving advice** should offer sympathy and encouragement, as well as specific advice with reasons. Each piece of advice is written in a separate paragraph.

* **Opening remarks –**

*I was sorry to hear that …/Cheer up/Don’t worry too much.*

*Don’t let it get you down./I’m only too glad to help.*

* **Giving advice –**

*If I were you/in your position, I’d/I wouldn’t …*

*You should /shouldn’t …*

*It would(n’t)/might be a good idea (for you) to …*

*(I think) the best thing would be (for you) to …?*

*Why don’t you …?*

*Have you thought of/about …(+ing)?*

*Another good idea is to …*

* **Results –**

*This will/would mean that …/ Then/That way …*

*If you do this, you would … so that you could/would …*

* **Closing remarks –**

*I hope that this/my advice helps.*

*Let’s hope that things get better/that everything turns out all right.*

*Let me know what happens.*

**b) Read the letter and underline the phrases that Murod uses to ask for advice.**

Dear Murod,

Sorry that I haven’t written for ages, but I’ve been very busy studying. I’m writing because I’d really like your advice about a problem I have.

My friends and I have decided to go away on holiday in the summer, but I don’t have enough money. I was wondering if you had any ideas about earning some extra cash. If I don’t save up enough money by August, I’ll have to go away with Mum and Dad instead. Can you think of anything that would help me to make some money quickly?

I know that you always have lots of great ideas! What would you advise me to do? Please write back as soon as you can.

Lots of love,

Lola

6 **Match the problems to the advice, then make sentences.**

|  |  |  |
| --- | --- | --- |
| **1** | ***b*** | I can’t stop eating junk food every day. I’m overweight. |
| **2** |  | I haven’t got any friends. I’m lonely. |
| **3** |  | I’m very bed at Maths. I’m going to fail to my exam. |
| **4** |  | I haven’t got much money. I can’t go out with my friends. |
| **5** |  | I argued with my friend. He/She won’t talk to me now. |

**a** Talk to your teacher. You will get extra help.

**b** Join a gym. You will lose weight.

**c** Apologise to him/her. You will be friends again.

**d** Join a club. You will meet new people.

**e** Get a part-time job. You will earn some money.

e.g. *Who don’t you join a gym? If you do this, you’ll lose weight*

* 1. **a) Read Murod’s reply and replace phrases 1-6 with phrases A-F**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **A** | *I’d be happy* |  | **D** | *How things go* |
|  | **B** | *Don’t let it get you down* |  | **E** | *If I were you, I’d* |
|  | **C** | *How about* |  | **F** | *Perhaps you could also* |

Dear Lola,

Thanks very mach for your letter, and of course **1) I’m only too glad** to help. Here are a few things you can try to earn all the money you need.

First of all, **2) I think you should** get a Saturday job. **3) Have you thought of** trying to get one in a local shop so that you can be close to home? This will mean that you won’t have to travel so far on Saturdays.

**4) Another good idea is to** get a job babysitting. Why don’t you ask your neighbours? My only advice is not to get very young children, because they need all your attention.

I hope my advice helps. **5) Don’t give up** if you can’t find a job immediately. Write and let me know **6) what happens.**

Yours,

Murod

**b) What advice does Murod give to Lola? What ether advice could you give to Lola? How else could you start and end the letter?**

8 **Read the rubric, underline the key worlds, and answer the questions.**

Your pen friend has written you a letter asking for advice on how to improve his/her eating habits and get fit. Where a letter offering advice.

**1** What is the reason for writing? Who is going to read your letter?

**2** How many paragraph should you include in the main body?

**3** What opening and closing remarks should you write in your letter?

**4** Match the advice in column A to the result in column B. Then, use appropriate expressions to make sentences, as in the example.

|  |  |
| --- | --- |
| **A**  **1** join in gym – exercise regularly  **2** try not to eat so much junk food, sweets, etc.  **3** eat plenty of fish, fruit and vegetables  **4** don’t go everywhere by car/bus | **B**  **a** follow balanced diet, won’t put on weight  **b** body won’t become lazy  **c** body won’t story so much sugar and fat  **d** soon get in shape and feel filter |

e.g. *If I were you, I would join a gym and exercises regularly. This will mean that you’ll soon get in shape and feel fitter.*

9 **Read the rubric in ex.17 again, then write your letter (120-180words). Use the letter in Ex.16 as a model, as well as your answer in Ex. 17.**

**4 МАВЗУ. ЭСЛАТМА ВА ҚАЙДЛАР**

**Theme 4**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | **Талабалар сони:** |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson: Reminders and Notes** |
| Маъруза режаси ўқув ва машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. Complete the first part of the e-message with the words from the box.  2. Read the second part of the e-message. Are the sentences true (T) or false (F)?  3. Complete the sentences with *is* or *has.*  4. Choose the correct words to make these sentences true for your family.  5. Write some sentences about your family.  6. Read the e-message from Sanobar and answer the questions.  7. Use your sentences from exercise 5 to write an e-message to Sanobar. |
| Ўқувмашғулотинингмақсади: Lesson aims:to give general information about Task 1 | |
| Педагогиквазифалар:  Objectives: based on the topic | Ўқув фаолиятининг натижалари  Learning outcomes:  By the end of the lesson the Ls will be able…  to know the object of Task 1  to explain charts |
| Таълим усулллари  Task types | Practical, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  Interaction patterns | Frontal, collective, whole class |
| Таълим воситалари  Materials used: | Aids, blackboard, cluster, projector |
| Таълимберишшароити  Equipment/ aids used: | Auditorium, projector, computer |
| Мониторингвабаҳолаш  Types of assessment |  |

Ўқув машғулотининг технологик харитаси

DETAILED PROCEDURE OF THE LESSON

|  |  |  |
| --- | --- | --- |
| Ишбосқичларивавақти  Steps and duration | Фаолият  Process | |
| Таълим берувчи  Teacher | Таълим олувчилар  Listeners |
| 1-босқич  Part I (±15mins) | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the |
| 2-босқич  Part II (±55mins) | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the task |
| 3-босқич  Part III (±10mins) | 3.1. T draws a conclusion of the lesson, explains the importance of the lesson  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

UNIT ***A personal e-message***

***Reading***

1 **Complete the first part of the e-message with the words from the box.**

brother mother sister parents

Username: bb18

Subject: My family

Date: 29/03/15

Time: 18:56

Hi,

My name is Sanobar Umidova and I'm 18 years old. I live in Fergana with my

(1)…………….. My father's name is Said and my (2)….………..…'s name is

Lola. I have a (3) ……….…. and a brother. My sister's name is Jamila and

she's 20. My (4) ………….. 's name's Mahmud. He's 28 and his wife's name is

Gulhida. Mahmud has a baby daughter. Her name is Jannatoy.

2 **Read the second part of the e-message. Are the sentences true (T) or false (F)?**

1. Sanobar’s father is fat. **……**

My father is fat and average height. He has grey hair and brown eyes. My mother is short and thin. She has brown hair and brown eyes. My sister has long blonde hair and blue eyes, she's very pretty. My brother is tall and thin. He's handsome

1. He has brown hair and grey eyes. **……**
2. Lola is fat. **……**
3. Lola’s eyes are brown. **……**
4. Sanobar’s sister, Janice, is pretty. **……**
5. Jamila has short blonde hair. **……**
6. Mahmud is tall. **……**
7. He’s ugly. **……**

***Language focus***

3 **Complete the sentences with *is* or *has.***

1. My father’s name **……………** Said.
2. He **……………** fat.
3. He **……………** grey hair.
4. My mother **……………** short.
5. She **……………** brown eyes.
6. My brother **……………** handsome.
7. He **……………** a girlfriend.
8. She **……………** glasses.

4 **Choose the correct words to make these sentences true for your family.**

1. My father is *average height / short / tall.*
2. He has *brown / blue / green /* eyes.
3. He has *blond / black /* no hair.
4. He is *old / middle-aged / young.*
5. My *brother / sister* is *average height / short / tall*.
6. *He / She* is *handsome / beautiful / pretty / average-looking.*
7. *He / She* is thin / fat.

***Writing***

5 **Write some sentences about your family.**

*My mother’s name is* ***…………….*** *. She is* ***…………….*** *She has****…………….****eyes and****……………….****.*

My father ....

My sister ....

My brother ....

6 **Read the e-message from Sanobar and answer the questions.**

1. What is Sanobar looking for?
2. What does she want to know about?

Username: bb18

Subject: My family

Date: 29/03/15

Time: 18:56

Hi,

I’m looking for a pen pal to exchange emails with. Tell me about your family.

