



**Британия Кенгашининг EnSPIRE-U
халқаро лойиҳаси доирасида
Нофилологик йўналишларда махсус
мақсадларга йўналтирилган
(ESP Curriculum) намунавий ўқув дастури
асосидаги силлабуслар тўғрисида**

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• Инглиз тили кафедраси



- Ўзбекистон Республикаси Олий ва ўрта махсус вазирлигининг 2016 йил 10 октябрдаги 87-04-1622 сонли хатига мувофиқ Британия Кенгашининг **EnSPIRE-U** (English for Specific Purposes Integrated Reforms in Uzbekistan-**Инглиз тили Махсус мақсадларда Ўзбекистонда интеграциялашган ислохотлар орқали**) халқаро лойиҳасини ишга туширилган бўлиб, ушбу лойиҳа қатнашувчиси ҳисобланган **ТИҚХММИ**да турли мутахассислик ва йўналишларда инглиз тилини мақсадли ўқитиш тажрибасини ривожлантириш ва бу соҳадаги стратегияларни амалга оширишга қаратилган.



- Лойиҳадан кўзланган мақсад **ESP** соҳасида халқаро стандартларга мувофиқлаштирилган (**CEFR**) ўқув материаллари, ўқув режаси ва баҳолаш мезонларини ишлаб чиқиш орқали ўқитиш ва ўрганишни такомиллаштириш бўйича халқаро экспертлар кўмаги ихтисосликка йўналтирилган хорижий тилни ўқитишда муҳим бўлган тамойилларни ўз ичига олганлиги ундан фойдаланишда қулайлик яратади.



**ЎЗБЕКИСТОН RESPUBLIKASI
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

**ТОШКЕНТ ИРРИГАЦИЯ ВА КИШЛОҚ ХЎЖАЛИГИНИ МЕХАНИЗАЦИЯЛАШ
МУХАВИСЛАРИ ИНСТИТУТИ РЕКТОРЛИГИНИНГ БУЙРУГИ**

2020 йил - 04 - 09

№ 466 *a/p*

Тошкент ш.

Британия Кенгашининг EnSPIRE-U халқаро лойиҳаси доирасида Нофилологик йўналишларга махсус мақсадларга йўналтирилган (ESP Curriculum) замонавий ўқув дастурларини тайёрлаш тўғрисида

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2016 йил 10 октябрдаги 87-04-1622 сонли хатига мувофиқ Британия Кенгашининг EnSPIRE-U (English for Specific Purposes Integrated Reforms in Uzbekistan-Инглиз тили Махсус мақсадларда Ўзбекистонда интеграцияланган ислохотлар орали) халқаро лойиҳасининг ишга туширилган бўлиб, ушбу лойиҳа қатнашувчиларни ҳисобланган ТИҚХММИда турли мухависасиёлик ва йўналишларда инглиз тилини мақсадли ўқитиш тажрибасини ривожлантириш ва бу соҳадаги стратегияларни амалга оширишга қаратилган. Лойиҳадан қўлланган мақсад ESP соҳасида халқаро стандартларга (CEFR) мувофиқлаштирилган ўқув материаллари, ўқув режаси ва баҳолаш методларининг ишлаб чиқиш орали ўқитиш ва ўрганишни такомиллаштириш бўйича халқаро экспертлар кўмаги ихтисосликога йўналтирилган хорижий тилни ўқитишда муҳим бўлган таъминотларни ўз ичига олганлиги ундан фойдаланишда қулайлик яратди. Ушбу амалга оширилаётган лойиҳада кўла тутилган вазифаларни бажарилишининг таъминлаш мақсадида

БУЙУРАМАН:

1. Инглиз тили кафедраси мудири Ф.Бегов зиммасига:

