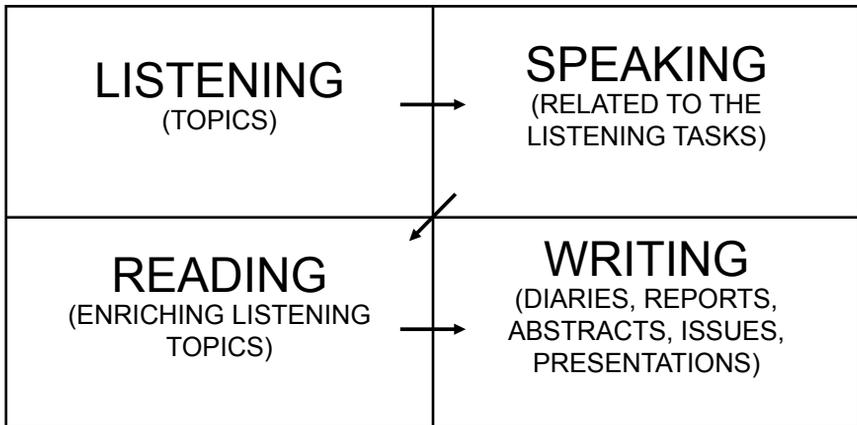


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ENGLISH

Teacher's Book

for the 3rd year students of Academic
Lyceums and Vocational Colleges



Uzbek State Standard B1

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Your destiny is my destiny. Your happiness is my happiness.

Islom Karimov

INTRODUCTION

Dear Teachers,

This book is your main manual to bring your students to the exact level of B1 or B1+ according to the new Uzbek Educational standard which is aligned to the international requirements of learning, teaching and assessment.

Now you are the ones who can develop your students to be able to graduate at this level and be successfully employed.

This book is your guidemap to leading your students through the language levels together with Student and Work book, supporting you in the duties of a leader, mentor and motivator of your students.

The book starts with the book map covering all 'can do' statements of A1 through B2 levels. This is like a compass to show you where your students will reach by the end of the first unit. The same sequencing goes with other units and the learning outcomes at B2 level. It is understandable that students may not be able to do all exercises themselves. That's why you should follow the instructions and methodology given in the book. Feel free to create new materials together with your colleagues and students.

Enjoy your continuous professional development which you will achieve as an invaluable outcome of your students' language proficiency.

The Author and the Working Team

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Units	Lesson 1 Prelistening and listening	Lesson 2 Speaking Reading	Lesson 3 Writing	Test of four skills (short exam)
1. Success as a learner	Looking back... move on Page 17	Getting along with others Page 27	Look at your future Page 30	Review Choosing a topic for RP Page 36
2. An effective research paper	Choosing a topic Page 41	Organising and structuring Page 58	Meeting a deadline Page 62	Review work on RP Page 65
3. Learning to learn	Critical thinking Page 67	Improving and maintaining the concentration Page 73	Reading and note taking skills Page 78	Report of RP PPT Page 81
4. Open and distance learning	Developing IT skills Page 85	Learning as an individual Page 88	Selecting materials and resources Page 90	Mid term Summative assessment skills Page 94
5. Academic skills	Understanding charts, tables and graphs Page 97	Confidence with numbers Page 100	Coherence and cohesion Page 104	Review Semester and year RP Page 108
6. Observation and reflection	Becoming a reflective learner Page 112	Getting feedbacks from peers Page 117	Getting reference from a tutor Page 120	Semester RP and PPT Page 123
7. Get ready	Working with drafts Page 124	Start smart, revision for tests Page 131	Coping with stress Page 134	Year RP and PPT Page 137
8. Presentation	Do's and don'ts Page 139	Presenting with usual aids Page 146	Peer support Page 148	Summative assessment Good luck on that!

Preface

The teacher's book, as an aid to teachers, includes extra material and handouts. The resources are oriented on the graduation exam meeting the requirements of the Uzbek Educational Standard of foreign languages. Considering its orientation to ESP we should refer to these areas:

- social class;
- occupational groups (academic, management, public service, skilled and manual workforces);
- wealth (income and inherited);
- regional cultures;
- security;
- institutions;
- tradition and social change;
- history, especially iconic historical personages and events;
- minorities (ethnic, religious);
- national identity;
- foreign countries, peoples;
- politics;
- arts (music, visual arts, literature, drama, popular music and song);
- religion;
- humour.

Teacher's Book – Instruction and methodology of the listening materials contain a variety of text types to present vocabulary and constructions to develop students' language skills.

The unit and lesson topics appear at the top of each page. Grammar points are signalled by subtitles and the main structures are presented in model patterns. They are summarized in Review pages at the end of each unit, except Units 5 and 8, where students have their summative exams on the four skills of listening, speaking, reading and writing. There are detailed exercises in the Student's book and self-study tasks. The Work book focuses on written assignments to improve students' productive skill in writing.

P.S.: Grammar and lexical competences as with the other 13 language competences can not be separated from four main skills. They are all integrated into language learning, teaching and assessment as integrated skills.

