ҚҚДУ ҲУЗУРИДАГИ МИНТАҚАВИЙ МАРКАЗИ

2021

ЎҚУВ–УСЛУБИЙ МАЖМУА

МАХСУС МАҚСАДЛАРГА ЙУНАЛТИРИЛГАН ИНГЛИЗ ТИЛИ

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ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ОЛИЙ ТАЪЛИМ ТИЗИМИ ПЕДАГОГ ВА РАҲБАР КАДРЛАРИНИ ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ МАЛАКАСИНИ ОШИРИШНИ ТАШКИЛ ЭТИШ БОШ ИЛМИЙ - МЕТОДИК МАРКАЗИ

ҚОРАҚАЛПОҚ ДАВЛАТ УНИВЕРСИТЕТИ ҲУЗУРИДАГИ ПЕДАГОГ КАДРЛАРНИ ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ МАЛАКАСИНИ ОШИРИШ МИНТАҚАВИЙ МАРКАЗИ

"МАХСУС МАҚСАДЛАРГА ЙУНАЛТИРИЛГАН ИНГЛИЗ ТИЛИ" МОДУЛИ БЎЙИЧА

Ў Қ У В – У С Л У Б И Й М А Ж М У А

Қайта тайёрлаш ва малака ошириш курси йўналиши: Барча йўналишлар учун

Тингловчилар контингенти: Олий таълим муассасалари профессор-ўқитувчилари

Нукус – 2021

Модулнинг ўқув-услубий мажмуаси Олий ва ўрта махсус таълим вазирлигининг 2020 йил "7"-декабрдаги 648-сонли баённомаси билан маъқулланган ўқув дастури ва ўқув режасига мувофиқ ишлаб чиқилган.

Тузувчилар:

педагогика фанлари номзоди, доцент А.У.Тажиева

Тақризчилар:

филология фанлари номзоди, доцент Д.Т.Хаджиева

Ўқув-услубий мажмуа Бердақ номидаги Қорақалпоқ давлат университети илмий-методик кенгаши (2020 йил "30"-декабрдаги 5-сонли баённомаси).

М У Н Д А Р И Ж А

I. ИШЧИ ДАСТУР

КИРИШ

Дастур Ўзбекистон Республикасининг 2020 йил 23 сентябрда тасдиқланган "Таълим тўғрисида"ги Қонуни, Ўзбекистон Республикаси Президентининг 2017 йил7 февралдаги "Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида"ги ПФ-4947-сон, 2019 йил 27 августдаги "Олий таълим муассасалари раҳбар ва педагог кадрларининг узлуксиз малакасини ошириш тизимини жорий этиш тўғрисида"ги ПФ-5789-сон,2019 йил 8 октябрдаги "Ўзбекистон Республикаси олий таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида"гиПФ-5847-сонли Фармонлариҳамда Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2019 йил 23 сентябрдаги "Олий таълим муассасалари раҳбар ва педагог кадрларининг малакасини ошириш тизимини янада такомиллаштириш бўйича қўшимча чора-тадбирлар тўғрисида"ги 797-сонли Қарорларида белгиланган устувор вазифалар мазмунидан келиб чиққан ҳолда тузилган бўлиб, у олий таълим муассасалари педагог кадрларининг касб маҳорати ҳамда инновацион компетентлигини ривожлантириш, соҳага оид илғор хорижий тажрибалар, янги билим ва малакаларни ўзлаштириш, шунингдекамалиётга жорий этиш кўникмаларини такомиллаштиришни мақсад қилади.

II. Модулнинг мақсади ва вазифалари

Махсус мақсадларга йўналтирилган инглиз тили (English for Specific Purposes) модулининг мақсади: – касб соҳасидан келиб чиқиб инглиз тилини ўргатиш. Қайта тайёрлаш ва малака ошириш йўналиши тингловчиларнинг инглиз тили фани доирасидаги билим, кўникма, малака ҳамда компетенцияларини ривожлантириш.

"Махсус мақсадларга йўналтирилган инглиз тили" модулининг вазифалари:

- Касб соҳа вакиллари томонидан минимал грамматика (Present Indefinite Tense, Present Continuous Tense, Past Indefinite Tense, Future Indefinite Tense) ҳамда соҳага оид фаол сўзларни ургатиш

- Грамматика ва лексикани коммуникатив мақсадларда ўргатишга замонавий ёндашув.

-Инглиз тилида аутентик вазиятларни таҳлил қилиш. Тингловчиларда аутентик вазиятларга оид: e-mail ёзиш, сўзлашиш (илмий йўналиши ҳақида), тушуниш (жараённи тинглаб тушуниш) ва ўқиб тушуниш (газета ва журналлардаги касб соҳасига оид мақолани ўқиш) кўникмаларини ривожлантириш.

-Соҳага йўналтирилган мавзуларда тил кўникмаларини ривожлантириш, мутахассислик фанларини хорижий тилда ўқитишни лойиҳалаштириш. Илмий тадқиқотларга йўналтирилган тил кўникмаларини ўзлаштириш, илмий матнларнинг резюмесини тайёрлаш, хорижий адабиётлар билан ишлаш. Хорижий мутахассислар билан мулоқот стереотиплари. Электрон хатлар ёзиш, хорижий тилда тақдимотлар тайёрлашга ургатиш.

Курс якунида тингловчиларнинг билим, кўникма ва малакалари ҳамда компетентлигига қўйиладиган талаблар:

"Махсус мақсадларга йўналтирилган инглиз тили**"** модулини ўзлаштириш жараёнида амалга ошириладиган масалалар доирасида **Тингловчилар:**

- инглиз тили минимал грамматикасига оид материаллар (Present Indefinite Tense, Present Continuous Tense, Past Indefinite Tense, Future Indefinite Tense)ни узлаштириш ва улардан уз нуткида фойдаланиш;

- соҳага оид фаол сўзларни (минимал 400) ёддан билиш;

- аутентик вазиятларга оид куникмаларини ривожлантириш: e-mail ёзиш, сўзлашиш (илмий йўналиши ҳақида), тушуниш (жараённи тинглаб

тушуниш) ва ўқиб тушуниш (газета ва журналлардаги касб соҳасига оид мақолани ўқиш);

-илмий матнларнинг резюмесини тайёрлаш, хорижий адабиётлар билан ишлаш.

Тингловчилар:

-Хорижий мутахассислар билан мулоқот стереотиплари. Электрон хатлар ёзиш, хорижий тилда тақдимотлар тайёрлаш;

‒ - Кундалик ва ижтимоий ҳаётга оид мавзулар асосида укиш, гапириш, ёзиш ва тинглаб тушиниш кўникмаларига эга бўлиши зарур.

‒ - Соҳага оид даврнинг энг долзарб муаммоларини ўрганиш, муҳокама ва таҳлил қилиш малакаларини эгаллаши лозим.

Модул бўйича соатлар тақсимоти:

№	Модул мавзулари	Тингловчининг ўқув юкламаси, соат			
			Аудитория ўқув юкламаси		
			Жами	жумладан	
		Ҳаммаси		Назарий	Амалий машғулот
	Personal information. Writing CV.	2	2		2
	Hobbies and leisure activities. Present Indefinite Tense.	2	2		2
	Healthy life style. Present Continuous Tense	2	2		2
	Job problems and peculiarities.	2	2		2
	Tourism and Sport. Past Indefinite Tense.	2	2		2

Mass Media. Reading authentic articles.	2	2		2
Communication among professionals. Writing e-mails	2	2		2
Modern technologies change life. Making presentations	2	2		2
Жами:	**16**	**16**		**16**

АМАЛИЙ МАШҒУЛОТЛАР

1-мавзу: Personal information. Writing CV. (2 соат)

Режа:

1. Get acquainted with the words that can give information about person.
2. Practicing speaking presenting personal information.
3. Analyzing the structure of CV. Practising writing CV.

2-мавзу Hobbies and leisure activities. Present Indefinite Tense. (2 соат)

Режа:

1. Talking about hobbies and leisure activities
2. Grammar material. Present Indefinite Tense: formation, usage.
3. Writing a report about hobbies

3-мавзу. Healthy life style. Present Continuous Tense. (2 соат)

Режа

1. Grammar material. Present Continuous Tense: formation, usage.
2. Watching video about healthy life style
3. Pair work. Advantages of healthy life style

4- мавзу. Job problems and peculiarities. (2 соат)

Режа

1. Learning vocabulary of professions and jobs
2. Case study.
3. Reflection of self problems

5 – мавзу. Tourism and Sport. Past Indefinite Tense. (2 соат)

Режа

1. Grammar material. Past Indefinite Tense: formation, usage.

2. My experience of going in for sport. Presentation

3. Describing pictures about tourism

6 – мавзу. Mass Media. Reading authentic articles (2 соат)

Режа

1. Learning words about mass media

2. Reading an article and analyzing its structure

7 – мавзу. Communication among professionals. Writing formal letters

(2 соат)

Режа

1. How do people communicate? Written and spoken communication

2. Analyzing the structure of formal letters.

   Writing a letter of application for a job

8 – мавзу. Modern technologies change life. Making presentations (2 соат)

Режа

1. Advantages and disadvantages of technologies

2. How do I use technology in my job. Presentation

МУСТАҚИЛ ТАЪЛИМ

.Тингловчи мустақил ишни модулнинг хусусиятларини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиб тайёрлаши тавсия этилади:

- мутахассисликка ойд сузлар ва иборалар лугатини тузиш;

- инглиз тилида Curriculum Vitae ёзиш;

- мутахассисликка ойд маколалар туплаш;

- уз касбида технологиядан фойдаланиш буйича презентация таёрлаш;

- тингловчининг касбий фаолияти билан боғлиқ бўлган модул бўлимлари ва мавзуларни чуқур ўрганиш;

- фанга оид маълумотларни ўрганиш, уларни таҳлил қилиш.