уч ҳафта муддатда Британия Кенгашининг EnSPIRE-U халқаро лойиҳаси доирасида институтнинг барча таълим йўналишлари хусусиятидан келиб чиққан ҳолда Инглиз тили кафедрасида ўқиладиган барча фанларни халқаро талаблар ва таъсирлар асосида янги силлабусларни модульлар кўринишида яратиш ва тасдиқлаш;

халқаро экспертлар томоёндан лойиҳа доирасида яратилган нофилологик йўналишларда инглиз тили (ESP- English for Specific Purposes Curriculum) фанидан яратилган ўқув дастурга асосланиб, институтда жорий ўқув йилидан амалга қилинлаётган кредит-модуль тизимига мувофиқлаштириш орали силлабусларни таъминловчи ёндашувлар асосида ўқитишга мослаштириш;

2020 йил 25 сентябрга қадар www.moedle.ttiame.uz базасида янги календарь-режаларга асосланган соҳага йўналтирилган инглиз тилини ўрганиш бўйича ўқув материалларини босқичма-босқич қўйлаштириб бориш вазифалари юклатилсин.

2. Ушбу буйруқни бажаришда қатъий назорат қилиш ўқув ишлари бўйича проректор Б.Худайров зиммасига юклатилсин.

Ректор



У. Уммурақов

Олий ва ўрта махсус таълим вазирлиги Ўзбекистон Давлат Жаҳон тиллари университети ҳузуридаги Республика илмий-амалий инновациявий маркази Британия Кенгаши билан ҳамкорликда Нофилологик йўналишларда махсус мақсадларга йўналтирилган инглиз тили (ESP) фанидан ўқув дастурига

ТАҚРИЗИ

Олий ва ўрта махсус таълим вазирлиги, ЎзДЖТУ ҳамда Британия Кенгаши билан ҳамкорликда илгари сурилган ENSPIRE-U лойиҳаси доирасида нофилологик йўналишларда махсус мақсадларга йўналтирилган инглиз тили (ESP) фанидан ўқув дастури ишлаб чиқилган.

Ушбу ўқув дастури ўз ичига кириш, фан мақсади, ўқитувчи ва талабаларга қўйиладиган талаблар, фан мақсади, материалларини танлаш, халқаро тажрибага асосланган ўқитиш методлари, билимни замонавий тестлар асосида баҳолаш, вақт меъёрлари, зарурий адабиётлар рўйхатини олган бўлиб, юқорида таъкидланган талаблар асосида “Туризм йўналишида инглиз тилини ўқитиш” га доир ишчи дастури ҳам берилган.

Дарҳақиқат, дастурни тузишда “Ўзбекистон Республикаси олий таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиқлаш туғрисида”ги Ўзбекистон Республикаси Президентининг 2019 йил 8 октябрдаги № 5847-сонли Фармонида, олий таълим муассасаларида ўқув жараёнини босқичма-босқич кредит-модуль тизимига ўтказиш; халқаро тажрибалардан келиб чиқиб, олий таълимнинг илгор стандартларини жорий этиш, жумладан ўқув дастурларида назарий билим олишга йўналтирилган таълимдан амалий кўникмаларни шакллантиришга йўналтирилган таълим тизимига босқичма-босқич ўтиш; талабаларда мустақил таълим олиш, халқаро таълим стандартларига асосланган илгор педагогик технологиялар ва ўқув дастурларни таълим жараёнида самарали қўллаш каби муҳим талаб ва таклифлар берилган.

Мазкур нофилологик йўналишларда махсус мақсадларга йўналтирилган инглиз тили (ESP) фанидан ўқув дастури намунавий ҳисобланиб, унда хорижий тилларни икки босқичда Умумий мақсадларга йўналтирилган хорижий тил (Language for general purposes, LGP) ва Махсус мақсадларга йўналтирилган хорижий тил (English for Specific purposes, LSP) ўқитиш бўйича кўрсатмалар ифодаланган.