Student's Book – Complete tasks for the graduation of B1 and B1+ level. This book contains exercises for students to practise and consolidate the language presented for graduates at B1 and B1+. The Student's Book tasks have to be combined with the listening and writing activities. These activities are closely linked to graduates' speciality and the work to be finished by the

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end of the course. Follow the instructions for each unit as they will bring you and students step by step practice built on what they have done in the first and second years. This time they will divide their paper into 4 parts, like 4 paragraphs of a mini-research paper:

The first part: Review of the materials of the course work. Each student has to learn and abstract a minimum of 4 sources. For more details please have a look at the instructions of each unit. Grammar boxes and Skill Tip boxes are also included in the book. The exercise types include the following:

- task-listening exercises, usually requiring note-taking and orienting students on the whole unit tasks;
- various exercises to practise vocabulary-learning and spelling;
- punctuation exercises;
- questions on the Student's Book reading texts;
- speaking exercises;
- exercises to practise sentence patterns and points of grammar;
- exercises to develop writing.

The list of key words at the end of the book contains the testable vocabulary and Academic Word List B1.

Work book - Complete tasks for the graduation of B1 and B1+ level. The Work Book is the main record of monitoring the development of students. As for Uzbekistan English teachers, the Work Book is an important part of formative and summative assessment. The book covers all exercises in detail. The exercises are intended to orient students through the gradual stages of the research work, that is a 'must' component of the graduation. That means students should finish their two mini-research papers within the first and second semesters and must finish their research paper by the end of the year as 'Diploma Work'. Please look at the detailed assessment specifications at the end of the book. Follow the Teacher Development Framework sessions in order to get more professional skills to raise your students to the appropriate level. There are also some games to be played in the classroom.

Audio materials for the teacher and students: The audio contains texts for listenings tasks. Texts used for reading are also recorded, in order to help students with pronunciation. In addition, there are recordings of the extensive reading and 'Story Time' texts, which can be played as consolidation after students have read silently.

There are more materials for students to practise listening and reading in Work Book. Songs with the words can be helpful to increase students interest in language learning.

Teacher's Book 3rd for the Secondary Specialised and Vocational Education content is listed in the book map at the beginning of each unit.

Abbreviations used in the Teacher's Book:

SB5	Student's Book page 5
3	Audio Section 3
TB12	Teacher's Book page 12
TP	L1 Teaching Procedure Listening 1 TP
S1	Teaching Procedure Speaking 1 TP
V1	Teaching Procedure Vocabulary 1 TP
R1	Teaching Procedure Reading 1
T	Teacher
S	Student
Ex(s)	Exercise(s)
V	Vocabulary
R	Reading
W	Writing

Individual lesson plans are laid out as follows. Each plan begins with a table at the top of the page, containing the relevant information:

Unit Title. The title leads students and teachers to the start up of the next cycle of four skills to follow on the coming three units and review, including global, and the unit's 'can do' statements as a reminder for you.

A key feature of English 3 for the Secondary Specialised and Vocational Education is the project work. The aim of this book is to help students achieve the requirements of the State Standard of Foreign Languages as a part of compulsory education in Uzbekistan.

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FOR THE LEVEL OF GRADUATES ON FOREIGN LANGUAGE

B 1 LEVEL

Secondary Specialised Vocational Education

Vocational Colleges, Academic Lyceums with Non-language Profile and Academic Lyceums with Language Profile (Second Foreign Language)

Competences		CONTENT OF TEACHING AND LEARNING
TOPIC BASED CONTENT		<p>Topics related to everyday life (personal information, information about family, spending leisure time, etc.).</p> <p>Topics related to social life (social contact with the surrounding world of daily life and professional interest).</p> <p>Topics related to education (educational establishments, comparative education)</p> <p>Sociocultural topics (basic comparisons and contrasts between Uzbekistan and target cultures, e.g. the Great Britain and the USA, Germany and Austria)</p> <p>Occupation related topics: (economy, business, tourism) and Language for Academic Purposes (study skills related topics; making presentations, etc.)</p>
Linguistic competence	Competence in language skills	<p>Listening</p> <p>Learners should be exposed to: radio and TV programmes on current events and programmes related to personal and professional interests, documentaries and films (e.g. National Geographic channel), authentic specialized or professionally oriented discourses, lectures and presentations on special and general topics, different varieties of the target language (accents), conversations and discussions in the target language.</p> <p>Skills to be developed: Listening for gist; listening for detailed understanding; listening for specific points or information</p>
		<p>Reading</p> <p>newspapers, journals, periodicals, instructions, guidelines, leaflets, brochures, professionally oriented texts, containing certain professional terminology, the meaning of which can be inferred by guessing.</p> <p>Skills to be developed: reading for gist; reading for specific information; reading for detailed understanding; reading for orientation (signs, labels, etc.)</p>