АДАБИЁТЛАР РЎЙХАТИ

I. Ўзбекистон Республикаси Президентининг асарлари

1. Мирзиёев Ш.М. Буюк келажагимизни мард ва олижаноб халқимиз билан бирга қурамиз. – Т.: “Ўзбекистон”, 2017. – 488 б.

2. Мирзиёев Ш.М. Миллий тараққиёт йўлимизни қатъият билан давом эттириб, янги босқичга кўтарамиз. 1-жилд. – Т.: “Ўзбекистон”, 2017. – 592 б.

3. Мирзиёев Ш.М. Халқимизнинг розилиги бизнинг фаолиятимизга берилган энг олий баҳодир. 2-жилд. Т.: “Ўзбекистон”, 2018. – 507 б.

4. Мирзиёев Ш.М. Нияти улуғ халқнинг иши ҳам улуғ, ҳаёти ёруғ ва келажаги фаровон бўлади. 3-жилд.– Т.: “Ўзбекистон”, 2019. – 400 б.

5. Мирзиёев Ш.М. Миллий тикланишдан – миллий юксалиш сари. 4-жилд.– Т.: “Ўзбекистон”, 2020. – 400 б.

II. Норматив-ҳуқуқий ҳужжатлар

6. Ўзбекистон Республикасининг Конституцияси. – Т.: Ўзбекистон, 2018.

7. Ўзбекистон Республикасининг “Таълим тўғрисида”ги Қонуни.

8. Ўзбекистон Республикаси Президентининг 2015 йил 12 июндаги “Олий таълим муасасаларининг раҳбар ва педагог кадрларини қайта тайёрлаш ва малакасини ошириш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида” ги ПФ-4732-сонли Фармони.

9. Ўзбекистон Республикаси Президентининг 2017 йил 7 февралдаги “Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида”ги 4947-сонли Фармони.

10. Ўзбекистон Республикаси Президентининг "Олий таълим тизимини янада ривожлантириш чора-тадбирлари тўғрисида”ги 2017 йил 20 апрелдаги ПҚ-2909-сонли Қарори.

11. Ўзбекистон Республикаси Президентининг “2019-2021 йилларда Ўзбекистон Республикасини инновацион ривожлантириш стратегиясини тасдиқлаш тўғрисида”ги 2018 йил 21 сентябрдаги ПФ-5544-сонли Фармони.

12. Ўзбекистон Республикаси Президентининг 2019 йил 27 майдаги

“Ўзбекистон Республикасида коррупцияга қарши курашиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПФ-5729-сон Фармони.

13. Ўзбекистон Республикаси Президентининг 2019 йил 17 июндаги “2019-2023 йилларда Мирзо Улуғбек номидаги Ўзбекистон Миллий университетида талаб юқори бўлган малакали кадрлар тайёрлаш тизимини тубдан такомиллаштириш ва илмий салоҳиятини ривожлантири чора-тадбирлари тўғрисида”ги ПҚ-4358-сонли Қарори.

14. Ўзбекистон Республикаси Президентининг 2019 йил 27 августдаги “Олий таълим муассасалари раҳбар ва педагог кадрларининг узлуксиз малакасини ошириш тизимини жорий этиш тўғрисида”ги ПФ-5789-сонли Фармони.

15. Ўзбекистон Республикаси Президентининг 2019 йил 27 августдаги 8 октябрдаги “Ўзбекистон Республикаси олий таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида”ги ПФ-5847-сонли Фармони.

16. Ўзбекистон Республикаси Президентининг 2017 йил 24 майдагидаги“Қадимийёзма манбаларни сақлаш, тадқиқ ва тарғиб қилиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПҚ-2995-сонли Қарори.

17. Ўзбекистон Республикаси Президентининг 2018 йил 19 декабрдаги “Моддий маданий мерос объектларини муҳофаза қилиш соҳасидаги фаолиятни тубдан такомиллаштириш чора-тадбирлари тўғрисида”ги ПҚ-4068-сонли Қарори.

Ш. Махсус адабиётлар

1.David Spencer “Gateway”, Students book, Macmillan 2012.

2. English for academics. Cambridge University Press and British Council Russia, 2014. Book 1,2.

3.Grant E. A Source Book in Medieval Science. – Cambridge: Harvard University Press, 2016. – 587 p. (Reprint).

4. Liz and John Soars (2014) New Headway. Oxford: Oxford University Press.

5.Harding, K. (2007) English for Specific Purposes (Resource books for teachers). Oxford: Oxford University Press,.

6.Brinton, D & P. Master (1998) *New Ways in English for Specific Purposes* Alexandria, VA: TESOL

IV. Интернет сайтлар

1. Бош илмий-методик марказ: www.bimm.uz

2. www. Ziyonet. uz

3. Ўзбекистон Республикаси Президентининг расмий сайти: www.gov.uz

4. Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг расмий сайти: http://www.edu.uz/modules/ wfchannel

5. karsu.uz-Қорақалпоқ давлат университети сайти

II. МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН ИНТРЕФАОЛ ТАЪЛИМ МЕТОДЛАРИ

Brainstorming	Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously
Prediction	A prediction (Latin præ-, "before," and dicere, "to say"), or forecast, is a statement about a future event. They are often, but not always, based upon experience or knowledge.
Group work	Group work is a form of voluntary association of members benefiting from cooperative learning, that enhances the total output of the activity than when done individually.
Pair work	Pair work is learners working together in pairs. One of the main motivations to encourage pair work in the English language classroom is to increase the opportunities for learners to use English in the class.
Reflective Evaluation	Reflection and evaluation are two separate, but related concepts. Reflection is the process of reflecting on your experience in order to learn from that experience. Evaluation is the process of making an assessment or judgement about an experience or a person.
Comparison	Comparison or comparing is the act of evaluating two or more things by determining the relevant, comparable characteristics of each thing, and then determining which characteristics of each are similar to the other, which are different, and to what degree.
Discussion	the activity in which people talk about something and tell each other their ideas or opinions

BRAIMSTORMING

Lesson 1. Activity 1: First Day at Work

Ask learners to tell you about some of the things that might happen on the first day at work in their home country. Common first day activities include:

Meet your co-workers

Get a tour of the workplace

Review the company manuals
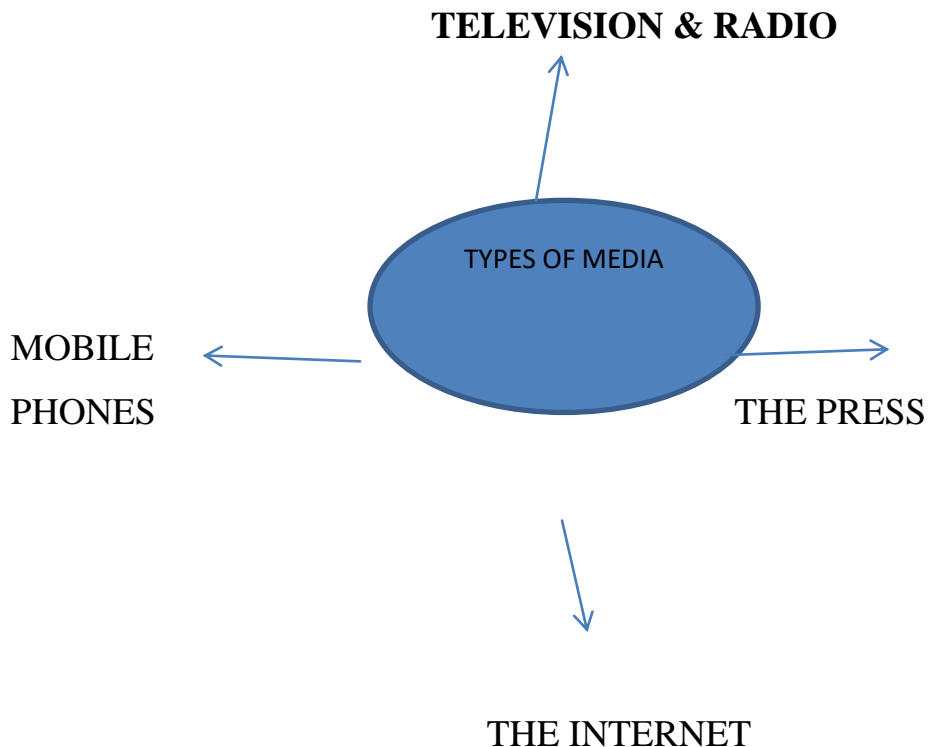
Fill in forms so that the company can

i. pay you

ii. hold back the correct amount of tax

iii. know who to contact in case of emergency

Lesson 6. Activity 1.
Brainstorming:

TELEVISION & RADIO

TYPES OF MEDIA

MOBILE
PHONES

THE PRESS

THE INTERNET

Lesson8. Activity 1.

Begin by asking the class, "How do you define technology?"

Accept all answers and write student responses on the board. Do not attempt to have students refine their definitions of technology at this point. They will revisit their definitions and refine them in Step 5. Students, like older individuals, may harbor the preconception that technology relates mostly to computers. Through advertisements and media articles, they are familiar with the terms information technology and computer technology.

