

ДОКУМЕНТЫ КРУЖКА

РАБОТЫ С ОТСТАЮЩИМИ УЧЕНИКАМИ ПО АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ 8-КЛАССА ОБЩЕОБРАЗОВАТЕЛЬНОЙ ШКОЛЫ №______ПРИ ОТДЕЛЕ НАРОДНОГО ОБРАЗОВАНИЯ

УПРАВЛЕНИИ НАРОДНОГО ОБРАЗОВАНИЯ

20_-20_ УЧЕБНЫЙ ГОД

Информация о членах кружка

n/n	Имя фамилия	Год рождения	Класс	Адрес	Родители	Номер телефони	Прим.
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п/п	класс	Имя и фамилия учеников	сенп	іябры		окт	ябрь		ноя	брь		дека	юрь	Прошедшая тема

п/ П	класс	Имя и фамилия учеников	янв	гары	,	9	рев	рал	lb		мар	рm		anp	ель	•	м	тй	Прошедшая тема
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										L									

«Утверждаю»		«Согласован»							
Директор школы:		Зам директора школы:							
« <u></u> »	20Γ	«»20г							

ПЛАН

кружка «________» на 20__--20__ учебный год

/	Torry		*****	
п/п	Темы	часы	число	прим
1.	Illnesses	1		
2.	Giving advice	1		
3.	What's so great about running?	1		
4.	Health	1		
5.	Review	1		
6.	Exam 3	1		
7.	Feedback	1		
8.	In town	1		
9.	Locations and directions	1		
10.		1		
11.	Rob's visit to Edinburgh	1		
12.	My city	1		
13.	Review	1		
14.	Exam 4	1		
15.	Scotland	1		
16.	My area	1		
17.	Geographical features	1		
18.	The Yeti	1		
19.	Loch Ness	1		
20.	The weather	1		
21.	Review	1		
22.	Exam 5	1		
23.	Animals	1		
24.	Bear to the rescue!	1		
25.	Our animal friends	1		
26.	Looking after pets	1		
27.	Review	1		
28.	Exam 7	1		
29.	Protecting animals	1		
30.	Project Presentations	1		
31.	Television	1		
32.	I am going to watch TV.	1		
33.	Talent shows	1		
34.	Entertainment	1		

Sana: "" 20yil. Sinflar: Toʻgarak rahbari:	
Lesson: Illnesses	
Aims of the activity:	
Educational aim: to learn basic greetings	
to learn how to ask and answer questions	
Educative aim: to bring up them to be friendly	
Developing aim: to enable pupils to ask and answer questions	
The demand of the state educational standard: get the level A1	
Type of the activity: visual	
Method: interactive teaching method	
Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector	
Form: listening, speaking I. Introduction:	
to make pupils feel themselves comfortable and interested at the lesson.	
Length and place in the activity: short, at the beginning.	
-Good morning, pupils!	
-I'm glad to see you.	
II. Reflection and assessment.	
Length and place in the lesson: 10 min., at the beginning.	
Activity 1 Listen and sing	
Objective: to sing the song "Good morning"	
Pupils listen the song "Good morning" and repeat together with teacher	
Good morning to you, good morning to you.	
Good morning, good morning,	
Good morning to you.	
III. Procedure of a new activity.	
Length and place in the activity: 10 min., after presentation. B F	
Match the sentences to the photos. 1 I've got a cold.	
2 I hurtmy leg.	
3 I've got a broken arm.	
4 My eye hurts.	
5 I feel sick.	
6 I've got a stomach ache.	
7 I've got a temperature.	
8 I've got toothache.	
9 I've got a painin my foot.	
10 I've got a headache.	
Listen and check. Then repeat. 2 Listen to three conversations. Match the health problems to the people in the pictures	
Evaluating. Giving homework.	
Maktab MMIBDOʻsana20yil	