Linguistic competence	Competence in language skills	Speaking	<p>Spoken Interaction: keeping up a prepared conversation (interview, checking and confirming information), keeping up an unprepared conversation (while travelling, wherever the target language is spoken), dealing with unpredictable situations, sharing opinions on familiar topics (books, films, music), exchanging information on familiar and less familiar topics debates, negotiations about price, etc.</p> <p>Spoken Production (monologue): expressing impressions, dreams, hopes and ambitions, making a presentation on special topics, giving reasons and explanations for opinions and plans in social and professional spheres, narrating a story, describing own reactions to the plot of a book and film, summarising a story or a discussion in simple terms.</p>
		Writing	<p>business letters, business papers (application, contract, CV....), reports, eg. on work experience, reviews, essays and other assignment formats, summaries of project works</p>
		Phonological competence	<p>use of rhythm and intonation appropriate to the various communicative types of utterances (declarative, interrogative, negative and imperative) in professional communicative settings</p>
		Lexical competence	<p>Word formation Polysemy Synonyms, antonyms and homonyms Job related collocations</p>
		Grammatical competence	<p>generally accurate application of grammatical material covered at previous levels (verb tenses, modals, comparative degrees of adjectives and adverbs, determiners, prepositions, etc.) in general and professional contexts</p>

<p>Sociolinguistic competence</p>	<p>intercultural awareness rising between Uzbek and other cultures, and the way some of the issues are related to the language, e.g. greetings, modes of address, basic politeness conventions, etc. further work on non-verbal elements of communication in different cultures: body language; non-verbal signals, etc. email and messaging conventions in the foreign language as compared with L1</p>
<p>Pragmatic competence</p>	<p>development of presentation skills linking ideas appropriately in spoken and written discourse, initial awareness of some of the degrees of formality of the language, needed in different social and professional settings, strategies for interrupting, clarifying, slowing a speaker down, paraphrasing, and compensating, etc.</p>

REQUIREMENTS FOR THE LEVEL OF GRADUATES ON THE FOREIGN LANGUAGE — B1+ LEVEL

Academic Lyceums with Specialisation in Languages

Competences			Can do statements
<p>LINGUISTIC COMPETENCE</p>	<p>COMPETENCE IN LANGUAGE SKILLS</p>	<p>Listening</p>	<p>By the end of Year 3, learners can: understand a clearly structured lecture or talk within own field, understand essential information on TV or radio programmes or from Internet sources in their field of interest, identify both main points and specific information in spoken sources in personal, academic or vocational spheres of life, understand most aspects of a conversation or discussion between target language speakers on a familiar general or special topic</p>

LINGUISTIC COMPETENCE	COMPETENCE IN LANGUAGE SKILLS	Speaking	<p>Spoken Interaction</p> <p>By the end of Year 3, learners can: exchange, check and confirm information on familiar routine and non-routine matters with some confidence, explain a problem and suggest solutions, deal with unpredictable interactive situations: keep up unprepared conversations and discussions, take part in debates and discussions on familiar topics, express ideas on abstract topics and issues in the course of discussions, comment on the views of others during a discussion or conversation, give detailed instructions and deal with questions about them, can conduct an interview using questions and making appropriate comments, can provide information, required in an interview or consultation</p> <p>Spoken Production (Monologue)</p> <p>By the end of Year 3, learners can: give a well-structured presentation on a general or special topic, summarise a short story, article or discussion, develop a straightforward argument well enough to be understood</p>
		Writing	<p>By the end of Year 3, learners can: take notes during a lecture which are precise enough for his/her own use, write a short, simple essay on a topic related to his/her field of interest, write formal letters, business papers (application, letters of agreement, CVs....), write well-structured reports on experiences, activities and events, write summaries of project works, write a story</p>

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LINGUISTIC COMPETENCE	COMPETENCE IN LANGUAGE SKILLS	Reading	By the end of Year 3, learners can: read longer texts in order to locate relevant information, and gather information from different parts of a text, identify the conclusions in clearly written argumentative text, recognize the general line of argument in a text, read relatively long texts for specific information, read short newspaper articles, Internet texts, etc. for both specific and detailed information
	LANGUAGE ABILITIES	Phonological Competence	By the end Year 3, learners can: use rhythm and intonation (declarative, interrogative, negative, imperative); dividing sentences into meaningful chunks, make use of stress and intonation for emphasis in presentations and discussions, recognise some accents in the FL (e.g. British vs American English)
		Lexical Competence	By the end of Year 3 , learners can: recognise and use vocabulary within their field of specialisation, recognise and make sense of word-building elements (compounds, prefixes, suffixes, roots) within and beyond their specialisation
		Grammatical Competence	By the end of Year 3, learners can: recognise and use appropriately all the main elements of FL grammar that are needed for communicative purposes

According to the requirements each unit has to cover the research paper as individual work of each student:

	Unit	Writing deadlines for students
Project 1	1-3	This research paper for the first semester forms skills on reading and writing. Following the instructions of writing on SB and WB students will achieve necessary skills for graduates. Write a plan.
Project 2	4-6	Write the main part of your research, and the third mark for writing. Presentation – fourth writing mark.
Project 3	7-8	Personal conclusions of students, presentation, PPT.