Шунингдек, дастурда самарали қўллаш бўйича қўйидаги бўлимларга доир методологик йўлланмалар тавсия этилади : методологик ёндашув (1.1 ва 1.2), ESPнинг асосий тамойиллари (1.3), мустақил таълимни ташкил этиш (1.4), фаннинг луғат базасини тузиш (1.5), 21- аср кўникмалари (1.6) ва тилни ўқитишда АКТдан фойдаланиш(1,7) кабилардир.Бу эса ўз навбатида тил ўрганувчиларда мустақил таълим олиш

қобилиятларини янада ривожлантиришга, уларнинг мустақил билим олишлари ва изланишлари йўлида эътибор ва маъсулият билан ёндашишларига ундайди.

Келтирилган фикрлардан келиб чикиб, Ўзбекистон Давлат жаҳон тиллари университети ҳузуридаги Республика илмий-амалий инновациявий маркази Британия кенгаши билан ҳамкорликда нофилологик йўналишларда махсус мақсадларга йўналтирилган инглиз тили (E8P) фанидан тайёрланган ўқув дастури амалдаги Ўзбекистон давлат таълим стандарти ва Умумевропа тил компетенциялари таснифи талабларига жавоб беради ва уни фойдаланиш учун тавсия этилади.

Ушбу тақриз этилаётган **ESP** ўқув дастури юзасидан дарс берувчи нофилологик ОТМ чет тили ўқитувчилари турли йўналишларга асосланган ўқув дастурларини ишлаб чиқиши мақсадга мувофиқдир.