7 **Use your sentences from exercise 5 to write an e-message to Sanobar.**

***Useful language***

**Hair:** *dark. fair, blonde, black, brown, grey, red.*

**Eyes:** *blue, green, brown.*

**Height:** *tall, short, medium height.*

**Weight:** *thin. fat.*

**Looks:** *handsome (+ for a man), pretty, beautiful ( + for a woman), ugly (- for both), average-looking.*

**Age:** *old, young, middle-aged.*

**4 МАВЗУ: ЭСЛАТМА ВА КАЙДЛАР**

**LESSON PLAN 4**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson: Giving directions**  **Practical Giving directions** |
| Маъруза режаси ўқув ва машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. Read the note and find Malik’s house on the map.  2. Read the note again. Are the sentences true (T) or false (F)?  3. Read the note from exercise 1 again. Write the words from the text in the correct column in the table.  4. Can you add any more words to the table in exercise 3?  5. Read and complete the note to Jack about how to get to Carol’s house with the words from the box.  6. Write a note to Javlon about how to get to Jason’s house |
| Ўқувмашғулотинингмақсади: Lesson aims:to give general information about Task 1 | |
| Педагогиквазифалар:  Objectives: based on the topic | Ўқув фаолиятининг натижалари  Learning outcomes:  By the end of the lesson the Ls will be able…  to know the object of Task 1  to explain charts |
| Таълим усулллари  Task types | Practical, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  Interaction patterns | Frontal, collective, whole class |
| Таълим воситалари  Materials used: | Aids, blackboard, cluster, projector |
| Таълимберишшароити  Equipment/ aids used: | Auditorium, projector, computer |
| Мониторингвабаҳолаш  Types of assessment |  |

Ўқув машғулотининг технологик харитаси

DETAILED PROCEDURE OF THE LESSON

|  |  |  |
| --- | --- | --- |
| Ишбосқичларивавақти  Steps and duration | Фаолият  Process | |
| Таълим берувчи  Teacher | Таълим олувчилар  Listeners |
| 1-босқич  Part I (±15mins) | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the |
| 2-босқич  Part II (±55mins) | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the task |
| 3-босқич  Part III (±10mins) | 3.1. T draws a conclusion of the lesson, explains the importance of the lesson  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

UNIT ***Giving directions***

***Reading***

1 **Read the note and find Malik’s house on the map.**

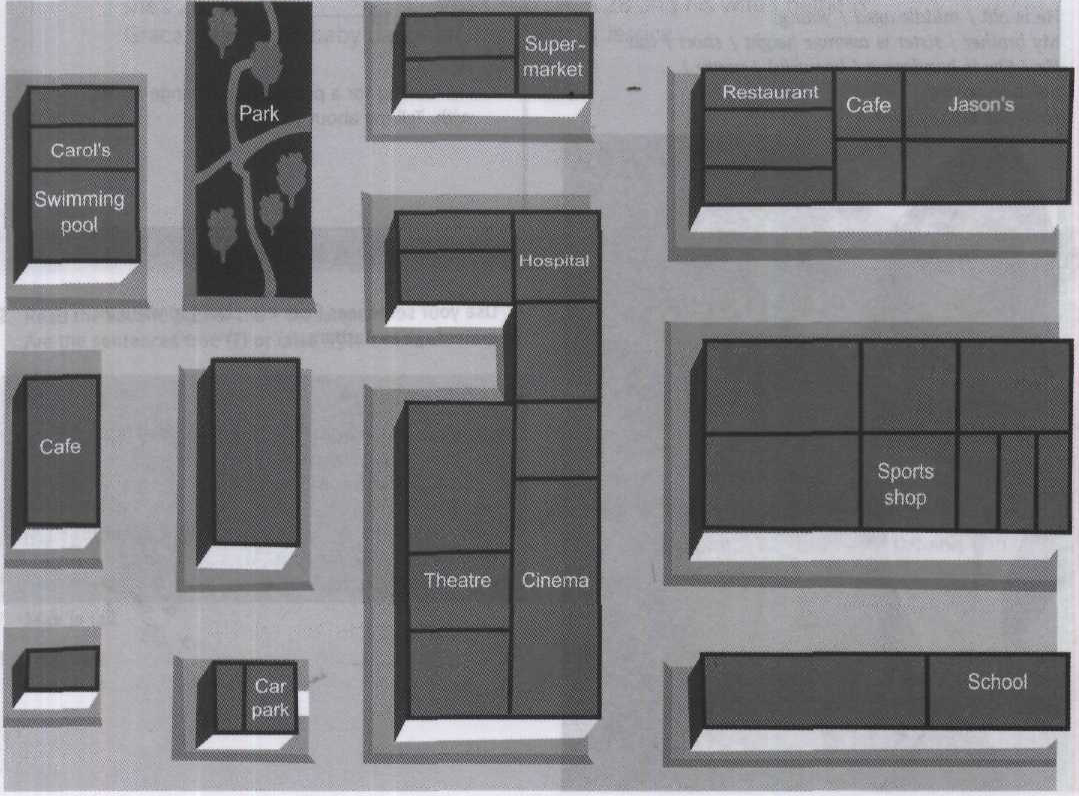
Hi Javlon

Here are the directions to my house. I don’t live close to the car park. .From the car park go out and walk along the street in front of the theatre. Turn right on the second street on the right. Turn right at the hospital and take the second street on the left. My house is on the left next to the sports shop and opposite the school.

Malik

2 **Read the note again. Are the sentences true (T) or false (F)?**

1. Javlon wants to go to Malik’s house. **……**
2. Malik lives near to the car park. **……**
3. Javlon walks along the street in front of the theatre. **……**
4. Malik lives opposite the hospital. **……**
5. Malik lives next to the sports shop. **……**



***Language focus***

1. **Read the note from exercise 1 again. Write the words from the text in the correct column in the table.**

|  |  |
| --- | --- |
| **directions** | **places** |
| along in front of | car park |

4 **Can you add any more words to the table in exercise 3?**

***Writing***

5 **Read and complete the note to Jack about how to get to Carol’s house with the words from the box.**

behind left first far from

café next to opposite left

6 **Write a note to Javlon about how to get to Jason’s house**

*Hi* Tavlon

Hiere are -the. directions -to my house.

From – the My house is … See you soon!

***Useful language***

Walk along...

Thm right / left...

... at the first/ second/ third street.

Take the first / second street on the left / right.

It's opposite/ next to / close to ...

There's a cinema / school / shop opposite / next to / on the left..

**7 МАВЗУ: ТАБРИК ВА ТАКЛИФНОМАЛАР**

**LESSON PLAN 7**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson: card for a special occasion**  **Practical card for a special occasion** |
| Маъруза режаси ўқув ва машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. Read the message and answer the questions.  2. Match the occasions 1-5 to the cards A-E.  3. Complete the expressions 1-5 with the phrases a-e.  4. Match the expressions from exercise 3 to the cards in exercise 2.  5. Tick (٧) the occasions 1-5 for the expressions 1-10.  6. Complete these sentences. Write one for the occasions 1-5 in exercise 5.  7. Choose one occasion from exercise 5 and write a card. |
| Ўқув машғулотининг мақсади: Lesson aims:to give general information about Task 1 | |
| Педагогик вазифалар:  Objectives: based on the topic | Ўқув фаолиятининг натижалари  Learning outcomes:  By the end of the lesson the Ls will be able…  to know the object of Task 1  to explain charts |
| Таълим усулллари  Task types | Practical, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  Interaction patterns | Frontal, collective, whole class |
| Таълим воситалари  Materials used: | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  Equipment/ aids used: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  Types of assessment |  |

Ўқув машғулотининг технологик харитаси

DETAILED PROCEDURE OF THE LESSON

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  Steps and duration | Фаолият  Process | |
| Таълим берувчи  Teacher | Таълим олувчилар  Listeners |
| 1-босқич  Part I (±15mins) | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the |
| 2-босқич  Part II (±55mins) | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the task |
| 3-босқич  Part III (±10mins) | 3.1. T draws a conclusion of the lesson, explains the importance of the lesson  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

UNIT ***A card for a special occasion***

***Reading***

Dear Jamshid

Hope you have a wonderful day and the weather is good. Here’s 10 to buy a present for your 18th.

Love

Askar

1 **Read the message and answer the questions.**

1. What's the special occasion?
2. Who is the card to?
3. How old is he?
4. Who sent the card?
5. What else is inside the card?