ADVICE TO TEACHERS

1. Classroom management. Good classroom management provides a very good atmosphere, which is very important in motivating learners. The following can help in this respect:

1.1 The room itself should promote communication and be as attractive and colourful as possible. Follow the instructions about your room design.

a) The arrangement of furniture should enable a frequent pair work and occasional group work. At the same time students have to be ready to do personal or group presentations.

b) Display area: Pictures, all kind of other parts of the design which will not cover the requirements of the standard should be taken away. Only works of students should be displayed. This also helps to make the room attractive. Students usually enjoy bringing their own work.

c) A book corner in a classroom is an excellent way of encouraging the language-learning habit through reading. Students in the 3rd course should have opportunities to look at books and try to read stories within the level of the course syllabus and even slightly beyond. If your school does not supply extra English story books, you can encourage students to bring some of their own. You can operate a Read It & Return Lending Library system on a small scale. Try to find time to talk about the books and let students talk about them.

1.2. Music: There are some songs chosen for you in the Work Book which can be of interest to your students if you sing together with them from time to time. They can do it themselves in their extra working hours with you. They may listen to them during written activities. This is an excellent idea, ensuring maximum exposure to the language, in an enjoyable way, in the limited classroom learning time available.

1.3. Extra materials: You will need white card to make extra word flashcards in classes requiring remedial word recognition practice, dialogue cues and also to make other visual aids such as a word card holder. Scissors, coloured chalk, coloured pens, sticky tape and poster adhesive are also useful. You will certainly need to provide, or ask students to provide, cardboard or thick paper to make the 'quote of the day' cards in each Unit.

Pair and group work. Pair and group activities have these advantages. Rather than students working alone they will:

- *use communicative English and promote this way in the classroom;*
- *allow for oral practice by all, rather than a few students;*
- *place responsibility for learning on students.*

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It is important that students understand these benefits. They are more likely to use the opportunities well if they do. Having permanent pairs of students is most efficient, but it may be necessary to change these from time to time. Please be sure that you are mixing the pair and groups all the time when you are giving different tasks. Only in this case learners can build very good team.

Apart from the pair activities marked in the books, students should be trained to discuss their answers and drafts of any writing task with their partners. As well as helping students develop their ability to review and improve their work, this is a real communication.

Group activities can be used sparingly because research shows that not all students respond well to them. If you devise your own group activities, remember that they must be well organized to be effective and they need very careful advance planning. Students must be willing to participate fully and they must understand exactly what is required of them.

The activities themselves must be suitable, in that they demand several participants. Unless this is so, some students will remain silent. Demonstration with one group is needed before the whole class carry out group activities.

Noise: If real oral communication is taking place, the classroom cannot be silent. However, this does not mean that it should be noisy. Let students understand the purpose of pair and group interaction, and this provides you exercise for the right degree of control, a whole room of students talking simultaneously should not be unreasonably noisy.

1. Mixed abilities. Apart from promoting student-centred learning, pair and group work have the additional advantage of releasing you to devote time to students who need special attention. When more able students are carrying out an activity in pairs, you can work intensively with an individual or a small group.

Provided the students are working effectively, it is possible to carry out this teaching tactfully and quietly, so that students are not embarrassed.

2. Lesson planning. Good lesson planning results in efficient use of classroom time. Students respond to a well-organized lesson is less difficult.

Encouraging good writing. Ask students who have written good paragraphs or stories to read them aloud to the class. Try to display their work or use it in the school magazine.

General procedure for writing activities

Writing is the most important part of learning, teaching and assessment. Thus in this book special emphasis is given to writing:

The first step. Preparation through discussion

Introduce and discuss the topic, which is already chosen by your students or given at the beginning of each unit. Either ask students to think of ideas and

discuss in pairs, or elicit ideas from students and write notes on the board. Tell students which pages in the SB and/or WB to use for reference. In the unit the fourth lesson is writing.

The second step. Plan

Referring to the notes already made, students suggest the number of paragraphs to be written and the topic of each one. This outline can be written on the board. An example of an opening sentence can be constructed by the class as a whole. A few examples of topic sentences might also be constructed in this way.

The third step. First draft

Students write while you circulate and give guidance. Close attention should be paid to connectors and reference pronouns, as well as grammatical accuracy. You should indicate what needs amending without necessarily telling a student exactly how to amend it. Consultation between partners can be encouraged at this stage. Students can also refer to dictionaries. This draft might sometimes be done in pairs.

The fourth step. Final draft

There should be few, if any, mistakes remaining when students write a fair copy. Circulate as before if this is done in class, although sometimes this stage may be done as home work. If there are still too many mistakes, it may be necessary for some students to rewrite a further fair copy.

The fifth step. Check answers

You can do a class check by:

- *asking individual students to read out a sentence each. The rest of the class confirm or correct;*
- *writing gapped sentences or paragraphs on the board and getting the students to fill the gaps.*

PROJECT WORK

Project work is an interesting part of self-study, giving self confidence in the language. It has several learning benefits.