PREDICTION

Lesson 2. Activity 1.Pre-learning. "**Four pictures and one word"**

Learners should guess the topic of the lesson by looking at the four pictures

Four pictures and one word
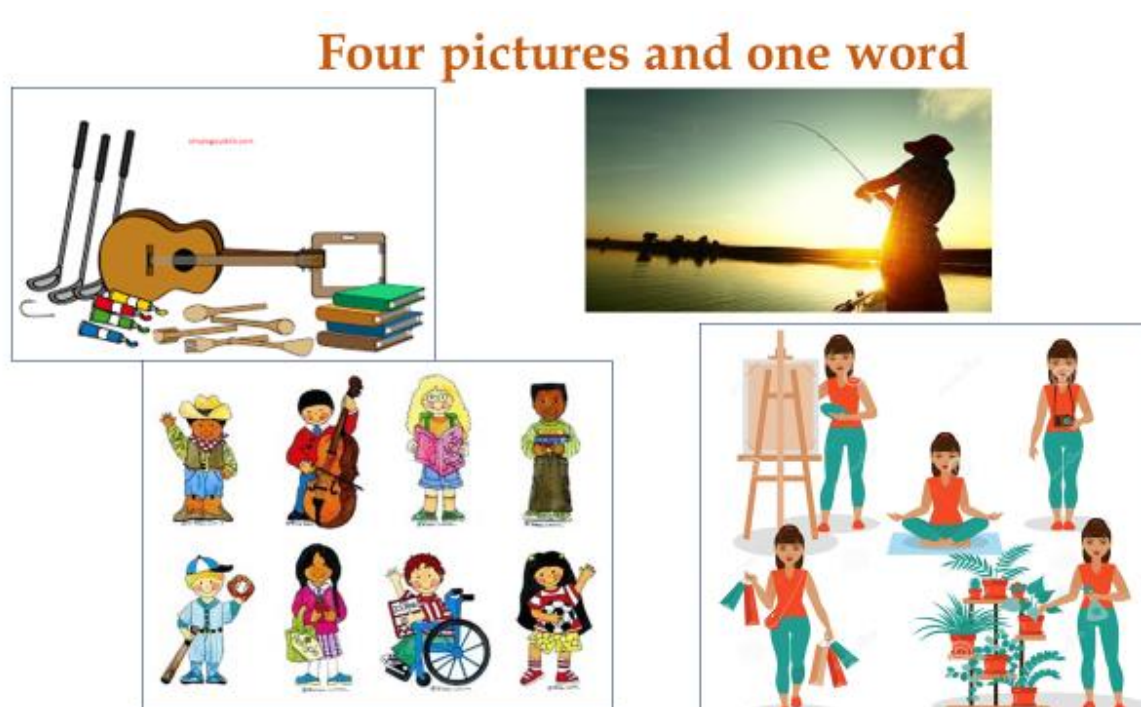
(G) Learners work in groups of three and four, brainstorm the ideas about the pictures on the slide. They try to find one common topic for all four pictures hobby)

GROUP WORK

Lesson 2. Activity 2. Vocabulary work

(G) Learners are divided into small groups with the help of colourful pictures.

Task: Draw a poster with different hobbies and leisure activities all over the world and present it to the class

Teacher monitors the group work and elicits the vocabulary level of the topic.

Learners present their posters to the group mates. Teacher chooses the group which is going to assess the answer.

Learners assess each other according to group assessment sheet.

Group aassessment criteria:

- Learners should name no less than 10 words for hobbies;

- Learners present a poster with some creative images for the topic;

- Learners say one plus and one minus to the group presentation.

Lesson 6. Activity 5

Let's divide into two groups. Come and choose one of the card and form the group. Let's do some survey. Answer these questions, analyze the result and make a report.

Questions

1.What mass media do you use more often?

a.Television b) The Internet c) radio d) books/CD books e) newspapers

2.What information do you usually prefer or find?

a.Leisure. b). Entertainment. c). Sport. d). Youth problems e). Politics. f). Economics. g). Finances h). Crimes. I). Catastrophes. j). Style. Fashion. K). Advertisement l). Education

PAIR WORK

Lesson 1. Activity 4: Interview to Complete a Form

 1. Distribute Appendix 4.1.

2. Have learners work in pairs. One learner should take on the role of supervisor, asking questions to complete the form while the other learner provides the answers. Learners should switch roles.

3. When both learners have had a chance to play both roles, learners should exchange Appendix 4.1.

4. Have them check their partner's work. *Note: Instructors should ensure that learners keep the form their partner completed in order to keep their personal information confidential.

Additional and/or Extended Learning Activities

Provide personal information in text format, such as a note from a co-worker or an e-mail from a client.

Have learners copy the personal information into a personal information form.

Collect samples of forms from the community or Internet that require personal information. Cross out sections of the form that request information other than personal information.

Have learners work in groups of 3-4. Provide different forms to different groups. Have learners interpret the forms to determine what they are for and what information needs to be entered.

Have a volunteer from each group share findings with the class.

Lesson 7. Activity 5.

Give the pairs a copy of the semi-formal email as an example of a good email (worksheet 2b) and a copy of the 'bad email' (worksheet 4). Ask them

to draw two columns on a piece of paper and write the headings Dos and

Don'ts at the top. The students then compare the two emails and try to

discover the rules of writing a good email. They should write the rules in the correct column. Give them about 10 minutes to do this.

Work in pairs. Imagine you are going to write an official letter to a foreign compaign. Discuss whaat you should write and what you shouldn't. Take into account the below reminders

DOS	DON'TS
• Use an informative subject line, which says what the email is about.	• Write 'hello' as your subject line. • Write about irrelevant issues. The reader will soon hit 'delete' if the

• Write the most important information first. • Use numbers and bullet points to make the message clearer. • Use simple grammar. Avoid things like the passive. (As emails are a fast means of communication, they tend to be less wordy and complex than formal letters.) • Write short sentences. • Use paragraphs to keep the email clear and easy to understand	email doesn't get to the point. • Give personal information that you don't want anyone else to know. (The email could end up in the wrong hands) • Use capital letters to write whole words as in emails, this is considered shouting. • Use different fonts in the email (the recipient's computer may not be compatible) • Use Italics (the reason may be misunderstood, due to cultural differences). • Use exclamation marks. • Use abbreviations like coz and uni, as the recipient may not understand them. • Use acronyms like BTW for the same reason. • Use smileys. They may be misunderstood and come across as unprofessional.

REFLECTIVE FEEDBACK

Lesson1. Reflective Evaluation

Review form at the top of Appendix 2.1 to determine if learners:

are able to complete the personal information form Circulate and monitor production during Activity 4 to determine if learners:

are able to respond to questions in order to provide basic personal information (including spelling)

are able to formulate questions in order to obtain basic personal information from others Debriefing/Wrap-up n Review the similarities and differences between the forms learners have seen.

Ask learners if there is other information they think they might need to enter into a form on the first day at work. Answers may include: n Banking information for direct deposit n Tax withdrawal information for Canada Revenue Agency n Explain that personal information like this is entered into many forms at work. Provide examples such as: n application forms n accident or Injury reporting forms n vacation request forms n Brainstorm as a group other settings where learners have encountered or may encounter forms where personal information should be entered. Answers may include: n Medical forms on the first visit to a new doctor n Immigration forms n Loan application forms n School enrollment forms for children n Answer questions learners have about forms they have encountered outside the classroom.

COMPARISON

Lesson 6. Activity 6.

Let's discuss advantages and disadvantages of two most popular mass media for each group. They are television and the Internet. Look through your texts and fill in the table with advantages and disadvantages of your mass media.

		Advantages	**Disadvantages**
Group 1	**Television**		
Group 2	**Internet**		

Lesson 8. Activity 6. The Promise and Perils of Technology

Students should consider differences in societies and compare both the technological advancements and the environmental quality of both.

Have students consider two types of societies. Society A is similar to what we

envision long ago or in various parts of the world today – it uses simpler forms of technology and lacks many of the large-scale systems in place today, such as sanitation systems or the internet. In Society A, if a citizen wants a drink of water, s/he must walk to the closest freshwater source to fill their container with enough water to last until the next time s/he is able to walk the distance. This is a society where people do not have the same conveniences many people have today. They live closely with nature and have simpler tools. Society B is quite different from the first, and more similar to the students' own lives – full of the many technological inventions and modern conveniences. If a citizen of this society desires a drink of water, s/he walks over to the faucet, turns it on, and clean water immediately flows out. Ask students to use their imagination or prior knowledge to fill out:

A Tale of Two Societies Worksheet, considering the technology available to each person. They will compare the following:

♣ Heating the living quarters

♣ Making tools for hunting, procuring food, and sewing clothing

♣ Obtaining clean drinking water

♣ Getting rid of wastes and garbage

 ♣ Diagnosing and curing illness

♣ Transporting people and goods

 What would be various pros and cons to living in each of these societies? Answers will vary but may include the following. Inhabitants of Society A spend much of their day taking care of individual needs and daily tasks. They have less leisure time or time for additional activities. Yet, they have the benefit of intimate knowledge about the natural world around them and are more likely to get fresh air and exercise. Inhabitants of Society B have many daily tasks organized or taken care of through increased efficiency and advanced technology, leaving them more time to invest in other activities. They have more conveniences, comforts, and shelter, yet they lack intimate knowledge about their natural world.

DISCUSSION

Lesson 8. Activity3.

Focus discussion on technologies that are relevant to each student's life. Ask students to look around the room.

What technologies do they see?

How do these technologies solve problems and make their lives easier?

Accept all responses and write them on the board. Students may mention any number of items. Some may be school-related, such as binders, backpacks, pens, pencils, paper, and paper clips. Other items may be more personal, such as water bottles, personal stereos, and hair clips. Students may neglect items such as shoelaces, zippers, buttons, fabric, eyeglasses or contact lenses, makeup, and bandages. Discussion should reinforce the notion that humans develop technology with a specific objective in mind. A related concept is that a given task requires the right tool or tools.