***Language focus***

2 **Match the occasions 1-5 to the cards A-E.**

1. wedding
2. birthday
3. graduation
4. new baby
5. retirement

|  |
| --- |
| **A B**  1232435-7.jpg fotoshop-otkrytki-s-yubileem.jpg  **C D E**  ramki-dlya-otkrytok-rozy.jpg 140.jpg a956c35059f00d3f8b9048fd8f9e05a2_943.jpg  New baby!  **Passed your exams** |

3 **Complete the expressions 1-5 with the phrases a-e.**

|  |  |
| --- | --- |
| **A**   1. Wishing you 2. Well done! 3. Thank you 4. Happy 5. Congratulations | **B**   1. on your baby girl! 2. twenty-first! 3. You passed. 4. for 25 years. 5. a happy life together. |

4 **Match the expressions from exercise 3 to the cards in exercise 2.**

5 **Tick (٧) the occasions 1-5 for the expressions 1-10.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **expression** | **1 wedding** | **2 birthday** | **3 new baby** | **4 when ill** | **5 retirement** |
| 1. A wonderful new member to the family. 2. Best wishes on your 18th. 3. Get well soon. 4. Good luck together! 5. Goodbye and good luck! 6. Hope you feel better soon. 7. It’s a boy! 8. Many happy returns! 9. Sorry you are leaving. Enjoy your free time. 10. To the happy couple. Good luck on your special day! |  |  |  |  |  |

***Language focus***

6 **Complete these sentences. Write one for the occasions 1-5 in exercise 5.**

1. Hope you have a ...
2. Congratulations on your ...
3. Enjoy your ...
4. Hope you get ...
5. Congratulations on your new…

***Writing***

7 **Choose one occasion from exercise 5 and write a card.**

|  |  |
| --- | --- |
| 1232435-7.jpg | 1232435-7.jpg |

**8 МАВЗУ: ЭССЕ ТУРЛАРИ ВА УНИНГ ТАРКИБИЙ КИСМЛАРИ**

**LESSON PLAN 8**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practic | **Дарс маърузаси:**  **The theme of the lesson: Types of essay writing**  **Practical Types of essay writing** |
| Маъруза режаси ўқув ва машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. Label the picture with the words from the box, then complete definitions 1-4.  2. Adjectives and used to describe things, experience and people. Some adjectives are positive and some are negative.  3. The word order of a simple statement in English is: Subject + Verb + Object. Extra information usually comes after this structure.  4. Conjunctions are words which connect short sentences together to make one longer sentence.  5. Read the following essay title.  6. Read this essay question and tick the correct summary: a, b or c.  7. Do these ideas agree or disagree with the statement in the essay question on the preceding page? Write A (agree) or D (disagree) next to the ideas.  8. Read the essay question and decide if ideas 1-6 answer the question or just describe the topic in general. Write Q (question) or T (topic) next to each idea.  9. Read the essay question below and complete the sentences with your own ideas. |
| Ўқувмашғулотинингмақсади: Lesson aims:to give general information about Culture | |
| Педагогиквазифалар:  Objectives: based on the topic | Ўқув фаолиятининг натижалари  Learning outcomes:  By the end of the lesson the Ls will be able…  to know the object of Task 1 to explain charts |
| Таълим усулллари  Task types | Practical, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  Interaction patterns | Frontal, collective, whole class |
| Таълим воситалари  Materials used: | Aids, blackboard, cluster, projector |
| Таълимберишшароити  Equipment/ aids used: | Auditorium, projector, computer |
| Мониторингвабаҳолаш  Types of assessment |  |

Ўқув машғулотининг технологик харитаси

DETAILED PROCEDURE OF THE LESSON

|  |  |  |
| --- | --- | --- |
| Ишбосқичларивавақти  Steps and duration | Фаолият  Process | |
| Таълим берувчи  Teacher | Таълим олувчилар  Listeners |
| 1-босқич  Part I (±15mins) | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment | Listen, make notes, answer if a question is asked by the |
| 2-босқич  Part II (±55mins) | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the task |
| 3-босқич  Part III (±10mins) | 3.1. T draws a conclusion of the lesson, explains the importance of the lesson  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

UNIT ***Types of essay writing***

**Part 1: Language development**



………………………… a museum ……………………………

1 **Label the picture with the words from the box, then complete definitions 1-4.**

architecture an art gallery a museum a concert

1 A museum contains Objects from history.

2 ……………… is a musical performance.

3 ……………… means the design and creation of buildings.

4 ……………… has collections of paintings and sculptures.

2 **Adjectives and used to describe things, experience and people. Some adjectives are positive and some are negative.**

*The exhibition at the gallery was* ***boring****. (=negative)*

*Adele is a* ***fantastic*** *singer. (=positive)*

useful dangerous interesting tiring creative amazing

beautiful harmless terrible

**Now complete the texts below with adjectives from the box. (More than one answer may be possible.)**

**A:** We went to the opera last weekend and I enjoyed it very much. The singers were  
(1) amazing and the costumes were (2) ………. all decorated with gold and jewels. The only bad part was that the performance was very long, three hours in total, so it was (3) …….. I fell asleep as soon as we arrived home!

**B:** I definitely recommend the dinosaur exhibition at the Natural History Museum. It is really  
(1) ……………because it explains everything clearly. The exhibition is divided into two sections; one is about the (2) ……….. dinosaurs that ate other dinosaurs and the other section is about the (3) ………… dinosaurs that just ate plants. The only bad thing about the exhibition is that some of the dinosaur drawings are (4) ……………… They don't look like dinosaurs at all!

3 **The word order of a simple statement in English is: Subject + Verb + Object. Extra information usually comes after this structure.**

***Subject*** *+ Verb + Object + extra information*

***Picasso*** *painted the picture at his studio in Paris.*

**Now put the words and phrases in sentences 1-6 in the correct order.**

a film / on Saturday night / My family / watched

My family watched a film on Saturday night.

2 a bestselling book / Louise / gave me **/** for my birthday

………………………………………………………

3 saw **/** a Shakespeare play **/** My sister and I **/** in London

………………………………………………………

4 has **/** many interesting art galleries ./Tokyo **/** nowadays

………………………………………………………

5 opera **/** like **/** Older people **/** more than young people

………………………………………………………

6 on the Internet / music / Most teenagers / listen to

………………………………………………………

***Watch Out!***

English word order is not usually flexible. Don't change the order S + V + 0.

The film I like very much. ***X*** I like the film very much. **٧**

I visited with my friend the art gallery. ***X*** I visited the art gallery with my friend. **٧**

4 **Conjunctions are words which connect short sentences together to make one longer sentence. The most common conjunctions are:** *and***,** *butf because, so.*

I watched a film on television yesterday. I went to the cinema yesterday, (two similar ideas)

I watched a film on television, ***and*** I went to the cinema yesterday.

I went to the rock concert. My friend recommended the rock concert, (action + reason)

I went to the rock concert, ***because*** my friend recommended it.

I like novels about history. I don't like novels about crime, (two different ideas)

I like novels about history, ***but*** I don't like novels about crime.

I enjoy taking photos. I bought a new digital camera, (reason + result)

I enjoy taking photos, so I bought a new digital camera.

**Join the sentences using the conjunctions in brackets.**

**1** Maria likes reading detective novels. She likes reading books about history. (and)

…………………………………………………………………………………………………….

…………………………………………………………………………………………………….

**2** My parents go to the cinema at weekends. They do not watch television at weekends. (but)

…………………………………………………………………………………………………….

…………………………………………………………………………………………………….

**3** Young people should watch less television. Most programmes are not educational. (because)

…………………………………………………………………………………………………….

…………………………………………………………………………………………………….

**4** The Science Museum is free. I think it is good for families. (so)

…………………………………………………………………………………………………….

…………………………………………………………………………………………………….

**Part 2: Skills development**

**Exam information** / **Task 2 essay**

Task 2 in the WRITING exam asks a question about a social topic such as the environment, education or the media. You must answer this question by giving your opinions, along with reasons and examples, in an essay. You must write at least 250 words and you should spend about 40 minutes writing the essay.

1 **Read the following essay title.**

*All museums and art galleries should be free because they are an important part of a country's culture. How far do you agree with this statement?*

**Which of the following is the topic of the essay, a, b or c?**

a A country's culture

b The importance of museums and art galleries

c Free entrance to museums and art galleries

**Which of the following questions has the same meaning as the essay question above?**

1. How much do you agree that museums and art galleries are an important part of a country's culture?
2. How much do you agree that it is a good idea for museums and art galleries to be free for cultural reasons?
3. How much do you agree that museums and art galleries are good?