For example:

- *it allows students to work fairly independently – they can choose to find information that really interests them, rather than always being directed by the teacher, parents or friends;*
- *it gives students with mixed-ability an opportunity to work at their own level;*
- *it can promote real communication and interaction;*
- *it is an excellent way of developing language skills, especially reading and writing.*

There are many strategies to encourage students to do their own project in that field where they feel comfortable. But it might be very difficult for some other students. In this case your role is to teach students to use different techniques. For example:

Option 1 Divide the class into groups of 6–8 students and give each group a name. Each group is responsible for allocating the required roles and producing material for the school magazine.

Option 2 Treat the whole class as a group capable of producing material. You collect articles, etc., whenever it's appropriate and take on the responsibility of selecting material for inclusion or display.

Option 3 Create a committee of students from the class to act as an editorial board. The rest of the class acts as contributors, i.e., they all submit material to the committee. The committee decides on what is suitable for inclusion or display.

Note: *Follow rules and deadlines all the time in each task. Do not forget to motivate that group which needs any help. All groups have to feel your willingness to be helpful.*

Unit 1 Success as a learner**LESSON ONE: LOOKING BACK... MOVE ON****At the end of the lesson students:**

Can follow the instructions of planning future based on their life and study experience,

Can understand instructions addressed carefully and slowly and follow short, simple directions,

Can understand the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.

Grammar: Past Continuous, Simple Passive

Study skills: Speaking for transaction

Starter

Remind them the rules of learning, teaching and assessment.

Possible activity: Put students in teams and distribute posters to them. Give them time (7-10 min) to work out the ground rules in the classroom. Let them present their posters to the whole class. Encourage them to hang the 'well done' posters on the wall.

Possible ground rules:

- Be always on time to classes
- Be active and enthusiastic
- Be always ready for classes
- Respect others
- Listen attentively when someone is talking
- Take your own responsibility
- Keep English in the classroom
- Help others in learning
- Put your personal academic goals

Possible activity: Self-assessment

Students will write a short reflective piece (about 150 words) answering the following questions:

- What, do you think, your level of English in terms of listening, spoken interaction and spoken production, writing and reading according to the State Standards is? Why do you think so?
- What level, do you think, you need to achieve by the end of Year 3?
- What, do you think, you can do to work on your English apart from your studies?

Invite some volunteers to present their self-assessment to the whole class.

Speaking

Ask the following questions from students:

- What senses does a human possess?
- What functions do the senses offer?
- What are their roles in listening to some information?

A broadly acceptable definition of a sense would be “A system that consists of a group of sensory cell types that responds to a specific physical phenomenon, and that corresponds to a particular group of regions within the brain where the signals are received and interpreted”. There is no firm agreement as to the number of senses because of differing definitions of what constitutes a sense.

The senses are frequently divided into *exteroceptive* and *interoceptive*:

- **Exteroceptive** senses are senses that perceive the body's own position, motion, and state, known as proprioceptive senses. External senses include the traditional five: sight, hearing, touch, smell and taste, as well as thermoception (temperature differences) and possibly an additional weak magnetoception (direction). Proprioceptive senses include nociception (pain); equilibrioception (balance); proprioception (a sense of the position and movement of the parts of one's own body).

- **Interoceptive** senses are senses that perceive sensations in internal organs.

Non-human animals may possess senses that are absent in humans, such as electro-reception and detection of polarized light.

TRADITIONAL SENSES

Sight

Sight or vision is the capability of the eye(s) to focus and detect images of visible light.

Hearing

Hearing or audition is the sense of sound perception. Hearing is all about vibration.

Taste

Taste (or, the more formal term, *gustation*; adjectival form: “gustatory”) is one of the traditional five senses. It refers to the capability to detect the taste of substances such as food, certain minerals, and poisons, etc.

Smell

Smell (or olfaction) is another sense for which we use the nose.

Touch

Touch or somatosensory, also called tactition, is a perception resulting from activation of neural receptors, generally in the skin, but also in the tongue and throat.

Other Senses

Humans have other senses that they are aware of, outside of the Traditional Senses. *Senses like Balance, Temperature, Kinesthetic sense, and Pain.*

Elicit the answers.

Exercise 1. (10 min) Pair up students and ask them to remember a specific period of time when they have successfully learned a new word. Ask them how they succeeded in learning the words. Let them discuss their learning experience in pairs. Invite some students to share their interesting learning experience with the whole class.

Exercise 2. Ask students to work in pairs and review the list of words. Give them some time to find the definitions of the words. They may refer to dictionary if needed.