Sana: " "	20 -vil Sinflar:	Toʻgarak rahbari:	
Lesson: Giving advice		10 garak tanoari.	
Aims of the activity:			
Educational aim:	to learn basic greeting	Te	
Lancational aim.	to learn how to ask ar		
Educative aim:	to bring up them to be		
Developing aim:		k and answer questions	
The demand of the state			
Type of the activity: visu		Set the reversit	
Method: interactive teach			
		opets, computer, overhead projector	
Form: listening, speaking	· * *	, r	
I. Introduction:			
to make pupils feel thems	selves comfortable and in	nterested at the lesson.	
Length and place in the			
-Good morning, pupils!	, , ,		
-I'm glad to see you.			
II. Reflection and assess	ment.		
Length and place in the		eginning.	
Activity 1 Listen and sir			
Objective: to sing the so			
Pupils listen the song "C		at together with teacher	
Good morning to y	ou, good morning to you	u.	
Good morning, goo	od morning,		
Good morning to y	ou.		
III. Procedure of a	ı new activity.		
Length and place in the	activity: 10 min., after p	resentation.	
Α	В		
		2	
3. Listen again, Match th	he advice to the health p	problems in Exercise 2. Write 1, 2or	<i>3</i> .
don't do any sports	1	,	
eat fruit and vegetables			
don't watch TV late			
go to hospital			
don't walk			
rest			
go to sleep now			
drink a lot			
4 In pairs, discuss the qu			
1 Do you do anything the		?	
2 How do you want to ch	nange it?		
7 7			
I play computer games for	The second se		
I'd like to play more spor	rt.		
Evolucting			
Evaluating.			
Giving homework.			
Maktab MMIBDO'	 	sana	20yil

Lesson: What's so great about running? Aims of the activity: Educative aim: to learn basic greetings to bring up them to be friendly to enable pupils to ask and answer questions to bring up them to be friendly to enable pupils to ask and answer questions to enable pupils to ask and answer questions to enable pupils to ask and answer questions the demand of the state educational standard: get the level A1 Type of the activity: visual Method: interactive teaching method Equipment: Textbook, the DVD of the book, puppets, computer, overhead projector Form: listening, speaking I Introduction: to make pupils feel themselves comfortable and interested at the lesson. Length and place in the activity: short, at the beginning. Good morning, pupils! Tim glad to see you. II. Reflection and assessment. Length and place in the lesson: 10 min., at the beginning. Activity 11 Issten and sing Objective: to sing the song "Good morning" Pupils listen the song "Good morning" and repeat together with teacher Good morning, good morning. Laok at these examples from the conversations. Then choose the correct words to complete the rules. You shouldn't walk on that leg. You shouldn't walk on that leg. We use shouldn't say something is a good / badidea. We use shouldn't so yay something is a good / badidea. We use shouldn't so yay something is a good / badidea. We use shouldn't so yay something is a good / badidea. We use shouldn't so yay something is a good / badidea. We use shouldn't so yay something is a good / badidea. We use shouldn't so yay something is a good / badidea. We use shouldn't so yay something is a good / badidea. We use shouldn't so yay something is a good / badidea. We use shouldn't so yay something is a good / badidea. We way shouldn't we we make questions with should. I should — Should I — You yay yay never the infinitive without 'to'. Look at these examples from t	Sana: ""20yil. Sinflar:	Toʻgarak rahbari:	
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Телеграм каналимиз:

@maktablar_uchun_hujjatlar Тўлов учун: XУМО 9860230104973329

Пластик эгаси Набиев Зокиржон



ДИККАТ!!!

Бу хужжатни хеч кимга тарқатмаслик шарти билан олишингиз мумкин. Сизга бу ОМОНАТ қилиб берилади. Тўлиқ холда олганингиздан сўнг: Фақат ўзингиз учун фойдаланинг. Хеч кимга берманг хаттоки энг яқин инсонингизга хам. Интернет веб-сайтларга жойламанг. Телеграм орқали канал ва группаларга тарқатманг. ОМОНАТГА ХИЁНАТ

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