**Exam tip / Understanding questions**

Task 2 questions are often a sentence followed by one of the following questions:

*How far do you agree with this statement?* OR *To what extent do you agree with this statement?*

These questions mean: *How much do you agree with the sentence?*

2 **Read this essay question and tick the correct summary: a, b or c.**

***Children watch too much television nowadays and this is bad for their education and development. How far do you agree with this statement?***

**a** How much do you agree that if children watch too much television they do not learn or develop well?

**b** How much do you agree that television is bad for children?

**c** How much do you agree that watching television means that children learn nothing?

3 **Do these ideas agree or disagree with the statement in the essay question on the preceding page? Write A (agree) or D (disagree) next to the ideas.**

1. There are many interesting and educational programmes on television
2. Watching too much television makes children lazy because they do less sport
3. Watching some television is fine but watching too much television is bad for children
4. Many children learn through visual activities, so watching television can help them

**Which of these ideas do you agree with?**

**Exam tip I Answer the question**

Make sure you answer the question about the essay topic. Don't just write about the essay topic in general.

4 **Read the essay question and decide if ideas 1-6 answer the question or just describe the topic in general. Write Q (question) or T (topic) next to each idea.**

*All children should learn to play a musical instrument at school. How far do you agree with this statement?*

1. Music is fun for children so they enjoy it. T .
2. Learning to play a musical instrument is a good idea because it helps children learn. ……
3. useful skills like coordination and self-motivation. ……
4. Learning to play a musical instrument is difficult so not all children can do it. ……
5. Listening to music helps children relax so it is good for their health. ……
6. Schools should include subjects such as music in the timetable because they are creative. …..
7. Learning a musical instrument at school is good but playing sport and other activities are also important for children. ……

5 **Read the essay question below and complete the sentences with your own ideas.**

*Countries should not replace their traditional culture with modern culture. To what extent do you agree with this statement?*

1. Traditional culture is important because it helps people connect with history of their country.
2. Modern culture is important because…………………………………………………………
3. Young people often prefer modern culture but………………………………………………
4. Both traditional and modern culture are popular so…………………………………………

**Now write four or five of your own ideas about the same essay topic. Give your reasons and use the conjunctions: and, but, because and so.**

**Exam tip I Think about ideas**

In the IELTS test, spend two or three minutes thinking about your ideas before you start writing. Write your ideas on the test paper to help you remember them.

**Part 3: Exam practice**

Writing Task 2

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

*Young people should spend more time on cultural activities such as music and theatre and less time on sport. How far do you agree with this statement?*

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 175 words.

Progress check

**How many boxes can you tick? You should work towards being able to tick them all.**

Did you ...

use correct word order?

use the correct conjunctions to connect ideas?

answer the question and not simply write about the topic in general?

give reasons for your opinions and support them with examples?

**9 МАВЗУ: ЭССЕНИНГ КИРИШ КИСМИ**

**LESSON PLAN 9**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson: Introduction of the Essay**  **Practical Introduction of the Essay** |
| Маъруза режаси ўқув ва машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. Complete the sentences about the family tree by putting the letters of the bold words in the correct order.  2. Read the speech bubbles, then complete the sentences below with the words in bold.  3. Rewrite the following sentences using the correct modal and semi-modal verbs from sentences 1-7 in Exercise 2.  4. Use modal and semi-modal verbs to give your opinions about events in the future. *Should/shouldn’t, can, might* and *could* are less definite than *will, need to, must* and *have to.*  5. Look at the structure of a good example paragraph.  6. Now read the following paragraphs and decide which one follows the rules in Exercise 1. What is wrong with the other two?  7. The first line of each paragraph below is missing. Write a first line which summarizes the main idea of the paragraph. The first one is done for you.  8. Put the paragraphs of this essay in the correct order by matching them to the headings below.  9. Now match the parts of an essay to their different functions. |
| Ўқув машғулотининг мақсади: Lesson aims:to give general information about Task 1 | |
| Педагогик вазифалар:  Objectives: based on the topic | Ўқув фаолиятининг натижалари  Learning outcomes:  By the end of the lesson the Ls will be able…  to know the object of Task 1  to explain charts |
| Таълим усулллари  Task types | Practical, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  Interaction patterns | Frontal, collective, whole class |
| Таълим воситалари  Materials used: | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  Equipment/ aids used: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  Types of assessment |  |

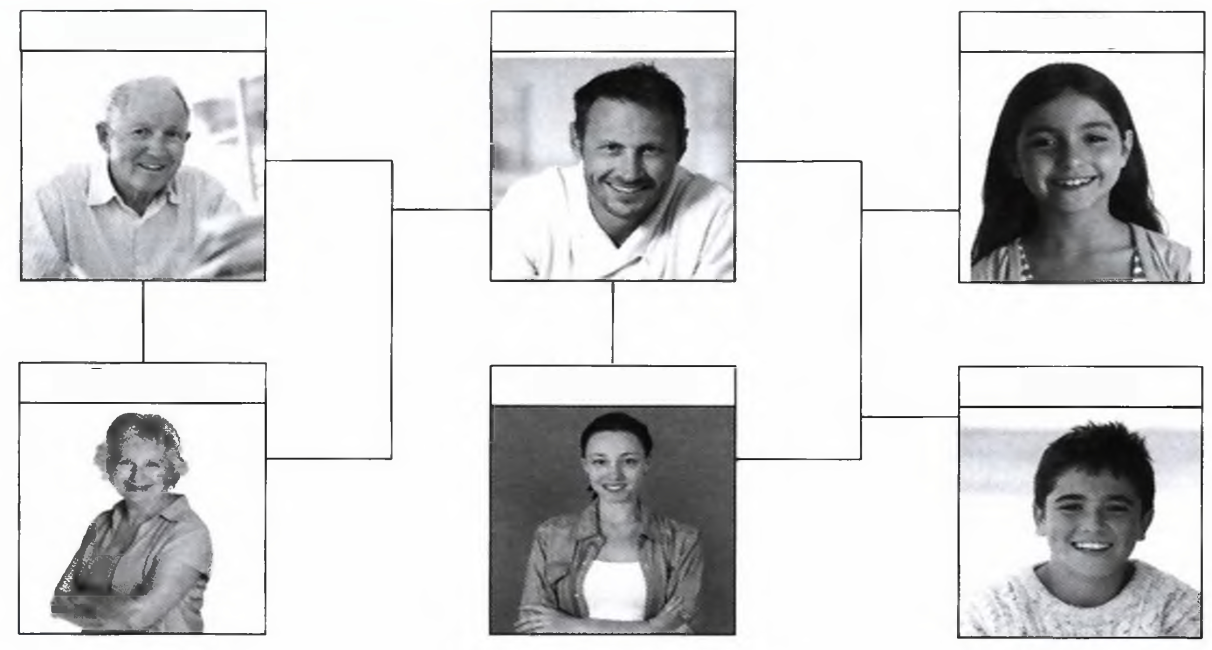
Ўқув машғулотининг технологик харитаси

DETAILED PROCEDURE OF THE LESSON

|  |  |  |
| --- | --- | --- |
| Ишбосқичларивавақти  Steps and duration | Фаолият  Process | |
| Таълим берувчи  Teacher | Таълим олувчилар  Listeners |
| 1-босқич  Part I (±15mins) | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the |
| 2-босқич  Part II (±55mins) | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the task |
| 3-босқич  Part III (±10mins) | 3.1. T draws a conclusion of the lesson, explains the importance of the lesson  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

UNIT ***Family***

**Part 1: Language development**



**Madina**

**Gayrat**

**Sobir**

**Lobar**

**Elena**

**Zokir**

1 **Complete the sentences about the family tree by putting the letters of the bold words in the correct order.**

1 Gayrat’s **o e r m h t** mother is Elena

2 Gayrat and Lobar's **o n s** …………….is Sobir

3 Gayrat and Lobar's **u g r e d a h t**…………….. is Madina.

4 Madina and Sobir's **t e r f h a**  ……………… is Gayrat.

5 Madina and Sobir's **e r r a m g o t n d h** ………………. is Elena

6 Lobar's **o m et r h-n i-a w l** ……………… is Elena.

7 Zokir and Elena's **n g n o s a r d** …………….. is Sobir.

8 Sobir and Madina's **r n s p e a t** ………………..are Lobar and Gayrat

2 **Read the speech bubbles, then complete the sentences below with the words in bold.**

|  |  |
| --- | --- |
|  | My name is Sabina and I'm 15 years old. I go to school and this year I will have my first exams. I want to be a doctor, but it's a difficult job, so I must study hard to pass my exams. To be a doctor, I must have a lot of qualifications, but I don't need to be very good at art or languages, just science. |
|  | I'm Sabina mother, Malika. Sabina wants to be a doctor when she is older. I think she **needs to** study hard for this. She plays on her computer quite a lot, which she **shouldn't** do. I think she **should** study more. She is clever. I think she **might** be a doctor. |

1. **will** -used to talk about something expected in the future
2. ………………… /have to/need to - used to say what is necessary
3. ………………. -used to say something is a good idea
4. ………………. -used to say something isn't a good idea
5. ……………….-used to say it isn't necessary to do something
6. …………… ….. /can / could - used to say what is possible
7. '………………- used to say what isn't necessary

3 **Rewrite the following sentences using the correct modal and semi-modal verbs from sentences 1-7 in Exercise 2.**

1. It is a good idea for children to respect their parents.

**children should respect their parents**

1. I plan to go to university in the future.
2. It is not a good idea for parents to smoke near their children.
3. It is possible that children will have lessons on the Internet in the future.
4. It is necessary for all children to be taught basic skills like maths and reading.