creative	intelligent
scenario	ability
e-learning	time management
job etiquette	strategy
tactics	character
weak point	rely
EO	to floor
confident	occasion
clarify for himself	discerning
peaks (creativity)	treasure
rituals	discipline

creative	producing or using original and unusual ideas <i>a creative person/artist/designer/programmer</i> <i>creative talents/powers/abilities</i> <i>creative thinking</i>
scenario	a description of possible actions or events in the future <i>There are several possible scenarios.</i> <i>a horrific/nightmare scenario such as a Third World War</i> a written plan of the characters and events in a play or film

e-learning	the business of providing courses on the Internet for students so that they can study and learn at home
(job)etiquette	the set of rules or customs which control accepted behaviour in particular social groups or social situations <i>(Social) etiquette dictates that men cannot sit while women are standing.</i> <i>Diplomatic etiquette forbids calling for the death of a national leader.</i>
tactics	a planned way of doing something <i>These bomb attacks represent a change of tactics by the terrorists.</i> the arrangement and use of soldiers and equipment in war
weak point	description of someone's not strong enough skill
CEO	Chief Executive Officer - the person with the most important position in a company
confident	<i>having confidence</i> <i>Be a bit more confident in yourself!</i> <i>They don't sound confident about the future of the industry.</i> <i>I'm confident of his skills as a manager.</i>
	<i>Are you confident that enough people will attend the event?</i> <i>It was a confident performance.</i>
clarify	to make something clear or easier to understand by giving more details or a simpler explanation <i>Could you clarify the first point please? I don't understand it completely.</i> <i>The position of all shareholders will be clarified next month when we finalize our proposals.</i>
peaks	the highest, strongest or best point, value or level of skill <i>Holiday flights reach a peak during August.</i> <i>Beat the egg whites until they are stiff enough to form firm peaks.</i> <i>We saw a victory by an athlete at the very peak of her fitness and career.</i>
rituals	a set of fixed actions and sometimes words performed regularly, especially as part of a ceremony <i>Coffee and the newspaper are part of my morning ritual.</i> <i>The birds were performing a complex mating ritual.</i>

intelligent	<p>showing intelligence, or ability to learn and understand things easily <i>a highly intelligent young man</i> <i>an intelligent remark</i> <i>Helen had a few intelligent things to say on the subject.</i></p>
ability	<p>the physical or mental power or skill needed to do something <i>There's no doubting her ability.</i> <i>She had the ability to explain things clearly and concisely.</i> <i>She's a woman of considerable abilities.</i> <i>I have children in my class of very mixed abilities (= different levels of skill or intelligence) .</i> <i>a mixed ability class</i></p>
time management	<p>managing one's time correctly in order to cope with all the plans <i>He is very good at time management accomplishing the tasks in time.</i></p>
strategy	<p>a detailed plan for achieving success in situations such as war, politics, business, industry or sport, or the skill of planning for such situations <i>The president held an emergency meeting to discuss a military strategy with his defence commanders yesterday.</i> <i>Their marketing strategy for the product involves obtaining as much free publicity as possible.</i></p>
	<p><i>We're working on new strategies to improve our share of the market.</i></p>
character	<p>the particular combination of qualities in a person or place that makes them different from others <i>Politeness is traditionally part of the British character.</i> <i>It would be very out of character (= not typical) of her to lie.</i> <i>One of the joys of being a parent is watching the child's character develop.</i> <i>The idea was to modernize various aspects of the house without changing its essential character.</i> <i>It's not in his character to be (= he is not usually) jealous.</i></p>
rely	<p>to need a particular thing or the help and support of someone or something in order to continue, to work correctly, or to succeed <i>The success of this project relies on everyone making an effort.</i> <i>I rely on you for good advice.</i> <i>I'm relying on the garage to fix the car by tomorrow.</i></p>

<p>to floor</p>	<p>to surprise or confuse someone so much that they are unable to think what to say or do next <i>I didn't know what to say — I was completely floored.</i> <i>to hit someone and cause them to fall</i> <i>He was floored with a single punch to the head.</i></p>
<p>occasion</p>	<p>a particular time, especially when something happens or has happened <i>We met on several occasions to discuss the issue.</i> <i>I've heard him be rude to her on a number of occasions.</i> <i>I seem to remember that on that occasion he was with his wife.</i> <i>a special or formal event</i> <i>Sara's party was quite an occasion — there were over a hundred people there.</i> <i>At the wedding he sang a song specially written for the occasion.</i> <i>I have a suit but I only wear it on special occasions.</i> <i>The coronation of a new king is, of course, a historic occasion.</i> <i>Congratulations on the occasion of your wedding anniversary.</i></p>
<p>discerning</p>	<p>showing good judgment, especially about style and quality a discerning customer</p>
<p>treasure</p>	<p>very valuable things, usually in the form of a store of precious metals, precious stones or money <i>Stories about pirates often include a search for buried treasure.</i> <i>When they opened up the tomb they found treasure beyond their wildest dreams.</i></p>
<p>discipline</p>	<p>training which produces <u>obedience</u> (= willingness to obey) or self-control, often in the form of rules, and punishments if these are broken, or the <u>obedience</u> or self-control produced by this training <i>parental/military/school discipline</i> <i>There should be better discipline in schools.</i> <i>I don't have enough (self) discipline to save money.</i></p>

Exercise 3. (5 min) Tell students that some words in Ex.2 are used in the sentences given in the Student's Book. Put them in pairs and give them enough time to explain their meaning in sentences. Ask them to paraphrase the sentences.

Exercise 4. (10 min) Tell students that they are going to listen to the text "Look Back to Move Forward". Write the title of the listening material on the board. Before playing the tape ask the following question:

"What might the text be about?" Students should guess the plot of the material from its title.