Lesson 1. Personal information. Writing CV.

Objectives:

- To be able to understand and complete a variety of basic personal information forms

- To be able to respond to questions in order to provide basic personal information (including spelling)

- To be able to ask questions in order to obtain basic personal information from others

Activity 1: First Day at Work

1.Ask learners to tell you about some of the things that might happen on the first day at work in their home country. Common first day activities include:

✓ Meet your co-workers

✓ Get a tour of the workplace

✓ Review the company manuals

✓ Fill in forms so that the company can

✓ i. pay you

✓ ii. hold back the correct amount of tax

✓ iii. know who to contact in case of emergency

2.Tell learners that they will be listening to a dialogue that takes place in the workplace. Have learners listen to the dialogue to identify which of the people in the four pictures is likely asking the questions.

Text for Dialogue 1

HR Person (male): Good morning. Welcome to Surrey Ltd.

New Worker (female): Good morning.

HR Person (male): I will be entering your personal information into our computer database. What is your first name?

New Worker (female): My name is Rhona.

HR Person (male): Can you spell that for me?

New Worker (female): Sure. R-H-O-N-A.

HR Person (male): What is your last name?

New Worker (female): Singh. S-I-N-G-H.

HR Person (male): What is your address?

New Worker (female): I live at 22 Sheppard Rd. S-H-E-P-P-A-R-D. In Winnipeg. My postal code is Rhona-4-Cat-2-Peter-6

HR Person (male): What is your telephone number?

New Worker (female): My telephone number is 204-985-1526

HR Person (male): Who should we call in case of emergency?

New Worker (female): My husband. His name is Mike Singh.

HR Person (male): What is his work telephone number?

New Worker (female): His work telephone number is 204-923-8559, extension 284.

HR Person (male): Thank you Rhona. It was nice to meet you.

3. Distribute Appendix 1.2.

- Have learners listen to the recording in order to circle the answers provided by the interviewee. Play the Dialogue as required. Debrief as a whole group.

- Draw learners' attention to the spelling of names in the interview. Lead a discussion about why this is important.

- Provide instruction and controlled practice spelling names out loud.

- Ask learners to remember how the worker provided their postal code. Explain why the worker provides her postal code with a combination of words and letters and brainstorm as a group words they can use to tell others **Activity 2: Complete a Personal Information Form**

1. Explain that in the dialogue they just heard the HR representative entered the information into a computer. Often, this information is entered into forms.

2. Distribute Appendix 2.1.

Ask learners not to write anything until they are instructed to do so. Point out that these are two examples of forms that require similar information as the database entry form used by the HR person.

3. Have learners work in pairs to compare the forms to identify similarities and differences.

4. Debrief as a group. Point out that although forms may look very different from each other, the strategies used to complete the forms are the same. Describe the steps learners can take to become familiar with a new form:

➢ Scan the form for headings.

➢ Skim the form to identify areas that should be completed.

➢ Review the headings to identify what is required.

➢ Decide if the field requires entries in specific formats, i.e. block letters.

5. Ensure learners understand the first form and the conventions required before giving them time to complete it independently. Encourage them to copy this information from identification cards if needed.

Activity 3: Asking Questions to Complete a Form

1. Draw learners' attention to the instruction at the top of the Marsten Insurance form on

Appendix 2.1.

2. Teach or review how to formulate questions if necessary their own postal codes. Learning Activities 3.

Brainstorm as a group the questions the supervisor could ask to collect the information to fill in the form, as well as the questions or requests the supervisor can pose to address communication problems. Encourage learners to draw on Appendix 1.2. For example:

• What is your …?

• Who should we call in case of emergency?

• Can you spell that for me?

• I didn't understand. Can you repeat that please?

• Please speak more slowly.

Activity 4: Interview to Complete a Form

1. Distribute Appendix 4.1.

2. Have learners work in pairs. One learner should take on the role of supervisor, asking questions to complete the form while the other learner provides the answers. Learners should switch roles.

3. When both learners have had a chance to play both roles, learners should exchange Appendix 4.1.

4. Have them check their partner's work. *Note: Instructors should ensure that learners keep the form their partner completed in order to keep their personal information confidential.

Additional and/or Extended Learning Activities

- Provide personal information in text format, such as a note from a co-worker or an e-mail from a client.

- Have learners copy the personal information into a personal information form.

- Collect samples of forms from the community or Internet that require personal information. Cross out sections of the form that request information other than personal information.

- Have learners work in groups of 3-4. Provide different forms to different groups. Have learners interpret the forms to determine what they are for and what information needs to be entered.

- Have a volunteer from each group share findings with the class.

Learning Activities

Reflective Evaluation Review form at the top of Appendix 2.1 to determine if learners:

✓ are able to complete the personal information form Circulate and monitor production during Activity 4 to determine if learners:

✓ are able to respond to questions in order to provide basic personal information (including spelling)

✓ are able to formulate questions in order to obtain basic personal information from others Debriefing/Wrap-up n Review the similarities and differences between the forms learners have seen.

✓ Ask learners if there is other information they think they might need to enter into a form on the first day at work. Answers may include: n Banking information for direct deposit n Tax withdrawal information for Canada Revenue Agency n Explain that personal information like this is entered into many forms at work. Provide examples such as: n application forms n accident or Injury reporting forms n vacation request forms n Brainstorm as a group other settings where learners have encountered or may encounter forms where personal information should be entered. Answers may include: n Medical forms on the first visit to a new doctor n Immigration forms n Loan application forms n School enrollment forms for children n Answer questions learners have about forms they have encountered outside the classroom.

Activity 1: First Day at Work

Appendix 1.2 Circle the answer provided by the new worker:

1. What is your first name? a. Rhona b. Rina

2. What is your last name? a. Zheng b. Singh

3. What is your address? a. 22 Sheppard Rd. Winnipeg, MB R4C 2P6 b. 22 Sheppard Rd. Winnipeg, MB R8C 2P4.

4.What is your telephone number? a. 204-915-2684 b. 204-985-1526

5. Who should we call in case of emergency? a. husband b. brother

6. What is his work telephone number? a. 204-923-8559, extension 284 b. 204-923-8559, extension 280

Activity 2: Complete a Personal Information Form

Appendix 2.1 Enter your personal information into the form below. Use block letters. Date day month year Name first name last name Address number street apartment city/town province postal code Telephone number - - E-mail Marsten Insurance Form to be completed by supervisor and signed by both supervisor and employee.

| Employee Name (last, first): _____ |
| Address: _____ |

_____

Telephone number (home): _____

 Telephone   number   (cell):   _____

Emergency   contact   name: _____

Relationship: _____

Telephone number (work): _____

Telephone   number   (cell):   _____

Supervisor's name: _____

Signature: _____ Date: _____

Employee Signature: _____ Date: _____

Home task.

Write your CV (Curriculum Vitae)

Personal information:	
Name:	
Address:	
Country:	
Phone:	
E-mail:	
Date of Birth:	
Place of Birth:	
Citizenship:	
Gender:	
Marital status:	
Children:	
Education:	
Years:	
Name of the Institution:	

Address:	
Qualification:	
Work Experience:	
Years/Place of work/Position	
Computer knowledge:	
Languages:	
Personal qualities:	

Lesson 2. Hobbies and leisure activities. Present Indefinite Tense.

Lesson objectives: All learners will be able to:

- use words on topic Hobbies and Leisure

- make sentences about their hobbies or leisure activities;
- demonstrate topic related vocabulary in sentences.
- express their opinions about value of hobbies.

1.Leading-in stage

Teacher wants to know the mood of learners and asks them, "What color are you today?" Learners tell teacher what color describes today's mood.

Pre-learning. "**Four pictures and one word**"

- Learners should guess the topic of the lesson by looking at the four pictures

- (G) Learners work in groups of three and four, brainstorm the ideas about the pictures on the slide. They try to find one common topic for all four pictures hobby)
- The teacher introduces the objectives of the lesson.

The main part of the lesson

Vocabulary work

- (G) Learners are divided into small groups with the help of colourful pictures.

  Task: Draw a poster with different hobbies and leisure activities all over the world and present it to the class

  Teacher monitors the group work and elicits the vocabulary level of the topic.

  Learners present their posters to the group mates. Teacher chooses the group which is going to assess the answer.

  Learners assess each other according to group assessment sheet.

  Group aassessment criteria:

  - Learners should name no less than 10 words for hobbies;

  - Learners present a poster with some creative images for the topic;

  - Learners say one plus and one minus to the group presentation.

- Learners watch a short video "Hobbies Vocabulary"and write down the names of the hobbies in copybooks.

- Teacher asks the question to the groups:

  -Are there any similar words in Karakalpak or Russian for hobbies' names?

  (Answers can be: karate, video, TV)

- Teacher prints one sheet of Appendix 1 for each group beforehand. Learners look at the pictures and match the pictures with the types of hobbies in groups.The group finishes the first should stand up. Teacher elicits the vocabulary level for the topic.

  Differentiation:

- Teacher presents the slide with the statements, which learners should finish individually in the copybooks.

  My favourite hobby is ... because I like ....

  One plus of my hobby is that ...

  I think that minus of my hobby is that ...

  Differentiation

- Less able students are given a written example and they use it to get ready for the answer.

1. My favourite hobby is riding a bike because I like fresh air and speed. One plus of my hobby is health and activities. I think that minus of my hobby is that my parents spend a sum of money to buy a good bike for me.

- Teacher listens to the learners' answers and gives some corrections if they need it.
- Teacher summarizes the group work and gives some praises or advice for future improvement.
- Teacher moves back to the lesson's objectives and recaps the lesson's results.
- Feedback: Teacher asks students what task was difficult to them and which pair worked well.