4 **Use modal and semi-modal verbs to give your opinions about events in the future. *Should/******shouldn’t, can, might* and *could* are less definite than *will, need to, must* and *have to. Compare:***

*Children who disobey their parents will be punished.* (= a definite future action)

*Children who disobey their parents should be punished. (=* a suggestion)

*Children who disobey their parents might be punished.* (= a possibility)

**Rewrite these sentences to make them less definite.**

1. Children who don't study will fail their exams. (-» a possibility)
2. University must prepare people for the best jobs. (-» a suggestion)
3. Children need to follow their parents' advice. (-» a suggestion)

**Part 2: Skills development**

1 **Look at the structure of a good example paragraph.**

I believe 1family is one of the most important structures in society. It is 2within the family that children ***can*** learn how to get on with other people and how to behave,. and these things are important for life in the wider world. The family ***should*** also be a stable unit that 3provides love and support to children. Without this love and support, children might find it difficult to manage in the wider world. For example, children without loving, supportive parents could feel unable to do the things they would like to do, like go to university.

1. Main idea: the family is important.
2. Supporting idea which explains / adds to main idea: people learn how to get on with others and how to behave in a family
3. Supporting idea: the family gives love and support.

Circled words = use of cautious language

**Read these statements and write T (true) or F (false).**

1. A paragraph should have more than one main idea ………………..
2. A paragraph should have more than one supporting idea …………………
3. The first sentence of a paragraph should contain the main idea of the paragraph**……………**
4. The last sentence of a paragraph should contain the main idea of the paragraph **…………**
5. You should mainly use definite modal verbs, e.g. will/ must………………….
6. You should mainly use less definite modal verbs, e.g. can I might / could/ should………

2 **Now read the following paragraphs and decide which one follows the rules in Exercise 1. What is wrong with the other two?**

Paragraph A: Children should learn rules from their parents. Teachers alone cannot teach a child rules. If a child doesn't have a strict home life, they could ignore the rules of the school and behave badly. Parents should teach a child rules from an early age so that when they reach school age they are more likely to behave and make friends with the other children at school.

Paragraph B: Children will be really terrible if they have terrible parents. For example, some children in my school misbehave and their parents don't care. Although the teacher complains to the parents, the parents don't do anything about it. It is better for children if their parents teach them rules from an early age. Then the child will behave better. Rules must be taught by parents and teachers.

Paragraph C: Rules are important things which must be taught by parents and teachers. Rules need to be taught by parents first because this will help when the child gets into school. If a child has no rules, he will misbehave. Also, beliefs need to be taught by parents.

A child needs to learn their belief in things like religion from their parents. Parents should also teach a child some social skills, but a teacher should teach them school subjects.

**Exam information / Paragraphs**

An essay should be made up of separate paragraphs and the points within each paragraph should follow a logical order: firstly a main idea, followed by supporting ideas which explain or add to the main idea.

3 **The first line of each paragraph below is missing. Write a first line which summarizes the main idea of the paragraph. The first one is done for you.**

1. …………………………………….. Once, the traditional structure of two parents with two children was the most common family type in Western countries like the UK and the USA, but this is changing. New family structures include one-parent families and families with children from more than one marriage. These new family types are becoming increasingly common. Different family structures mean that many children live with a variety of full, step or half brothers and sisters.
2. If more women go out to work, this could affect the children in the family because they are not receiving the attention they need. Many people claim that children are happy when both their parents are working, but someone needs to look after the children and the home, and women are often better at this role.
3. Having brothers and sisters means that a child learns how to socialize with other children from a young age and this is incredibly beneficial for them. They also grow up and grow old with an existing support network around them, which people with no brothers and sisters may not have. An only child can also be very lonely.
4. It is not a child's job to cook, clean or help in the home. Children should be playing and having fun because childhood is the only time when they will be free from work. Children should be developing rather than becoming tired doing housework. Although many argue that helping in the home teaches children to look after their environment and to be clean, children can learn these things in other ways than through housework.

**Exam information I Structuring an essay**

Structuring an essay is an important part of writing. For a Task 2 essay, use a standard essay structure consisting of separate paragraphs: an introduction (one paragraph), followed by the main body of the essay (two or three paragraphs), then a conclusion (one paragraph).

4 **Put the paragraphs of this essay in the correct order by matching them to the headings below.**

*In a family, both men and women should be employed outside the home and share childcare equally. To what extent do you agree with this statement?*

1. The economic benefits and the general benefits to children are the reasons why I believe that men should work outside the home and women should not. These traditional roles have worked successfully for a long time, so, in my opinion, they do not need to change now.
2. Also, women should be the main carers for their children. Although some people argue that women should be able to work outside the home, this is hard when there are children. Women give birth to the children and they need to be with them when they are small. It is also better for the children to grow up with a parent who is always at home. Being looked after by a professional carer is not as good for children.
3. Nowadays, the traditional roles of men and women have changed. More men help in the home and more women go out to work. Some people say that this is a good thing, while others say that this is a negative thing. I believe that men should go out to work and women should stay at home. I believe that this is more economically efficient, and it is also better for children.
4. The traditional structure of men working and women staying at home means that the family has more economic benefits. A man working full-time is likely to earn more money than a man and woman both working part-time. Also, it means that the woman can do things at home to save money, like making clothes or growing food.

Paragraph 1 (Introduction): ……………..

Paragraph 2: ……………..

Paragraph 3: ……………..

Paragraph 4 (Conclusion): ……………..

5 **Now match the parts of an essay to their different functions.**

**1** Introduction …………………

2 Main body …………………

3 Conclusion …………………

**a** Gives some general information about the essay topic, may put forward some differing opinions and gives an answer to the essay question.

b Summarizes all the arguments and restates your answer / opinion.

c Describes and explains different viewpoints, arguments, advantages and disadvantages, supported by examples.

**Exam tip I Introductions**

The introduction to a Task 2 essay can describe the topic of the essay, give background information to it and list various opinions about it. You should also briefly state your own view, which you then go on to explain and support in the main body of the essay.

**Part 3: Exam practice**

Writing Task 2

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

*Children should always follow their parents' advice.*

*To what extent do you agree or disagree with this statement?*

**Give reasons for your answer and include any relevant examples from your own knowledge or experience.**

**Write at least 175 words.**

Progress check

**How many boxes can you tick? You** should **work towards being** able **to** tick **them all.**

Did you ...

use modal verbs accurately?

use cautious language rather than strong language to express opinions?

start each paragraph with a main idea?

structure your essay: introduction, main body and conclusion?