ТИҚХММИ биринчи проректори

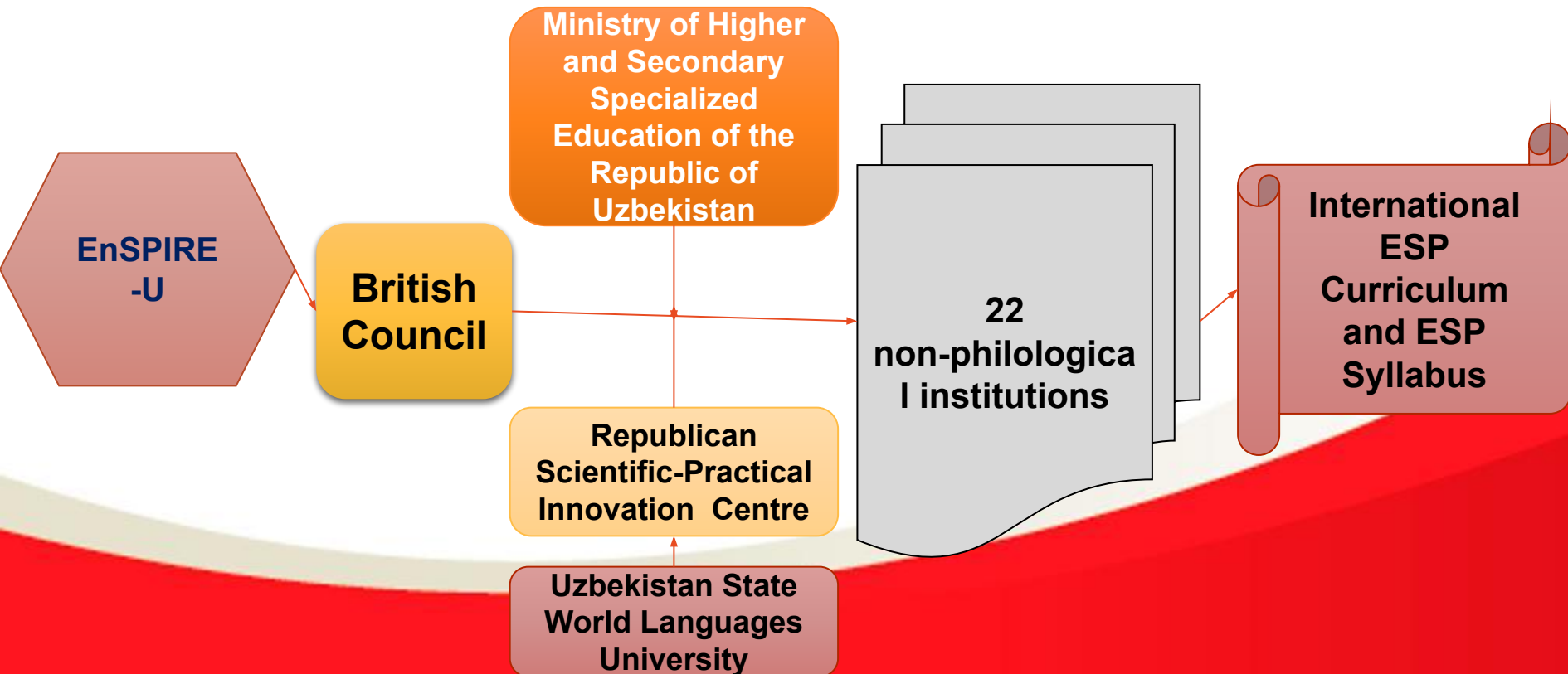


Б.С.Мирзаев



According to the Presidential Decree № 2909 adopted on April 29, 2017 "On measures for the further development of higher education", as one of the most important tasks of improving the system of higher education were mentioned:

- strengthening partnerships with foreign HEIs
- wide use of modern curriculum in educational process
- organizing traineeships for teachers in abroad
- teaching materials based on international standards





English for General Purposes

Focused on teaching **English** for general education, teaching, listening, speaking, reading and writing.

English for Specific Purposes

Focused on specializism- English oriented teaching and provides with skills that meets requirements of labor market

How we use technology on ENSPIRE-U project

Many positives

- Introduces teachers and learners to new tools like **Moodle**
- Helps teachers develop **blended learning**
- Sourcing authentic **materials**
- Identify key concepts in different domains of the **syllabus**
- **Assessment** – on moodle, APTIS
- **Communication** – computers, mobile phones, tablets



Буюк Британиялик экспертлар гуруҳи янги наъмунавий дастур ва силлабуслар яратилишида







Фан таснифи
(Description)

1

Фан мақсади
(Objectives)

2

Мавзулар
(Themes)

3

Материаллар
(Materials)

4

Фан
дастури
(Syllabus)

Баҳолаш мезонлари
(Assessments)

5

**MINISTRY OF HIGHER AND SECONDARY SPECIALIZED EDUCATION OF THE
REPUBLIC OF UZBEKISTAN**

**TASHKENT INSTITUTE OF IRRIGATION AND AGRICULTURAL
MECHANIZATION ENGINEERS**

English language department

**ESP Syllabus for Organization and Management
of Water Resources**

(For 1st year undergraduate students)

Types of Specialties:

**5230100-Economics (Water Management)
5230200-Management (Water Management)**

Tashkent – 2020



ESP Syllabus plan Business Management

Module №	Module title	Weighting
1	Socializing and Networking	20%
2	Interaction in Specialism-related environment	20%
3	Basics of Management	20%
4	Job-related documents	20%
5	Integrating into the international community	20%
Total		100%

**MINISTRY OF HIGHER AND SECONDARY SPECIALIZED
EDUCATION OF THE REPUBLIC OF UZBEKISTAN
TASHKENT INSTITUTE OF IRRIGATION AND AGRICULTURAL
MECHANIZATION ENGINEERS
English Language Department**

**ESP Syllabus for Agricultural
Mechanization**

(For 1st year undergraduate students)

ESP Syllabus plan
Agricultural mechanization

<u>Module №</u>	<u>Module title</u>	Weighting
1	Basic interaction in agricultural mechanization	20%
2	Advertising in agricultural mechanization	20%
3	Written communication in agricultural mechanization	20%
4	Organization of agricultural mechanization	20%
5	Administrative issues in agricultural mechanization	20%
<u>Total</u>		100%

ESP syllabus for Organization and Management of Water Resources

Introduction

This ESP syllabus is designed for students of different specialties of Organization and Management of Water Resources faculty of our Institute Uzbekistan who have an entry level of B1+. The syllabus is based on the results of interviews with employers who represent companies and organizations in the fields of economics, business, accounting and audit, agribusiness, business administration, finance, financial management and specialists of Organization and Management of Water Resources sectors in Uzbekistan.