Remind them to take notes while listening. Play the tape. Let them decide if their guesses about the content of the material have been correct.

Tapescript: Look Back to Move Forward

Bahrom was very creative and intelligent for the last two years at the college of Finance and Economy. It looks as if he built his life scenario which seems to him very successful. This feelings enable him to work more on his abilities what he learnt about e-learning, time management and job etiquette.

He has a friend with whom he shares his ideas and creates the strategy and tactics of his wish in order to realize his dreams. Sometimes it seems it has become their own joint work and project.

He has read lots of books on how to be successful, and how to avoid the drawbacks of of his character. In which questions he can rely on his friends or his admire uncle Ahmad. Bakhrom's uncle Ahmad is a successful businessman — CEO of his company. As a future bank working assistant he learnt a lot from him. Even his uncle planning to have his own bank where, Bahrom and his friend can assist him. Maybe they will be encouraged as well to run their own business or further education in Business Management.

He learnt how to develop his own business; maybe it's not his field which he has clicked. He will persist himself and will find out more resources on it and more people to learn from. But now he is in this stage and he is looking forward to do his diploma work in the field and find out if he is intended wholeheartedly to his decision or not. Maybe it's an occasion when you are just 'in the zone' and you want to be nowhere but in your classroom – with your students.

He must read a lot of materials of different successful people in order to ascertain for himself and his father that he is in the right way. As his father who is a manager in a governmental bank asks him a certain question and encourages him to find the answer through study materials. By fleeing the scene whenever he says, 'I remember when....' he advises him not to lose the connection with his thoughts, dreams, plans and actions.

To find moments of creativity peaks – when he is 'flying high, soaring'. Look for "treasure" – which are learning, practicing, to have special rituals for everyday

life in order to strengthen will power. He likes that his father says that only rituals bring the discipline, what the most successful people in the world have. He says when time stood still, you just knew what to do. It comes to you, naturally.

Exercise 5. (7 min) Tell students that they should listen to the tape again and answer the following questions. Play the tape again.

- Who is Bahrom?
- Why is he a successful person?
- How has he launched his own business?
- What is your plan for future?

Exercise 6. (3 min) Ask students to make the noun of the following verbs:

employ	employee, employer, employment
promote	promotion
retire	retirement, retiree
resign	resignation
train	trainer, trainee
recruit	recruitment, recruit, recruiter
apply	application, appliance, applicant
dismiss	dismissal
pay	payment, payee, payer
reward	reward

Exercise 7. (5 min) Ask students to work individually and match the sentences in the left column with the logically appropriate continuation in the right column.

a. Who is she talking to?	a. Oh, that's her brother.
b. Shall we go for a walk?	b. No, it is still raining outside.
c. I am looking for my bag.	d. Have you seen it?
d. What is she wearing?	f. I do not know but it does not suit her.
e. Is anyone still here?	b. No, no, sit down.
f. I'll be ready in few minutes.	c. I am just brushing my hair.
g. Where is he?	h. He is having his tea in the kitchen.
h. I am getting tired.	e. I think I'll go to bed.

Ask students to compare their results in pairs.

Exercise 8. (10 min) Ask students to look at “How to Make a Lunch” note. Explain students that the stages of preparing a lunch are given as an analogy to writing stages. Ask students to match the stages of writing with the stages of making a lunch.

Pre- Writing — go to the the refrigerator to see what’s available

Drafting — select food

Revising — put the food together on a plate

Editing — put the food together on a plate

Publishing — eat the lunch

Revisiting — after lunch you may return to the refrigerator for a snack or dessert if you are still hungry

Possible activity:

- a. For this task students will have to choose one of the suggested topics.
 1. Motivation
 2. Stress management
 3. Reflection
 4. Learner Autonomy
 5. Preparing for exams
- b. Students search for the materials in the library and internet on the chosen topic.
- c. Based on their reading and their interests they narrow down the topic and make a title.
- d. Students give references on the 5 sources (both on-line and in print: articles, books, encyclopedia entries etc.) which they think is relevant to the chosen title. They also should note where and how they have found each source, as well as provide brief notes on what kind of information one can find there.

Example,

Topic: Internet

Title: Internet websites for learning English.

Bibliography:

ELA Guide (2009). Skills for Life. British Council

Where have I found it: In the British Council Learning Centre

How have I found it: I asked the Learning Centre Counsellor to help me and she suggested this Guide.

Short note: The Guide (manual) has a section on using the Internet to enhance your learning and teaching of English. It provides some tasks on internet jargon, website addresses, podcasts, how to make information search and lots of recommended websites for learning English.

LESSON TWO: GETTING ALONG WITH OTHERS

Getting along with others

Speaking: Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.

Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.

Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.

Reading: Can understand short, simple messages on postcards.

Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.

Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.

Can follow short, simple written directions (e.g. to go from X to Y).

Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news.

Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.

Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.

Can ask people for things, and give people things.

Can handle numbers, quantities, cost and time.

Study skills on listening: Listening for gist
Reading for general information.