**13 МАВЗУ: ГРАФИК ВА ДИАГРАММАЛАРНИ ТАСВИРЛАШ**

**LESSON PLAN 13**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson: To describe line chart; bar chart and pie chart**  **Practical Task 1** |
| Маъруза режаси ўқув ва машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. What can you remember about Writing Task 1  2. All Writing Task 1 questions give you a diagram or illustration and ask you to select and report the main features and make comparisons where relevant. There are a range of possible diagram types.  3. Look at the following diagrams, make comparisons or both?  4. Look at the useful language table below for describing changes over time.  5. Look at the following simplified diagrams, showing applications for different courses by month in various colleges.  6. Study the following example of a typical Task 1 question and answer the questions.  7. Study the following example of a typical Task 1 question and answer the questions.  8. Read this extract from a student's answer and discuss in pairs what is wrong.  9. Read the model answer below to the question on international student enrolment and complete the following tasks.  10. Read this Task 1 question and answer the questions.  11. Write the answer using the paragraph plan below. |
| Ўқувмашғулотинингмақсади: Lesson aims:to give general information about Task 1 | |
| Педагогиквазифалар:  Objectives: based on the topic | Ўқув фаолиятининг натижалари  Learning outcomes:  By the end of the lesson the Ls will be able…  to know the object of Task 1  to explain charts |
| Таълим усулллари  Task types | Practical, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  Interaction patterns | Frontal, collective, whole class |
| Таълим воситалари  Materials used: | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  Equipment/ aids used: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  Types of assessment |  |

Ўқув машғулотининг технологик харитаси

DETAILED PROCEDURE OF THE LESSON

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  Steps and duration | Фаолият  Process | |
| Таълим берувчи  Teacher | Таълим олувчилар  Listeners |
| 1-босқич  Part I (±15mins) | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the |
| 2-босқич  Part II (±55mins) | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the task |
| 3-босқич  Part III (±10mins) | 3.1. T draws a conclusion of the lesson, explains the importance of the lesson  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

**Task 1**

1 **What can you remember about Writing Task 1**

1. How long should you spend on Task 1 and how should you use this time?
2. How many words should you write and in how many paragraphs?
3. What four areas of your writing does the examiner look at?
4. Should you express your own views and give reasons explaining the information in the diagram?
5. Should you try to write about every detail?

2 **All Writing Task 1 questions give you a diagram or illustration and ask you to select and report the main features and make comparisons where relevant. There are a range of possible diagram types.**

1. Make a simple drawing to illustrate each of the following:

A Graph

В Bar chart С Pie chart D Table

E Multiple diagram (eg two or more diagrams about the same topic) F Process or cycle (eg flow chart showing the greenhouse effect)

G Illustration (eg how two different cameras work)

H Map

1. Use the words below to label the correct parts of your drawings.

vertical axis column/bar key row stages locations horizontal axis segment parts figures line

3 **Look at the following diagrams.**

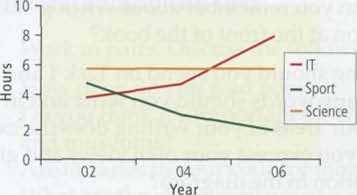
1. 1 **For each diagram, decide if you need to: write about changes over time, make comparisons or both?**

Highest qualification of school leavers (%) Science graduates (current year)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Level 3 | Level 2 | No exam |
| 2004 | 28 | 45 | 13 |
| 2005 | 30 | 50 | 8 |
| 2006 | 30 | 49 | 4 |
| 2007 | 32 | 55 | 5 |

Male Female

Class hrs per week Predicted international student destinations



1. Which tenses would you use for each diagram? Why?
2. Write an appropriate introductory sentence that describes what each diagram shows.

(Diagram 1) The table shows school leavers’ highest qualifications for the categories level 3, level 2 and no exam as a percentage for the years 2004 to 2007.

4 **Look at the useful language table below for describing changes over time.**

1. Work in pairs. Find suitable words from the table to describe the main changes in diagrams 1 and 3.
2. Use these words to add two further sentences to the descriptions below.

Diagram 1

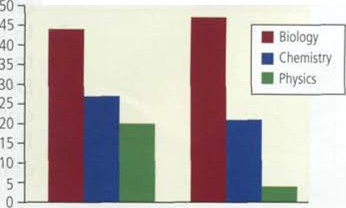
*Regarding level* 3 *qualifications, the percentage increased steadily from 28% in 2004 to 32% in 2007. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

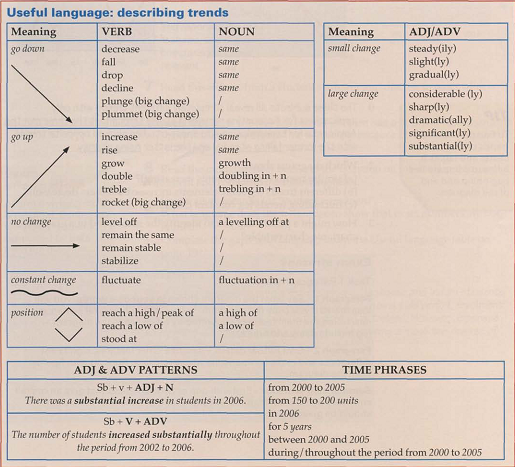
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Diagram 3

*The class hours for sport fell significantly throughout the five year period* dropping *to two hours per week in 2006\_\_\_\_\_\_*

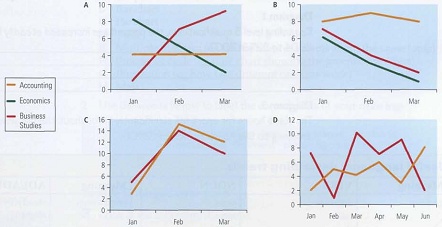
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_





5 **Look at the following simplified diagrams, showing applications for different courses by month in various colleges.**

1. Write a description of the main changes using language from the table above.



*The three subjects all reveal completely different trends with only applications for Accounting remaining stable throuphout the three months. Applicants for Economics and Business Studies showed opposite trends with the former falling steadily and the latter rising sharply.*

1. Which diagrams show:
2. similar trends (eg all elements increasing)?
3. different trends (eg some elements increase but others decrease)?
4. fluctuating trends (eg constant changing)?
5. How might a pencil help you to identify the main trend in a graph, bar chart, pie chart or table?

**Exam strategy**

**Task 1 Paragraph plan**

**Paragraph 1** - Say what the diagram shows in your own words (you will lose marks if you copy the question). Follow this with several sentences describing the main features supported by reference to the diagram (eg include dates and figures).

**Paragraph 2** - Give further details - describe other features, significant differences and make comparisons where relevant. Support with figures from the diagram.

**Summarizing sentence -** End with one or two sentences that give an overall summary of the main features. No explanation, reasons or conclusion should be given.

7 **Study the following example of a typical Task 1 question and answer the questions.**

1. Does this diagram show changes over time?
2. Should your writing be formal or informal?
3. What tenses w ould be required?
4. Do you need to write about changes over time, make comparisons or both?
5. What is being described?
6. What significant points would you mention

6 **Study the following example of a typical Task 1 question and answer the questions.**

1. Does this diagram show changes over time?
2. Should your writing be formal or informal?
3. What tenses would be required?
4. Do you need to write about changes over time, make comparisons or both?
5. What is being described?
6. What significant points would you mention?

This graph illustrates the number of Kazakhstan, Russia and Kirgizstan students who enrolled at Uzbekistan Universities over a five-year period.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

8 **Read this extract from a student's answer and discuss in pairs what is wrong.**

*Well, first of all the blue line starts low then has a steadily rise. After a bit more it then rises sharp. This is probably because of the strong Chinese economy*.

9 **Read the model answer below to the question on international student enrolment and complete the following tasks.**

1. Find four synonyms for 'student enrolment'.
2. What language does the writer use to show that exact numbers are not known?
3. Complete the gaps with language from the Useful language table on page 19?

**Paragraph 1**

*The* diagram *shows the enrolment of Kazakhstan, Russia and Kirgizstan students at our Universities from 2011 to 2015. During this period, enrolment of both Kazakhstan and Kirgizstan students more than trebled. However, Russia admissions (0) fell substantially with numbers being almost the reverse of those for Kazakhstan students.*

**Paragraph 2**

*Kazakhstan numbers (1) \_\_\_\_\_\_\_\_\_\_\_\_up to 2002 followed by a (2) \_\_\_\_\_\_\_\_\_\_ reaching almos 100 students (3)\_\_\_\_\_\_\_\_\_\_\_\_\_. Similarly, numbers of Indian students showed (4)\_\_\_\_\_\_\_\_\_\_\_\_ throughout the period from about 10 in 2011 to over 70 in 2015. In contrast, enrolments of Russian students (5) \_\_\_\_\_\_\_\_\_\_\_ from (6)\_\_\_\_\_\_\_ of over 100 students in 2011 to just over 40 in 2013. Numbers then (7)\_\_\_\_\_\_\_\_\_\_\_ throughout 2013 finally dropping again to a low of around 30 in 2015. A further point of interest is that (8)\_\_\_\_\_\_\_\_\_, enrolments from all three countries were very similar, the average difference being approximately 10 students.*

**Summarizing sentence**

*Overall, the graph highlights a considerable difference between growth in Kazakhstan and Kirgizstan enrolments but reduction in Russian enrolments.*

1. Does answer follow the paragraph plan given on page 20?

10 **Read this Task 1 question and answer the questions.**

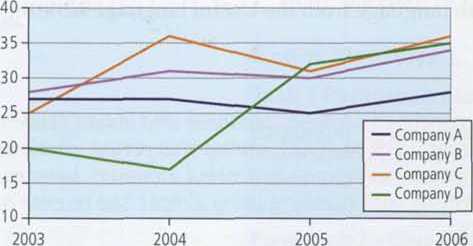
1. Does the diagram show amounts or percentages?
2. Compare the beginning and the end of the diagram. What changes are there?
3. What other significant changes can you see?