The syllabus is divided into 5 modules. These are based on can-do statements listed in **CEFR (Common European Framework of Reference)** and cover key social skills, professional and academic skills that students will need in English.

Aims of the syllabus|

General aims

1. Prepare students to use professional English for managers
2. Acquire positive attitudes and values towards individual and professional issues
3. Develop critical and analytical skills in assessing issues for objective decision-making

CEFR Can Do statements

1	Listen to professional talks, presentations, etc
2	Listen and follow hand-outs, <u>Powerpoints</u> , etc (e.g. talks/ lectures at conferences, meetings, etc)
3	Read reference materials (dictionaries, directories, Yellow Pages, Wikipedia, etc)
4=	Listen to professional telephone conversations
4=	Give introduction to one's job, responsibilities, working conditions. etc (e.g. speaking to foreign visitors)
6	Read professional/academic e-mails
7	Read academic articles and abstracts
8	Give introductions to your place of study, work, office, laboratory, production unit (e.g. speaking to foreign visitors)
9	Completing forms
10=	Read posters (at exhibitions, conferences)
10=	Take part in professional telephone conversations
12	Write one's own curriculum vitae/ resume
13	Read professional/technical articles
14	Read reviews of professional books
15	Give professional talks/ presentations with hand-outs, <u>Powerpoints</u> , etc
16	Listen to descriptions and explanations of equipment, processes, etc
17	Read professional/scientific books
18	Read price lists and catalogues
19	Listen to academic lectures
20	Read curriculum vitae/resumes
21	Take part in academic discussions, seminars
22	Read academic textbooks
23	Read product/service descriptions, design specifications
24=	Read advertisements (job advertisements, product advertisements)
24=	Write professional/academic e-mails
26	Read professional/academic letters
27	Listen to instructions and warnings, e.g. safety procedures, operating instructions
28=	Give descriptions and explanations of equipment processes machines etc (e.g. speaking

Language skills:

Objectives of the syllabus

By the end of the course students will be able to acquire knowledge and language skills in the following language aspects as well as educational purposes:

Reading

- read and search for necessary information from reference materials (dictionaries, directories, Wikipedia, Yellow Pages)
- identify writer's purpose of authentic professional and academic correspondence (e.g. e-mails, letters, faxes)

Writing

- writing reports and professional memoranda
- write minutes for meetings
- taking notes while listening to talks (e.g. at meetings, training sessions)

Listening

- listen to professional presentations and follow hand-outs, Power point slides
- listen and follow telephone conversations
- listen and extract both salient information and details in descriptions

Speaking interaction

Indicative topics and notions:

There is no finite list of topics and notions, but teachers will find it useful to choose from the following list in order to meet the above-mentioned objectives.

- | | |
|------------------------------|--------------------------------|
| 1. Greeting and leave-taking | 5. Taboo – what to avoid |
| 2. Starting phone calls | 6. Dining out |
| 3. Making plans | 7. Shopping |
| 4. Small talk | 8. Addressing the cultural gap |