Lesson 3. Healthy life style. Present Continuous Tense

Objectives of the lesson:

- Teach English learners how to talk about being healthy
- The lesson teaches vocabulary related to health, body and exercise.
- This lesson also teaches adjective + preposition combinations – good + for, bad + for, used when talking about keeping the body healthy.

MAIN LESSON MATERIALS & STUDY STEPS

1st –This cartoon animated video features a short dialogue, followed by vocabulary and sentence breakdown. It is essential for introducing the words, phrases, grammar, spelling and sentences of the lesson in context. Watch repeatedly to master the content. The video plays on any device.

2nd – Then the student plays this fun game after watching the video, to practice the contents of the lesson. The game reviews key vocabulary, grammar and sentences from the lessons. This game can be played on any device.

3rd – Finally the learner takes this test of the unit. The score of this test is captured in the LMS and gives educators an idea of how well their learner is doing. The test opens on any device – mobile & PC.

WORKSHEETS FOR THE UNIT

The worksheets below are useful for offline and classroom activities. These printable exercises directly correlate with the above lesson 'Healthy Lifestyle'. Every worksheet comes with an answer sheet on the second page for educators.

LESSON STORY:

Mom and Dad are taking Freddie and Lisa to somewhere. The kids want to know where they are going. Their parents tell them they are off to the gym. A conversation about staying healthy ensues. Freddie and Lisa learn that staying health is a combination of eating healthy foods and doing exercise.

VOCABULARY:

Gym

Exercise

Body

Heart

Fruits

Vegetables

Sweets

run

EXPRESSION 'GOOD FOR/BAD FOR'

Exercise is good for you
Eating fruits and vegetables is good for you
What food is good for your body?
Eating too many sweets is bad for you
What food is bad for your health?

Lesson 4. Job problems and peculiarities

OBJECTIVES

In this lesson, learners will:

- Write (or create a multimedia) comparison of two video clips about work and workers
- Reflect on societal attitudes about work and workers
- Examine the influence of technology on the nature of work and definitions of progress
- Read and analyze informational text about technology transforming work and replacing workers

Warm up activity

Telling an anecdote about yourself never fails to engage students. It's only fair that if you are asking them to talk about themselves, you do the same. On the board, write the following:

Before working as a teacher,

o   I worked as a waitress

o   I worked on a farm picking apples

o   I worked as a baby sitter

Briefly, explain your experiences working in the jobs you have chosen to share with them and then ask them to do the same. Once they have written their sentences, ask them to work in groups of 3 sharing their experiences in these jobs.

Step 2. Writing. Choose a Job Game. Working with adjectives

Write on the board or give students a hand-out with adjectives used to describe positive character traits for the workplace. Check that they know the meanings.

ambitious   confident   conscientious   easy-going hard-working
honest   loyal methodical motivated   reliable
punctual   responsible dynamic   cheerful   charming
communicative   flexible   sociable   creative   resourceful

Display the collage below and ask students to identify the jobs in the collage.

Individually and without telling anybody, students choose one of the jobs in the collage and write three clues for the rest of the class/group to guess the job.

The first clue needs to necessarily include three character traits associated with the job. This clue is worth 3 points.

The second clue needs to be associated with either the workplace or the people you work with if you are doing this job. This clue is worth 2 points.

The third clue needs to be associated with something you are required to do in this job. This clue is worth 1 point.

Once they all have their clues, ask students to form groups of 4. Taking it in turns, they read Clue 1. If someone guesses the job after reading clue 1, they score 3 points; if clue number 2 has to be read, they will score 2 points …etc.

Rules: if a student in the group has a wrong guess for a job, he won't be allowed to guess again for this job. This will prevent students from giving wild guesses.
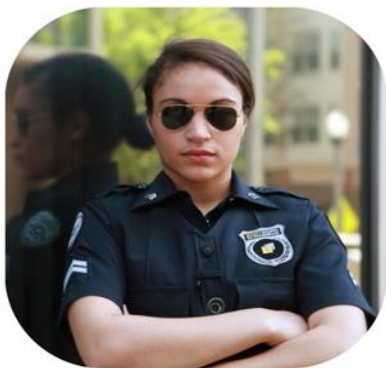
Example:

In this job, you have to be hard-working, cheerful dynamic and sociable.

In this job, you have to work with young and old people

In this job, you have to take orders

Answer: waiter

FILM CLIPS

The video clip provided with this lesson is from The Birth of Saké.

Clip: "The Craft of Making Saké" (15:22 min.)

The clip, which consists of approximately the first 15 minutes of the film, starts at the beginning of the film with a shot of snow falling on tree branches and workers walking to the brewery as a narrator says, "saké-making is a living thing." It ends at 15:22 with text that reads, "It is one of the few saké breweries that still uses the laborious and time-consuming traditional method."

The clip introduces viewers to the Yoshida Brewery, a 144-year-old family-owned establishment whose workers range in age from 20 to 70. This is an artisan brewery, where technology and mechanization play very limited roles. The small group of workers and their brewmaster spend six months in nearly total isolation as they follow a precise, labor- intensive, and almost mystical process to create a world-renowned version of Japan's national beverage. Traditions reign. Even the brewery owner's son, who will one day inherit the business, shows deference to the brewmaster. Depicting everything from sharing meals to working the rice by hand and making decisions based on intuition.

ACTIVITY

Step 1: The Nature of Work

Ask students to reflect on their workplace. What do their workplaces look like? What do they do on a typical day? Who else is in the workplace and what are their relationships to those people? Do a quick pair-and-share so students can articulate their initial thoughts.

Then have them imagine what it is like to work at the largest companies in the world. (e.g., Foxconn is the Chinese company that assembles iPhones).

Step 2: Showing the Film Clip

Briefly review this Business Insider article by Sarah Gardner discussing the decline of full-time, lifetime employees: "'Wall Street Does Not Value Having Employees' and That's Changing Everything About the US Workplace"

(www.businessinsider.com/companies-dont-like-having-full-time-employees-2016-6/). Just address the issues the article raises long enough to make sure that students understand the gist.

Segue to the film clip by telling students they are going to see a very different depiction of work from a film about the traditional craft of making saké. If needed, provide general information about what saké is and the role it plays in Japanese culture.

As a prompt for viewing, ask students to watch for:

- ✓ attitudes toward work
- ✓ attitudes toward workers
- ✓ working conditions and the role of technology
- ✓ the relationship between bosses and employees

Play the film clip from The Birth of Saké. In the follow-up discussion, encourage students to respond to the viewing prompts and also to take notice of differences between practices depicted in the film and those typical in American workplaces (e.g., meal times).

Step 3: Practice and Progress

To provide students practice for the homework you are about to assign, show this clip, using the same viewing prompts as in Step 3.

Budweiser Beer Factory https://www.youtube.com/watch?v=p9kBmg0IkqU

In the follow-up discussion, guide students through a compare and contrast of the two clips.

Continue the discussion by inviting students to reflect on whether or not mechanization and technology (such as the type used in the Budweiser factory) represent "progress." What is gained and what is lost by implementing these things? Who benefits from such advancements?

Step 4: Assigning the Homework

Create your own flashcards for 5 to 10 different words related to work, such as names of occupations.

Learn words and phrases commonly used in job interviews. Create a role play in which you answer either with your own information or that of a person you make up.

Write down three types of work, one that you feel matches each of the following themes: sharing, play, and imagination.

Create a report with visuals about jobs that represent values that are important to you, including contribution, self love, health, happiness, community and transformation. Include short descriptions of each type of work.

Lesson 5. Tourism and Sport. Past Indefinite Tense.

Group Activity: Tourism in developing countries

Aim

- To further students' awareness of the impact of tourism in less developed countries

Procedure:

1 Talk about the differences between developed and developing countries. Elicit or provide names in each category. Talk a bit about the impact tourism has on less developed countries and give students time to imagine ways they think that tourism would impact on these areas of the world.

2 Divide the class into two groups, A and B.

3 Explain that you are going to give them the same table and a set of information cards. Give as many students as possible the chance to read a card.

4 Ask students to decide together which area of life the information cards have an impact on and place them in the boxes they think are best: The Environment, Employment, The Economy. Explain that there is no single right or wrong answer and that the point is that they practise expressing their opinion rather than being concerned with being right or wrong.

5 Once the teams have finalised their tables, start a discussion between them on any differences of opinion.

6 Now encourage students who have visited a less developed country to talk about their experience. Ask what issues they noticed. Then ask a volunteer from each group to say where they think the issue would fit (if anywhere) on the table).

Area of life affected	Advantages of tourism	Disadvantages of tourism
The Environment	Tourists are attracted by the natural environment.	The landscape is spoilt by tourist hotels and other amenities
Employment	Local people are employed in tourist services.	Local people are only employed seasonally.
The Economy	A lot of income is brought by tourism.	Many hotels are owned by foreigners.

Lesson 6. Mass Media

their answer What is mass media and how does it factor into everyday life?

Learning Objectives

Upon completion of this lesson, students will be able to:

- define mass media
- list and explain the different types of mass media
- discuss the pros and cons of mass media in terms of its influence on people

Materials

- Paper copies of the worksheet from the associated video lesson
- A recent newspaper article on a current event
- Audio from a radio broadcast about the same current event
- Video of a television report on the same current event
- An Internet resource on the same current event

Instructions

- Begin by asking the students to share the sources they use to receive news on current events.