11 **Write the answer using the paragraph plan below.**

*The graph shows the percentage of staff trained by four different companies between 2003 and 2006.*

*Summarize the information by selecting and reporting the main features, and make comparisons where relevant*

You should write at least 150 words.



**Paragraph 1**

*Introduce diagram*

*Describe main trends - compare beginning and end*

**Paragraph 2**

*Describe other details - note similarity between A and 3, and difference between  
С and D*

**Summarizing sentence**

*Summarize overall pattern*

**13 МАВЗУ: ГРАФИК ВА ДИАГРАММАЛАРНИ ТАСВИРЛАШ**

**LESSON PLAN 13**

|  |  |
| --- | --- |
| Вақт: 2 соат.  **Length: 2 hours** | Талабалар сони: |
| Ўқув машғулотининг шакли ва тури  **Type of the lesson**  Practice | **Дарс маърузаси:**  **The theme of the lesson: First - person narrative**  **Practical First - person narratives** |
| Маъруза режаси ўқув ва машғулотининг тузилиши  **Procedure/ Lesson outline** | 1. What can you remember about Writing Task 1  2. All Writing Task 1 questions give you a diagram or illustration and ask you to select and report the main features and make comparisons where relevant. There are a range of possible diagram types.  3. Look at the following diagrams, make comparisons or both?  4. Look at the useful language table below for describing changes over time.  5. Look at the following simplified diagrams, showing applications for different courses by month in various colleges.  6. Study the following example of a typical Task 1 question and answer the questions.  7. Study the following example of a typical Task 1 question and answer the questions.  8. Read this extract from a student's answer and discuss in pairs what is wrong.  9. Read the model answer below to the question on international student enrolment and complete the following tasks.  10. Read this Task 1 question and answer the questions.  11. Write the answer using the paragraph plan below. |
| Ўқувмашғулотинингмақсади: Lesson aims:to give general information about Task 1 | |
| Педагогиквазифалар:  Objectives: based on the topic | Ўқув фаолиятининг натижалари  Learning outcomes:  By the end of the lesson the Ls will be able…  to know the object of Task 1  to explain charts |
| Таълим усулллари  Task types | Practical, explanation, demonstration, brainstorming, instructions |
| Таълим шакли  Interaction patterns | Frontal, collective, whole class |
| Таълим воситалари  Materials used: | Aids, blackboard, cluster, projector |
| Таълим бериш шароити  Equipment/ aids used: | Auditorium, projector, computer |
| Мониторинг ва баҳолаш  Types of assessment |  |

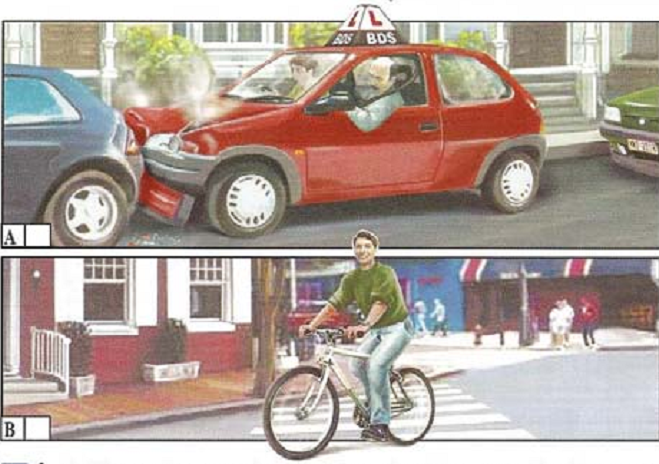
Ўқув машғулотининг технологик харитаси

DETAILED PROCEDURE OF THE LESSON

|  |  |  |
| --- | --- | --- |
| Иш босқичлари ва вақти  Steps and duration | Фаолият  Process | |
| Таълим берувчи  Teacher | Таълим олувчилар  Listeners |
| 1-босқич  Part I (±15mins) | 1.1. greets and checks the attendance. presents the theme of the lesson, its aim, plan and expected results.  1.2. gives the list of used literature as a source.  1.3. explains the criteria of assessment. | Listen, make notes, answer if a question is asked by the |
| 2-босқич  Part II (±55mins) | 2.1. T. activates students’ knowledge by quiz and brainstorming to create the environment for the practice.  2.2. T. tells about the outline of the lesson and organization of the process of the lesson according to its structure. | Ls answer the questions, tell their opinions and write necessary points of the task |
| 3-босқич  Part III (±10mins) | 3.1. T draws a conclusion of the lesson, explains the importance of the lesson  3.2. T announces the marks, analyzes the degree of achieved results  3.3. T. gives tasks for self-study and explains the assessment criteria | Ls listen attentively, ask their questions, write the tasks, self-assessment |

UNIT ***First - person Narratives***





1 **a) Listen to the story and put the pictures into the correct order, then answer the questions.**

1. Who are the characters in the story? 3 What title would you give this story?

2. Which of them is telling the story?

**b) Listen again, then look at the pictures and tell the story.**

|  |  |
| --- | --- |
| First-person narratives are written in the first-person (I/we) about a series of events, real or imaginary, which happened to us. A first-person narrative should consist of:   1. an **introduction** in which you set the scene (who was involved, time, place. etc) in an interesting way to make the reader want to continue reading; 2. a **main body**, consisting of two or more paragraphs, where you develop your story, presenting the events in the order they happened; and 3. a **conclusion** which includes what happened at the end of the story, as well as people's feelings, final comments or reactions. A surprising ending makes a long-lasting impression on the reader.  * You should normally use past tenses in such pieces of writing, as well as a variety of adjectives or adverbs to make your story more attractive to the reader.   Narratives can be found in articles, letters, novels, etc. To attract the reader's attention, give interesting and catchy titles to your stories, especially if they are tor a magazine; newspaper, etc. | **Introduction**  **Paragraph 1**  **Set the scene**  (who - where - when – what)  **Main Body**  **Paragraphs 2-4**  **Develop the story**  detailed description of events in the order they happened  **Conclusion**  **Final Paragraph**  end of story, feelings, comments or reactions |

2 **Read the rubric and underline the key words, then answer the questions.**

A local newspaper is holding a story competition and you have decided to enter. Your story should start with: "*I stood on the deck staring at the huge waves.*" Write your **story** for the competition.

1. Who is going to read your story? **3**. What should your story be about?

2. Who should vour store he about? **A** boat trip **B** a train accident

**A** your brother **B** yourself **C** a warm summer’s day in the mountains

3 **a) Look at the picture in the story below and answer the questions.**

1. Where did the story lake place: on a ship? on a train?

2. What was the weather like: cold and windy? warm and sunny?

3 What do you think the problem was: a hijacking? a fire in the engine room?

4. What happened in the end: the ship reached the port? the ship sank?

5 Which of the following can you find on a ship? Tick (**٧**);

deck (**٧**), bedroom \_\_ , loudspeakers \_\_ , engine room \_, platform \_\_\_, lifeboat station \_\_\_,  
cabin \_\_\_ , sitting room \_\_\_ , lifejackets \_\_\_ , bus station \_\_\_

### “Инглиз тили амалий курси: ёзма нутқ амалиёти” модулини ўқитиш жараёнида фойдаланиш учун тавсия этиладиган илғор таълим технологиялари

**МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН**

**ИНТЕРФАОЛ ТАЪЛИМ МЕТОДЛАРИ**

### Brainstorming Strategies

### Teach Writing Skills Effectively with these tipsIn the first stage of the composing process, students must generate vocabulary and ideas on the topic of the activity or lesson. This is not only a writing skills strategy; it is what is called building schema: mental pictures of concepts -the terms we need to be able to think, talk about and write on a subject-. In our native language, we consciously and subconsciously accumulate a huge storage bank of topics which have gone into long-term memory and bring them to use subconsciously when we communicate. When we try to function in a second language, we also need these ‘banks’ of concepts to be able to produce our second language with any degree of fluency.