Specialism-related topics

- | | |
|--|---|
| 1. <u>Budgeting or budgetary control</u> | 21. <u>Climate changes</u> |
| 2. <u>Cost control</u> | 22. <u>Environmental impact</u> |
| 3. <u>Production control</u> | 23. <u>Water resource management</u> |
| 4. <u>Inventory control</u> | 24. <u>Natural wetlands</u> |
| 5. <u>Break-even point analysis</u> | 25. <u>Agricultural development</u> |
| 6. <u>Profit or loss control</u> | 26. <u>Socioeconomic development</u> |
| 7. <u>Statistical Data Analysis</u> | 27. <u>Irrigated agriculture</u> |
| 8. <u>Audit and accounting</u> | 28. <u>Deterioration in water quality</u> |
| 9. <u>Return on Investment Control</u> | 29. <u>Conservation of soil</u> |

Potentially useful supplementary reference to the module

1. Barney Barret Networking in English Macmillan 2015

***Teachers can extract lots of information about Socializing

2. Richardson Karen, Cavanaugh Marie "The Business" Macmillan 2009.

***A huge collection of four skills related to business area insight

3. Bill Mascull. Business vocabulary in Use Elementary and Pre-intermediate.

***This source is useful for acquiring business vocabulary skills.

Additional authentic and internet online pedagogical resources on business and management:

1. www.businessenglishsources.com www.learn-english-today.com

2. www.teachingenglish.org.uk *** Business English language classes

3. **50 Phrases in Business English**

6. <https://www.youtube.com/watch?v=LiRDPpNE4rs>

Business English Pod - Learn Business English

7. <https://www.youtube.com/watch?v=PAUmGYm7IG0>

How to Give Instructions in English | Business English Video Lesson

8. https://www.youtube.com/watch?v=G7VWp_U-eo8

How to Explain a Problem in English | English Video Lesson

9. https://www.youtube.com/watch?v=MTM_bnkrz-c

English #BusinessEnglish #PhrasesVerbs

ITITIVE KEYWORD GRAMMATICAL CATEGORIES

NOUN	VERB	ADJECTIVE	NOUN/VERB	NOUN/ADJ
business	sell	financial	market	executive
company	include	global	fax	standard
customer	regard	international	price	commercial
product	receive	corporate	bank	quality
sale	provide	digital	service	potential
management	operate	new	stock	current
billion	send	strategic	order	core
contractor	please	technical	contract	premium
manager	manage	high	mail	objective
seller	require	mobile	share	individual
investment	develop	internal	cost	annual
internet	advise	competitive	date	prior
performance	deliver	big	profit	chief
year	continue	best	register	professional
million	agree	significant	project	gross
buyer	discuss	successful	rate	wireless
industry	excite	low	credit	specialist
supplier	generate	available	budget	key
technology	confirm	monthly	copy	major
distributor	enclose	senior	account	chrome
delivery	invest	regulatory	cash	overall
company's	underlie	further	group	dear
agreement	consolidate	organizational	offer	sole
growth	combine	quarterly	network	chemical
director	tend	personal	tel	maximum
information	restructure	large	term	bulk
property	underwrite	independent	review	multinational
shareholder	complicates	relevant	target	marine
investor	expect	organisational	increase	graphic
employee	certify	external	invoice	
PC	compete	promotional	tax	
COM	merge	applicable	trade	
payment	announce	ongoing	telephone	
office	achieve	automotive	engineer	
system	relate	appropriate	meeting	