- o   How many different sources were listed?
- o   How are they similar? Different?
- •   Play the video lesson What Is Mass Media? - Definition, Types, Influence & Examples for the class, pausing it at 0:55.
- o   What is mass media?
- o   Do each of the sources of news mentioned in class align with the concept of mass media? Why or why not?
- •   Play the video lesson again, pausing it this time at 2:10.
- o   Which type of mass media was the first on the scene?
- o   What replaced the newspaper as the main source of news?
- o   Which type of mass media overtook the radio as a main source for news and information?
- o   How has the Internet changed mass media?
- •   Play the video lesson. Pause it at 3:57.
- o   How does the mass media influence people?
- o   What are some positive influences of mass media?
- o   Are there any negative influences of mass media?
- •   Play the remainder of the video lesson for the class.
- o   How has mass media influenced your life?
- •   Distribute the worksheet to the class, one to each student.
- •   Have students work independently to complete the worksheet using what they learned about mass media in the video lesson.
- •   When all students have completed the worksheet, review the questions and answers in an open class discussion with students defending choices.

Brainstorming:

TELEVISION & RADIO

TYPES OF MEDIA

MOBILE PHONES

THE PRESS

THE INTERNET
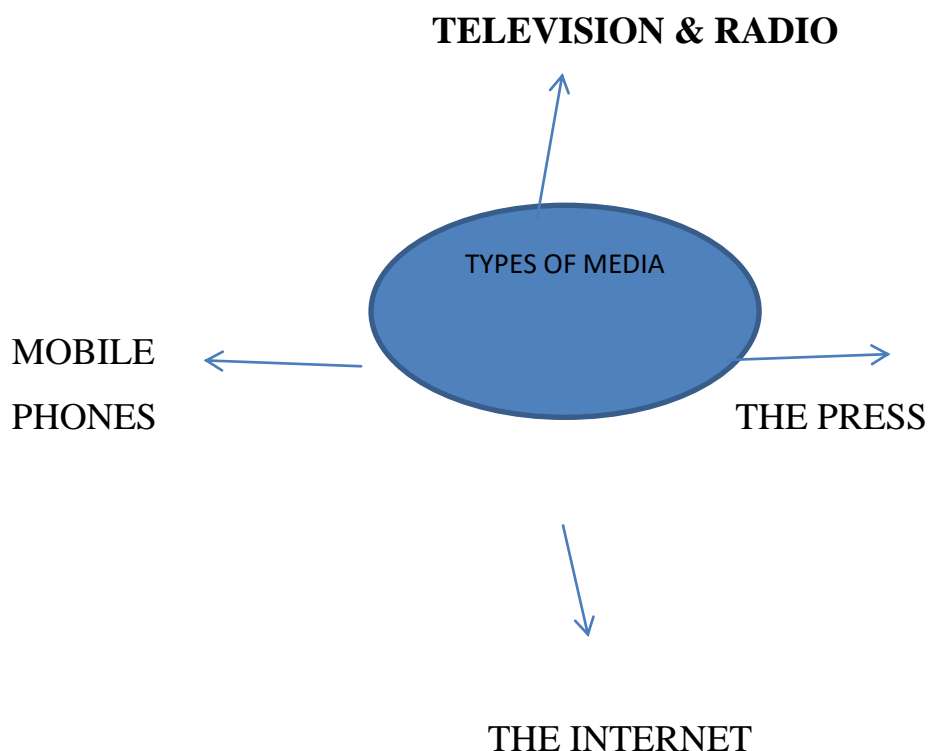
Words to learn and use: chat show, documentary, game show, reality show, soap opera, sitcom, newspaper, tabloid, quality paper, popular newspaper, local newspaper, magazine, social media, web page, blog, chat room, text message updates, text voting.

Presentation of new material

Speaking. Answer the questions

1.What is mass media? (it is a number of means of communication, which help people to communicate, find, get and keep information.)

2.How many hours a day do you spend

reading books?

watching TV?

listening to radio?

surfing the Net?

3.Which of the media do you consider the most reliable source of information?

4.Are you satisfied with the quality of newspapers?

TV programmes?

radio programmes?

Reading. Read the text and answer the questions.

Mass media

Mass media includes all the "tools" we have for communicating with large numbers of people… televisions, radio, films, on-line services, magazines and newspapers. All carry messages that reach masses of people in contrast to letters, telephone calls and one-to-one conversations known interpersonal media. The mass media refers to the people and organizations that provide news and Information for the public. So far, these were mainly newspapers, television, and radio. Today computers play a very big role. The Internet is a computer system that lets people receive and exchange information about anything. Ordinary post has been taken over by e-mail which stands for electronic mail because it is sent and received via a computer. It allows people to send messages to each other quickly and cheaply. Ordinary post is now called "snail male" and one wonders if the postman's is a job under the threat of extinction.

Work in pairs. Questions for student A.

1.   What images come you to mind when you hear the word "media"?

2.   What is the media?

3.   Do you think the media have too much power?

4.   What are the good and the bad things about the media in your country?

5.   Do you always believe the media?

6.   How is the today's media different from that of 30 years ago?

Questions for student B.

1.   Would you like to work for the media?

2.   What do you think of the mass media?

3.   Why do people hear the media?

4.   Do you think the media tries to change people's views?

5.   Is it a good idea for a country's media to be controlled by the government?

6.   Do you trust the media?

Let's divide into two groups. Come and choose one of the card and form the group. Let's do some survey. Answer these questions, analyze the result and make a report.

Questions

1.What mass media do you use more often?

a.Television b) The Internet c) radio d) books/CD books e) newspapers

2.What information do you usually prefer or find?

a.Leisure. b). Entertainment. c). Sport. d). Youth problems e). Politics. f). Economics. g). Finances h). Crimes. I). Catastrophes. j). Style. Fashion. K). Advertisement l). Education

"**Making a Report**"

We have interviewed 6 persons of the ages 16 about mass media.

1. According to our survey

….people prefer using

… of us use …

…of our group like +using

 The conclusion: the most popular mass media with the people of ages 16 is…,

the least popular is….

… isn't useful at all

2. The results are the following:

… persons prefer information about….

… persons are interested in…

… persons find information about

Present your results and make your notes.

Let's discuss advantages and disadvantages of two most popular mass media for each group. They are television and the Internet. Look through your texts and fill in the table with advantages and disadvantages of your mass media.

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		Advantages	Disadvantages
Group 1	**Television**		
Group 2	**Internet**		

5. Hometask

Write a short composition on mass media. Use the following plan:

Introduction(What is mass media?)

Main part:

Paragraph 1: (Which of the media do you prefer? Why?)

Paragraph 2: (What is its advantages?)

Paragraph 3: (What is its disadvantages?)

Conclusion (What do you use it for? Why?)

Lesson 7. Communication among professionals. Writing e-mails

Topic: Writing emails

Aims:

- To teach or revise the rules of writing emails in English by studying the differences between formal letters, and informal and semi-formal emails

Introduction

The main focus will be on writing semi-formal emails, and the students will send an email to a tourist information centre of their choice using the rules they will have studied in the first half of the lesson.

Procedure

1.Ask students what factors are important for them when they are choosing a holiday (e.g. weather, accommodation, activities, costs, culture, food, history etc.).

2. Ask students where they usually get information about a holiday destination (e.g. guidebooks, Internet, recommendations from friends).

3. Ask if they have ever emailed a tourist information centre before a holiday. The answer will probably be no.

4. Tell them that in this lesson they will be emailing a tourist information centre in a city of their choice to get information about that place. Put the students into pairs and tell them to try to decide on a place in the world that they would both like to visit. Give them a few minutes to discuss this and then go round the classroom asking where each pair would like to go.

5. Tell the class that before they write their emails, you are going to go through some of the rules of email writing.

- Ask them what style of writing they would use, if writing a letter to e.g. a prospective employer. (The answer is formal.)

- Then ask what style of writing they would use to email a close friend. (The answer is informal.)

- Finally ask what style of writing they would use if emailing a formal recipient. (The answer is semi-formal.)

- Ask them what style of writing should be used to write to a tourist information centre (semi-formal).

- Give out the cut up strips (worksheets 1, 2a and 3) and ask them to group them into a formal letter, a semi-formal email and an informal email, and then to put the strips into the right order. Go round checking.

- Tell the students that you are going to focus on the semi-formal email because emailing has become the main means of communication and so it is important to know the conventions of this style of writing.

- Give the pairs a copy of the semi-formal email as an example of a good email (worksheet 2b) and a copy of the 'bad email' (worksheet 4). Ask them to draw two columns on a piece of paper and write the headings Dos and

Don'ts at the top. The students then compare the two emails and try to discover the rules of writing a good email. They should write the rules in the correct column. Give them about 10 minutes to do this.

• Go round the classroom asking for the rules they discovered, and write them up on the board under Dos and Don'ts.

• Tell students that they are going to write an email (on paper) to the information centre of the city of their choice asking for any information they require. Tell them to use the model email (worksheet 2b) as an example and to follow the list of rules they have. Students work in pairs. Go round helping them, reminding them of the rules and helping with any language problems.

• When they have finished writing, ask the students to swap emails with another pair and ask them to proof-read each other's emails. Go round giving each pair feedback helping them with any mistakes they may have made.

• If possible, go to the computer room and ask students to try to find the email address of the tourist information centre of their chosen place. When they have the address, ask them to use their own email accounts to write their email to the information centre. This means they will receive an answer to their own email addresses.