### Brainstorming Techniques

### We need to first show or model for our students different techniques. On the board we can elicit ideas from them and draw mind-maps, word- webs, lists or other types of graphic organizers according to their level and what we want them to produce.

### “Free writing” for intermediate levels can be an excellent technique for building fluency and confidence in writing. We set a time limit, give them meaningful question prompts and tell them to just write on the topic, focus on the questions, but write anything that comes to mind. There are no wrong answers, they do not need to look up words and should just write without stopping. Model this on the board, show them it will be messy, they will make mistakes, but it doesn’t matter. They have to think about the topic, get ideas, generate vocabulary and find a focus for the next stage of writing. Get them to give you a topic and model the process.

### For Any Level Begin with a HAIKU – Teaching Writing Skills

### Take a simple picture or cartoon, write categories or questions on the board and elicit any terms they could use in their writing to do with: colour, taste, texture, temperature. It could be two different types of food; for example, a carrot and ice cream. You could also show a picture of a fast food they all know such as KFC and ask them to call out or write down any words that come to mind.

### Teaching Writing Skills with a Haiku

### A haiku has a pattern of :

### 5 syllables

### 7 syllables

### 5 syllables

### Now show or review with them how to count syllables: chi cken = 2 nug gets = 2

### They must stick to the syllable pattern and they cannot use KFC in the haiku. It is through reading the haiku that we know they are talking about KFC. After helping them with syllable counting and checking their work, publish their work by doing a a gallery walk and trying to guess what each student’s haiku is about.

### Example:

### coleslaw beans and fries

### crispy drumstick spicy wings

### finger licking good

### Photographs Can Be Used as Teaching Strategies

### Challenge students to search their family photos, and look through magazines, books, newspapers, or even the Sunday funnies to find a little writing inspiration. Have them cut out all of the pictures that inspire them, and glue those pictures to their writing journal. When it’s time to write, all students have to do is look at one of their pictures for a little inspiration.

### Graphic Organizers

### Graphic organizers are great for visual learners, and anyone who needs to see their ideas in an organized manner. Try using a story map to motivate students and get them writing.

### Audio Record It

### Get your audio recording gear out and let students record their writing. This is a fun way for students speak what they want to say versus actually printing it.

### Audio Transcribe It

### With so many speak-to-text apps out on the market, it may be hard to choose just one. If you can’t find one that you love, then just open a blank e-mail and have students tap the microphone button so it will transcribe everything that they are saying. It’s a fun and unique way for students to write their essay or story. If you like, you can then have students print out what they just wrote, and use that as their first draft.

### Peer Talks

### Pair students together into teams of two, and have each student take turns writing down what the other person says. Students will get a kick out of having their partner do all the writing for them!

### Story Starters

### One of the easiest strategies to get students writing is to give them a story starter or writing prompt (e.g. create a new type of cookie, what are the ingredients and what is the name of it? Or my favorite holiday is \_\_\_\_ because \_\_\_ ).

### Create a Name

### Encourage students to make up a name. (e.g Jasper Jenkins) Then have them picture what a person with that name looks like, and where they came from (e.g. Jasper Jenkins is a man from the 1920s who is skinny and has dark brown hair). Encourage students to think of more details about their character that they created, like where they work, if they have a family, or any other details that they can think of. This is a fun way to develop a story.

### Spin a Wheel

### A fun and creative way to get students writing is to have them create a writing wheel that they can spin each time they need something to write about. As a class, brainstorm ideas and write them on your wheel. Students can then take turns spinning the wheel when it’s time to write to see what they have to write about.

### Create a Contest

### A little friendly competition is always good for children. Create a writing contest where students compete not only against each other but their peers online too. Look for an online contest like from Myhero.com where students can submit essays about their heroes. It’s a great way to teach students to write from their heart.

### Integrate Art

### To get and keep students engaged try integrating artwork into their writing. Allow students to brainstorm their writing ideas through pictures and drawings or just add them to their stories. Whichever way you choose will be equally effective.

### The ultimate goal is to have students use their cognitive thinking skills to communicate their ideas. Whether it’s on paper or through their lips, the whole point is to get your students to express their thoughts without hesitation. Once students truly understand that writing is just another way of communicating, the walls will come down, and they will be able to pick up a pencil and convey their thoughts freely.

**АДАБИЁТЛАР РЎЙХАТИ**

**Writing terms**

**ГЛОССАРИЙ**

Abstract. A brief summary of an article, a standard part of most academic writing.

Active voice. When the verb focuses on what the subject of the sentence is doing.

Advance. If you are lucky enough to be in demand by a publisher, you might be paid an advance to write your book – prior to actually writing it.

All rights. The publisher holds all rights to publish in any form, but does not own the copyright.

Allegory. A method of telling a story using characters or objects to deliver a message metaphorically.

Antagonist. Often the villain, the antagonist is the character that tries to stop the protagonist (the hero or main character) from succeeding.

Anthology. A collection of stories compiled together, usually with a loose theme or commonality.

Attribution. Giving credit for a quote, illustration or other element to its source.

Audience. The intended reader, usually described by demographics.

Autobiography. The writer’s life story told in the first person.

Author. The person whose byline is on the work, not necessarily the same as the writer (such as when a ghostwriter has done the writing).

Hire a ghostwriter

Back matter. Pages at the end of the book that support the manuscript, such as bibliography, acknowledgements, etc.

Backlist. Books from a previous year that are still in print.

Backstory. The history behind characters and events, often included as flashbacks or slipped into the dialogues or recollections of the characters.

Beta readers. Readers who read a manuscript before publishing to test it out on the target audience.

Bibliography. The list of sources used in researching a book or article.

Biography. A life story.

Blurb. A short summary of a book published on its back cover.

Boilerplate. A template of text that can be used to create multiple documents.

Byline. The name of the author credited with a book or article.

Canon. The most authoritative source of information on a given topic.

Category. General topic areas, broader than a genre, used to organize books in the market.

Galleys. A typeset draft of a book.

Genre. The type of book, such as true crime, biography, science fiction, etc.

Ghostwriter. A person who writes anonymously in someone else’s name, so that the client is credited with the work.

Hard copy. The printed version of a manuscript.

Hardcover. A book bound with a thick cardboard stock cover, usually with a paper dust jacket.

Half title. The page at the beginning of the book that contains nothing but the title.

High concept. The idea of a book, boiled down to a single sentence.

Historical fiction. Fiction set in the past, attempting to fit in with the events and activities of the time.

Hook. A line that draws the reader into the book from the very beginning.

House style. A specific publisher’s preferred style.

Imagery. Descriptions that employ the five senses.

Imprint. A credited division within a publishing company used for branding purposes, much as a “make” of an automotive manufacturer.

ISBN. Stands for International Standard Book Number, a unique identifier assigned to each published book for inventory and ordering.

Kill fee. Payment made to a writer for an article that was written, but not published.

Lead paragraph. The first paragraph of a book, article or chapter.

Soliloquy. A monologue, usually to reveal inner thoughts of a character, or in film used by the antagonist to give audiences the chance to prepare for the hero’s attack.

Spine. The end of a book that is visible when it is placed between two other books on a shelf.

Style. The ensemble of characteristics that define a writer or a work, including word choice, sentence structure and literary devices.

Style sheet. A list of grammar or word use specifications for a publication.

Submission guidelines. The rules to follow when submitting a manuscript to a publisher.

Subplot. A secondary plot that contrasts with the main plot or is enfolded within the main plot.

Synopsis. A summary of a book’s plot, usually two to three pages long.

Tardis. I threw that one in just to see if you were still listening.

Tearsheet. Sample of the author’s published work.

Theme. The general topic of a work.

Thesis. The key argument the author puts forward, generally in non-fiction.

Tone. The implied attitude of the writer toward the subject of the work.

Trade paperback. A softcover book larger in trim size than a massmarket paperback.

Typeface. The font specifications.

Vanity publishing. A service to help authors publish books mostly for their own use, rather than for massmarket distribution.

Voice. The persona that the author adopts to convey his message, which will be reflected in the style of the writing.

Weight. The boldness of the text.

White space. Any are of a page without text or images.

Word count. The number of words in a manuscript.

Work for hire. An arrangement whereby a writer is hired for a specific project, and is not considered an employee and does not retain any rights.

Writer. The person who wrote the work, either the author or the ghostwriter.

Writer’s block. The inability to decide what next to write.