WORDLIST FOR 5 MODULES

- | | |
|----------------------------------|--|
| 1. <u>advanced search</u> | 39. <u>execution plan</u> |
| 2. <u>age limit</u> | 40. <u>final rule</u> |
| 3. <u>apology letter</u> | 41. <u>financial business</u> |
| 4. <u>appointment book</u> | 42. <u>following statement</u> |
| 5. <u>appointment booking</u> | 43. <u>former official</u> |
| 6. <u>appointment scheduling</u> | 44. <u>former spouse</u> |
| 7. <u>assigned</u> | 45. <u>former staff member</u> |
| 8. <u>basic family allowance</u> | 46. <u>foundations</u> |
| 9. <u>basic salary</u> | 47. <u>graduate</u> |
| 10. <u>block</u> | 48. <u>greeting card</u> |
| 11. <u>business letter</u> | 49. <u>header field</u> |
| 12. <u>cable news</u> | 50. <u>health</u> |
| 13. <u>cable system</u> | 51. <u>history</u> |
| 14. <u>cancellation</u> | 52. <u>home leave</u> |
| 15. <u>cell phone</u> | 53. <u>household allowance</u> |
| 16. <u>channel position</u> | 54. <u>independent computer expert</u> |
| 17. <u>check box</u> | 55. <u>installation allowance</u> |
| 18. <u>clerkship</u> | 56. <u>instructional</u> |
| 19. <u>computer expert</u> | 57. <u>invalidity pension</u> |
| 20. <u>consumer price</u> | 58. <u>item</u> |
| 21. <u>contact information</u> | 59. <u>job offer</u> |
| 22. <u>contact list</u> | 60. <u>last name</u> |
| 23. <u>counseling</u> | 61. <u>last update</u> |
| 24. <u>coursework</u> | 62. <u>leaving allowance</u> |
| 25. <u>curricular</u> | 63. <u>legal representative</u> |

ECTS Grades

ECTS Grade	Description of Sheffield Hallam grading system for ECTS purposes	ECTS Definition
A	Achieves a final average mark of 70% or above	Excellent – outstanding performance with minor errors
B	Achieves a final average mark of 60–69%	Very good – above average standard with some errors
C	Achieves a final average mark of 50–59%	Good – generally good work with a number of notable errors
D	Achieves a final average mark of 45–49%	Satisfactory – fair with significant shortcomings
E	Achieves a final average mark of 40–44%	Sufficient – performance meets the minimum criteria
FX	Achieves a final average mark of 39% or less – therefore the module has been failed and the student may have an opportunity to complete further work in the assessment component in order to pass the module	Fail – some more work required before the grade can be awarded



What can be tested in speaking tests?

- Grammatical/lexical range
- Pronunciation including stress and intonation
- Task completion
- Interaction – turn-taking, floor-holding, interrupting
- Coherence and cohesion of turns
- Register and appropriacy
- Use of communicative strategies
- Content and organisation



Sample Writing task

Task

Professional Writing

Write a letter to a company or organisation overseas working in your field. The purpose of the letter is to explore cooperation between the overseas company/organisation and your company/organisation in Uzbekistan.

You should include the following points:

Introduce yourself and the company/organisation you represent

State that you are interested in the services/products of the overseas company/organisation

Explain why you are interested in these service/products

Outline the current state of this sector in Uzbekistan

Suggest possible areas and benefits of cooperation

Offer to discuss things further or to meet in the near future

Assessment

You will be evaluated on the content of your letter, the appropriacy of the style, your understanding of the audience, the organisation of your letter, and the clarity and fluency of your language.



Authentic writing tasks

In order to be considered 'authentic', it is necessary to set out the task environment in the rubrics(instructions). This involves specifying the following aspects of the task:

- Who?** Specify the role of the writer (representative of a company or organisation)
- To whom?** Specify the role of the person receiving the message (a company or organisation overseas working in your field)
- What?** Specify the topic/content/information to be included (State that you are interested in the services/products)
- When?** Details of any previous/future events (Offer to discuss things further or to meet in the near future)
- Where?** Details of the place (Uzbekistan + writing to an overseas company/organisation)
- Why?** Specify the purpose, reason or motivation for writing (The purpose of the letter is to explore cooperation between the overseas company/organisation and your company/organisation in Uzbekistan)
- How?** Specify the text type (Write a letter) and therefore the style required.