DOS	DON'TS
• Use an informative subject line, which says what the email is about. • Write the most important information first. • Use numbers and bullet points to make the message clearer.	• Write 'hello' as your subject line. • Write about irrelevant issues. The reader will soon hit 'delete' if the email doesn't get to the point. • Give personal information that you don't want anyone else to know. (The email could end up in the

• Use simple grammar. Avoid things like the passive. (As emails are a fast means of communication, they tend to be less wordy and complex than formal letters.) • Write short sentences. • Use paragraphs to keep the email clear and easy to understand	wrong hands) • Use capital letters to write whole words as in emails, this is considered shouting. • Use different fonts in the email (the recipient's computer may not be compatible) • Use Italics (the reason may be misunderstood, due to cultural differences). • Use exclamation marks. • Use abbreviations like coz and uni, as the recipient may not understand them. • Use acronyms like BTW for the same reason. • Use smileys. They may be misunderstood and come across as unprofessional.

Email writing. Worksheet 1

Formal letter, to be cut up into strips.

Dear Mr Jones,
I am writing to enquire about your language courses in the summer. I am a university student studying to become a translator.
I would like to know whether your school offers courses specifically for university level students as I would like to study techniques for essay writing in English. Could you also tell me how many hours of lessons there are per week?

With regards to accommodation, do you only provide homestay-style lodgings or are there any other possible alternatives? I feel I would prefer to stay in shared accommodation with self-catering facilities.

Finally, I was wondering if any extra-curricular activities such as lectures or excursions are offered at your school. If so, are these included in the price, or at an additional cost?

I would be grateful for any information you can give me and I look forward to hearing from you soon.

Yours sincerely,
Jaana Nikkinen

Lesson 8. Modern technologies change life.

Objectives

After completing this lesson, students will

- be able to explain what technology is,

- recognize that human intervention is the common bond among technologies

1.Begin by asking the class, "How do you define technology?"

Accept all answers and write student responses on the board. Do not attempt to have students refine their definitions of technology at this point. They will revisit their definitions and refine them in Step 5. Students, like older individuals, may harbor the preconception that technology relates mostly to computers. Through advertisements and media articles, they are familiar with the terms information technology and computer technology.

Teacher note: Asking this question requires students to call on their prior knowledge, and it engages their thinking. At this point, do not critique student responses. Appropriate teacher comments are short and positive, such as "good" and "what else?" Other appropriate teacher responses include, "Why do you believe that?" or "How do you know that?" Questions such as these allow the

teacher to assess students' current knowledge about the subject and to adjust lessons accordingly. They also provide a springboard to "Let's find out" or "Let's investigate." In general, it is time to move forward when the teacher sees that thinking has been engaged.

2.Ask students, "In general, what does technology do for us?"

This question may help students understand that technology helps us solve problems, makes our lives easier, and extends our abilities to do things. Technology is used to develop skills or tools, both in our daily lives and in our occupations.

3.Focus discussion on technologies that are relevant to each student's life. Ask students to look around the room.

- What technologies do they see?
- How do these technologies solve problems and make their lives easier?

Accept all responses and write them on the board. Students may mention any number of items. Some may be school-related, such as binders, backpacks, pens, pencils, paper, and paper clips. Other items may be more personal, such as water bottles, personal stereos, and hair clips. Students may neglect items such as shoelaces, zippers, buttons, fabric, eyeglasses or contact lenses, makeup, and bandages. Discussion should reinforce the notion that humans develop technology with a specific objective in mind. A related concept is that a given task requires the right tool or tools.

4.Pick a technology that students have mentioned. Ask them what types of knowledge were required to develop that technology.

Students may not realize that technologies are generally developed by applying knowledge from multiple disciplines. For example, producing today's audio devices, such as a portable CD player, requires knowledge obtained from engineering, physics, mathematics, chemistry, and computer science.

5.On the basis of previous discussions, ask students to rethink and refine their definition of technology (from Step 1).

Students should mention that technology is a way of solving problems through the application of knowledge from multiple disciplines.

6. The Promise and Perils of Technology

Students should consider differences in societies and compare both the technological advancements and the environmental quality of both.

2. Have students consider two types of societies. Society A is similar to what we envision long ago or in various parts of the world today – it uses simpler forms of technology and lacks many of the large-scale systems in place today, such as sanitation systems or the internet. In Society A, if a citizen wants a drink of water, s/he must walk to the closest freshwater source to fill their container with enough water to last until the next time s/he is able to walk the distance. This is a society where people do not have the same conveniences many people have today. They live closely with nature and have simpler tools. Society B is quite different from the first, and more similar to the students' own lives – full of the many technological inventions and modern conveniences. If a citizen of this society desires a drink of water, s/he walks over to the faucet, turns it on, and clean water immediately flows out. Ask students to use their imagination or prior knowledge to fill out:

A Tale of Two Societies Worksheet, considering the technology available to each person. They will compare the following:

♣ Heating the living quarters

♣ Making tools for hunting, procuring food, and sewing clothing

♣ Obtaining clean drinking water

♣ Getting rid of wastes and garbage

♣ Diagnosing and curing illness

♣ Transporting people and goods

What would be various pros and cons to living in each of these societies? Answers will vary but may include the following. Inhabitants of Society A spend much of their day taking care of individual needs and daily tasks. They have less leisure time or time for additional activities. Yet, they have the benefit of intimate knowledge about the natural world around them and are more likely to get fresh air and exercise. Inhabitants of Society B have many daily tasks organized or taken care of through increased efficiency and advanced technology, leaving them more time to invest in other activities. They have more conveniences, comforts, and shelter, yet they lack intimate knowledge about their natural world.

The class can wrap up the activity by considering the following questions in a class discussion:

♣ How do Societies A and B relate to human experiences past and present? Think about the experiences of prehistoric people versus modern humans. Society B may be most familiar to many of us today and Society A is more representative of much of human history before the last few centuries. Many areas of the world today fall somewhere in between these two examples, but it is difficult to find a society living completely in isolation of modern technology and its effects.

♣ How clean was the prehistoric environment compared with the world today? What chemicals were in the air, water, and soil during prehistoric times? What chemicals were in the prehistoric people themselves? Did prehistoric people have to worry about toxic chemicals? Were they concerned with nuclear waste? Was there any significant pollution at all? Answers will vary, but there were many fewer chemicals, waste and pollution in prehistoric times.

♣ Do you think that modern humans' distance from the environment makes us less aware of how we affect the environment and how, in turn, the environment provides for our needs and desires? Does this disconnect hinder our ability to fully appreciate our impact on the environment and understand why it is essential to treat it wisely? Our isolation from the natural world that sustains us likely presents a formidable obstacle toward fully appreciating the environment's importance in our lives.

♣ In order to reap the multiple benefits that technology affords us, is it really necessary to harm our environment in the process? How much of the environmental damage that we create is simply the result of ignorance, thoughtlessness, or recklessness? How much damage could be prevented with applied forethought? Answers will vary.

7.Write the words problem and technology on the board. Ask students to use arrows to draw a graphic that represents the relationship they believe exists between a problem and the technology to solve it.

They can use arrows of any kind, and they should be prepared to defend their suggestions. The graphic should illustrate that a problem does not drive technology unidirectionally, nor does technology exist solely in search of a problem to solve. Rather, these two areas exist to support and drive one another. Solving problems does require the development of new technologies, which can then be applied to other problems. A graphic to depict this indicates the cyclic relationship between the two:

Self study task.

Draw a picture of one type of technology that has made at least one type of job or work easier, and specify which jobs it has made easier. (For examples, dishwashers have made the job of people in restaurants responsible for the dishes easier.)

Investigate how computers have made office work easier. Create a mindmap or other visual display to illustrate your points.

Lesson 5. Activity 3.

Explain that you are going to give them the same table and a set of information cards. Give as many students as possible the chance to read a card.

4 Ask students to decide together which area of life the information cards have an impact on and place them in the boxes they think are best: The Environment, Employment, The Economy. Explain that there is no single right or wrong answer and that the point is that they practise expressing their opinion rather than being concerned with being right or wrong.

5 Once the teams have finalised their tables, start a discussion between them on any differences of opinion.

6 Now encourage students who have visited a less developed country to talk about their experience. Ask what issues they noticed. Then ask a volunteer from each group to say where they think the issue would fit (if anywhere) on the table).

Lesson 7. Activity 5.

Work in groups. Imagine you are going to write an official letter to a foreign compaign. Discuss whaat you should write and what you shouldn't. Take into account the below reminders

DOS	DON'TS
• Use an informative subject line, which says what the email is about. • Write the most important information first. • Use numbers and bullet points to make the message clearer. • Use simple grammar. Avoid things	• Write 'hello' as your subject line. • Write about irrelevant issues. The reader will soon hit 'delete' if the email doesn't get to the point. • Give personal information that you don't want anyone else to know. (The email could end up in the wrong hands)

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somewhere in between these two examples, but it is difficult to find a society living completely in isolation of modern technology and its effects.

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♣ Do you think that modern humans' distance from the environment makes us less aware of how we affect the environment and how, in turn, the environment provides for our needs and desires? Does this disconnect hinder our ability to fully appreciate our impact on the environment and understand why it is essential to treat it wisely? Our isolation from the natural world that sustains us likely presents a formidable obstacle toward fully appreciating the environment's importance in our lives.

♣ In order to reap the multiple benefits that technology affords us, is it really necessary to harm our environment in the process? How much of the environmental damage that we create is simply the result of ignorance, thoughtlessness, or recklessness? How much damage could be prevented with applied forethought? Answers will vary.