B2	Can maintain a professional relationship through correspondence using the language fluently and effectively to give detailed descriptions of experiences, pose relevant questions and follow-up issues of mutual interest.
	Can in most cases understand idiomatic expressions and colloquialisms in professional correspondence and use the most common ones him/herself as appropriate.
	Can write formal letters of enquiry, request, application and complaint with appropriate register, structure and conventions.
	Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome.
	Can use formality and conventions appropriate to the context when writing professional letters and emails.
B1	Can write letters expressing different opinions and giving detailed accounts of professional feelings and experiences.
	Can reply to an advertisement in writing and ask for further information on items which interest him/her.
	Can write basic formal emails/letters, for example to make a complaint and request action.



Ways of describing student's performance

- **For a general description - Use CEFR levels**
B2: Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.
- **For a more detailed description - Use separate detailed descriptors**

Fluency A2

Accuracy B1

Range B1

- **For formative feedback – Use Indicators + description**

Not to standard + comments

To standard + comments

Above standard + comments



Variations on assessment

- **Diagnostic test**
Use specific language information to help learner improve
- **Progress test**
Use focused criteria
- **Final test (Achievement)**
A broader range of criteria
 - more can-do statements, covering language, sub-skills, socio-cultural skills



Your authentic tasks

- **Tasks should be as close as possible to real-world tasks**
- **You should find appropriate can-do statements according to the status of the assessment**
- **Use attractive real-world materials ('realia') when possible. E.g. real letters, real videos, real brochures.**
- **In the task, remember to include reference to the context, the people involved, the channel and the purpose of the task**
- **If necessary/appropriate, give specific language feedback on the task**



How authentic?

Your choice of assessment type is a balance between being useful with specific language items, and providing professional practice

Useful

Authentic

e.g. for discrete items
professional purposes

for



Task

Sample Listening task

Listening to the news

A close colleague of yours is really interested in the latest developments with the Chinese company ZTE. They are too busy to listen to the news today. So they asked you to listen to the news and let them know what's going on. You listen to a BBC podcast on the ZTE news twice to make sure you got the main ideas.

To complete the task write down at least 5 key points to tell your colleague.

Assessment

You will be evaluated on the accuracy of your content and on the inclusion of key words for the news.

Source: <https://www.bbc.co.uk/programmes/p02nq0gn/episodes/downloads>



To consider...

Documents needed

- Tasks based on syllabus
- Can-do statements
- Descriptors

Questions

- How many tasks to assess per semester?
- How often?
- At what stages?
- How to deal with large numbers of individual performances?



Example Role play task – listening and writing

A: You are a hotel receptionist at the Tashkent Grand Hotel. Answer the phone and take the booking. Remember to get:

- the customer's full name,
- the arrival date,
- the number of nights he/she will stay,
- the type of room (single, double, twin bed/smoking or non-smoking)

B: You are booking a room at the Tashkent Grand Hotel over the phone. You are arriving on the 23rd April and staying for 4 nights (leaving on the 26th April).



Brainstorm listening text types

Museum guide 'audio guide'

Machine-building: interviews between manager and journalist (youtube); Science and Technology channel

Tourism: masses of different listening texts

Medicine: simulations of patient-doctor interviews; podcasts

Do a search for ("your domain") + "podcast"

Documentaries on your domain e.g. Discovery channel,

Also check out: Ted Talks. www.ted.com

Theatre arts: TV programmes (you tube) or hulu
PBS



Reading task

Task

Using a Tourist Map

You and your friend have come to Tashkent on holiday. Your friend loves statistics! To make them happy, read through the Tourist Map of Tashkent and identify at least 5 interesting numbers and what they stand for. E.g.

‘24’ – the Uzbek and Fusion Cuisine is open 24 hours a day!

You have 6 minutes to make a list.

Assessment

You will be evaluated on task achievement the accuracy of your content you got from the tourist map.



Reading – finding texts

Try to find texts that you can use with a minimum of adaptation

Show it to a colleague to check for suitability

Make a map of the text

Look at the lexis and grammar carefully

Show it to a colleague when you've drafted your items

www.lextutor.ca is useful for creating language tasks

- **Эътиборингиз учун ташаккур!**