ГЛОССАРИЙ

Термин	Ўзбек тилидаги шарҳи	Инглиз тилидаги шарҳи
Curriculum Vitae	birovning hayotiy faoliyati to'g'risida yozma sharh (akademik shakllanish, nashrlar, malaka va hk)	often shortened as **CV** is a written overview of someone's life's work (academic formation, publications, qualifications, etc.)
Citizenship:	suveren davlat yoki mahalliy yurisdiksiyaning urf-odatlari yoki qonunchiligiga binoan davlat a'zosi yoki unga tegishli bo'lgan shaxs maqomi	the status of a person recognized under the custom or law of a sovereign state or local jurisdiction as a member of or belonging to the state
Gender	erkaklik va ayollikka tegishli va ularni farqlovchi xususiyatlar doirasi	the range of characteristics pertaining to, and differentiating between, masculinity and femininity.
Marital status	insonning boshqasi bilan munosabatini tavsiflovchi alohida variantlar	the distinct options that describe a person's relationship with a significant other
Qualification	kimnidir ma'lum bir ish yoki faoliyatni bajarishga moslashtiradigan maxsus mahorat yoki tajriba yoki bilim turi	a special skill or type of experience or knowledge that makes someone suitable to do a particular job or activity
Hobbies	o'z vaqtida amalga oshirilgan zavq yoki dam olish uchun qilingan faoliyat, qiziqish yoki o'yin-kulgi.	an activity, interest, or pastime that is undertaken for pleasure or relaxation, done during one's own time.

Leisure	tajriba sifati yoki bo'sh vaqt sifatida.	a quality of experience or as free time.
Physical activity	harakat, shu jumladan bo'sh vaqtlarida, transport vositalariga joylarga kelish va kelish uchun yoki inson ishining bir qismi sifatida.	movement including during leisure time, for transport to get to and from places, or as part of a person's work.
Healthy life	o'z vaqtida amalga oshirilgan zavq yoki dam olish uchun qilingan faoliyat, qiziqish yoki o'yin-kulgi.	healthy eating, physical activities, weight management, and stress management.
Gym	tajriba sifati yoki bo'sh vaqt sifatida.	a covered location for athletics.
body	harakat, shu jumladan bo'sh vaqtlarida, transport vositalariga joylarga kelish va kelish uchun yoki inson ishining bir qismi sifatida.	the whole physical structure that forms a person or animal
lifestyle	shaxs, guruh yoki madaniyatning qiziqishlari, fikrlari, xulq-atvori va xulq-atvor yo'nalishlari	the interests, opinions, behaviours, and behavioural orientations of an individual, group, or culture
Job	odam pul ishlash uchun qiladigan muntazam ish	the regular work that a person does to earn money
Problem	yoqimsiz yoki zararli deb hisoblangan va ko'rib chiqilishi va engib o'tishga muhtoj bo'lgan masala yoki vaziyat.	a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome.
Condition	odamlar yashash yoki ishlash	the circumstances or

	tarziga ta'sir qiluvchi holatlar yoki omillar, ayniqsa ularning farovonligi bilan bog'liq ..	factors affecting the way in which people live or work, especially with regard to their well-being..
relationship	ikki yoki undan ortiq odam yoki guruhning bir-biriga nisbatan munosabati va munosabati.	the way in which two or more people or groups regard and behave towards each other.
tourism	tijorat tashkilotlari va dam olish kunlari va diqqatga sazovor joylarga tashrif buyurish.	the commercial organization and operation of holidays and visits to places of interest.
impact	sezilarli ta'sir yoki ta'sir	a marked effect or influence.
Environment	inson, hayvon yoki o'simlik yashaydigan yoki ishlaydigan muhit yoki sharoit.	the surroundings or conditions in which a person, animal, or plant lives or operates.
Employment	ikki tomon o'rtasidagi munosabatlar, odatda ish bo'lgan shartnomaga asoslanadi	a relationship between two parties, usually based on contract where work is
Economy.	tovar va xizmatlarni ishlab chiqarish va iste'mol qilish hamda pul taklifi bo'yicha mamlakat yoki mintaqaning holati.	the state of a country or region in terms of the production and consumption of goods and services and the supply of money.
mass media	ommaviy kommunikatsiya orqali katta auditoriyani qamrab oladigan turli xil media	a diverse array of media technologies that reach a large audience via mass

	texnologiyalar	communication.
Television	vizual tasvirlarni (tovush bilan) elektr signallariga aylantirish, ularni radio yoki boshqa usullar bilan uzatish va ularni elektron shaklda ekranga chiqarish tizimi.	a system for converting visual images (with sound) into electrical signals, transmitting them by radio or other means, and displaying them electronically on a screen.
The Internet	standartlashtirilgan aloqa protokollaridan foydalangan holda o'zaro bog'liq tarmoqlardan tashkil topgan turli xil axborot-kommunikatsiya vositalarini ta'minlovchi global kompyuter tarmog'i	a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols
e-mail	bitta kompyuter foydalanuvchisidan tarmoq orqali bir yoki bir nechta qabul qiluvchiga elektron vositalar yordamida tarqatiladigan xabarlar.	messages distributed by electronic means from one computer user to one or more recipients via a network.
Formal letter	rasmiy va tantanali tilda yozilgan va ma'lum bir formatga amal qilgan.	one written in a formal and ceremonious language and follows a certain stipulated format.
Informal letter	do'stlaringiz yoki oila a'zolaringizga yozilgan xat	a letter written to your friends or family members
message	to'g'ridan-to'g'ri bog'lanib bo'lmaydigan qabul qiluvchiga	a verbal, written, or recorded communication sent

	yuborilgan yoki qoldirilgan og'zaki, yozma yoki yozma aloqa	to or left for a recipient who cannot be contacted directly.
fonts	bir xil uslub va o'lchamdagi belgilar to'plami.	a set of characters of the same style and size.
technology	mahsulot yoki xizmatlarni ishlab chiqarishda yoki ilmiy tadqiqot kabi maqsadlarni amalga oshirishda foydalaniladigan texnika, ko'nikma, usul va jarayonlarning yig'indisi.	sum of techniques, skills, methods, and processes used in the production of goods or services or in the accomplishment of objectives, such as scientific investigation.
intervention	davlatning o'zgalarning ishiga aralashishi.	interference by a state in another's affairs.
advancement	pozitsiyada yoki taraqqiyotda oldinga siljish harakati	the action of moving forward in position or progress
convenience	fitnes yoki harakatni bajarish yoki talabni bajarish uchun yaroqlilik.	fitness or suitability for performing an action or fulfilling a requirement.
comfort	siz bo'shashgan va jismonan yoqimsiz hissiyotlarga ega bo'lmagan holat yoki holat	a state or situation in which you are relaxed and do not have any physically unpleasant feelings

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IV. Интернет сайтлар

1. Бош илмий-методик марказ: www.bimm.uz

2. www. Ziyonet. uz

3. Ўзбекистон Республикаси Президентининг расмий сайти: www.gov.uz

4. Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг расмий сайти: http://www.edu.uz/modules/ wfchannel

5. karsu.uz-Қорақалпоқ давлат университети сайти

Коракалпок давлат университети хузуридаги педагог кадрларни кайта тайёрлаш ва уларнинг малакасини ошириш минтакавий маркази укитувчиси, педагогика фанлари номзоди, доцент Алия Утебаевна Тажиеванын «Махсус максадларга йуналтирилган инглиз тили» модули буйича яратилган укув-услубий мажмуасига

ФИКР

Махсус мақсадларга йўналтирилган инглиз тили модули ьуйича яратилган укув-услубий мажмуа Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2019 йил 23 сентябрдаги "Олий таълим муассасалари раҳбар ва педагог кадрларининг малакасини ошириш тизимини янада такомиллаштириш бўйича қўшимча чора-тадбирлар тўғрисида"ги 797-сонли Қарорларида белгиланган устувор вазифалар мазмунидан келиб чиққан ҳолда тузилган дастур асосида ишланган бўлиб, у олий таълим муассасалари педагог кадрларининг касб маҳорати ҳамда инновацион компетентлигини ривожлантириш, соҳага оид илғор хорижий тажрибалар, янги билим ва малакаларни ўзлаштириш, шунингдек амалиётга жорий этиш кўникмаларини такомиллаштиришни мақсад қилади.

Укув-услубий мажмуа қайта тайёрлаш ва малака ошириш йўналиши тингловчиларнинг инглиз тили фани доирасидаги билим, кўникма, малака ҳамда компетенцияларини ривожлантиришга каратилган.

Мажмуада касб соҳа вакиллари томонидан минимал грамматика (Present Indefinite Tense, Present Continuous Tense, Past Indefinite Tense, Future Indefinite Tense) ҳамда соҳага оид фаол сўзларни ургатиш,- грамматика ва лексикани коммуникатив мақсадларда ўргатиш, инглиз тилида аутентик вазиятларни таҳлил қилиш, e-mail ёзиш, сўзлашиш (илмий йўналиши ҳақида), тушуниш (жараённи тинглаб тушуниш) ва ўқиб тушуниш (газета ва журналлардаги касб соҳасига оид мақолани ўқиш) кўникмаларини ривожлантиришга каратилган мавзулар урин олган.

Мажмуа 16 соатга режалаштирилган булиб, уз ичига 8 мавзуди олади ва улар соҳага йўналтирилган мавзуларда тил кўникмаларини ривожлантириш, мутахассислик фанларини хорижий тилда ўкитишни лойиҳалаштириш, илмий тадқиқотларга йўналтирилган тил кўникмаларини ўзлаштириш, илмий матнларнинг резюмесини тайёрлаш, хорижий адабиётлар билан ишлаш куникмаларини ривожлантиришга каратилган. Хар бир дарсдаги мавзу ва топшириклар олдинги мавзу билан узвий боглик ва бу тингловчиларнинг билимди кетма-кет узлаштиришига имконият яратади.

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Ушбу фазилатларин хисобга олиб, мазкур ўкув услубий мажмуани педагог кадрларни кайта тайёрлаш ва уларнинг малакасини ошириш курсларида фойдаланишга тавсия этаман.

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