Exercise 1. (3 min) Remind students that they have listened to the success story of Bahrom in the previous lesson. Ask them to think about their own priorities as well. Students may talk about their successful learning, their participation in republican competitions, or in international exchange programs.

Exercise 2. (7 min) Tell students that they are going to take a career development survey. Ask them to review the career development specifications and rank the 5 important ones for them.

Ask them to compare their results in pairs.

Exercise 3. (15 min) Ask students to read the text “The Power of Daily Practices”. Ask them to match the following headings with the 1-4 paragraphs.

1. Human being
2. Personal and professional development
3. Working for results
4. Journaling session

Exercise 2. (5 min) Say that 14 features of career development are listed in the Student’s Book. Ask students to look through them and mark 3 important ones for them. Let them share their choice in pairs.

Exercise 3. (10 min) Help students practise the techniques of developing conversation by organizing a simulation. Ask them to imagine as if they are event organizers. Let them walk around the classroom and mingle with different students greeting, introducing themselves, briefing about the event they are planning to have. Observe them and give feedback to some students.

Exercise 4. (10 min) Allow students some time to read the text “The Power of Daily Practices”. Ask students to match the headings with the paragraphs.

1. Human being
2. Personal and professional development
3. Working for result
4. Journaling session

Ask students to study the tips for successful reading test and discuss the tips in pairs.

Possible Activity. Make copies of the below handout and distribute them to students. Encourage students to discuss the three styles of reading with the whole class.

Handout

STYLES OF READING

There are three styles of reading which we use in different situations:

Scanning: for a specific focus

The technique you use when you’re looking up a name in the phone book: you move your eye quickly over the page to find particular words or phrases that are relevant to the task you’re doing.

It's useful to scan parts of texts to see if they're going to be useful to you:

- the introduction or preface of a book
- the first or last paragraphs of chapters
- the concluding chapter of a book.

Skimming: for getting the gist of something

The technique you use when you're going through a newspaper or magazine: you read quickly to get the main points, and skip over details. It's useful to skim:

- to preview a passage before you read it in detail
- to refresh your understanding of a passage after you've read it in detail.

Use skimming when you're trying to decide if a book in the library or a bookshop is right for you.

Detailed reading: for extracting information accurately

Where you read every word, and work to learn from the text.

In this careful reading, you may find it helpful to skim first, to get a general idea, but then go back to read in detail. Use a dictionary to make sure you understand all the words used.

LESSON THREE: LOOK AT YOUR FUTURE

Can passing and exchanging notes, memos, etc. when spoken interaction is impossible and inappropriate.

Can ask for or pass on personal details in written form.

Can write a short simple postcard.

Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form.

Study skills: writing short messages.

Exercise 1. (10min) Ask students to work in pairs and discuss the following questions:

What is the difference between formal and informal letters?

Have you ever written any formal or informal letter?

If yes, when was it, and what was the occasion?

FORMAL AND INFORMAL LETTERS

A good letter should consist of:

- a) an appropriate greeting (Dear Sir/Madam, Dear Kathy, Dear Mr Brown)
- b) an introduction clearly stating the reason you are writing
- c) the main body in which the subject is developed. Begin a new paragraph for each main point

- d) a final paragraph in which you sum up the topic or express your wish for something to be done
- e) an appropriate ending (Yours/Best wishes, + first name, Yours sincerely, Yours faithfully, + full name).

Style in Letters

The characteristics of a formal style in letters are:

- *The greeting (Dear Mrs Lee, Dear Sir,)*
- *Frequent use of the passive*
- *Formal language (complex sentences, non-colloquial English)*
- *No abbreviated forms*
- *The ending (Yours sincerely,/Yours faithfully)*

The characteristics of an informal style in letters are:

- *The greeting (Dear Alex, Dear Dad)*
- *Informal language and style (idioms, colloquial English)*
- *Abbreviated forms, pronouns omitted*
- *The ending (Yours/Love/Best wishes/Regards,Anthony)*

REMEMBER!

- Informal (friendly) letters have only one address (yours) whereas formal Letters have two (yours and the recipient's)
- Friendly letters begin with Dear + first name and end with Love/Yours/ Best wishes + first name
- Formal letters begin with:
 - a) Dear Sir/Madam and end with Yours faithfully + full name
 - b) Dear Mr/Mrs + surname and end with Yours sincerely + full name
- Semi-formal letters can begin with Dear Mr/Mrs + surname and end Best wishes/Yours + first name/full name

FORMAL AND INFORMAL LETTERS

	FORMAL	INFORMAL
Name	Dear Mr/Mrs/Ms Dupuis Dear Mary	Hi/Hello Mary Mary,....(or no name at all)
Previous contact	Thank you for your e-mail of... Further to your last e-mail,... I apologise for not getting in contact with you before now.	Thanks for your e-mail. Re your e-mail,... Sorry, I haven't written for ages, but I've been really busy.

<p>Reason for writing</p>	<p>I am writing in connection with... I am writing with regard to... In reply to your e-mail, here are... Your name was given to me by... We would like to point out that...</p>	<p>Just a short note about... I'm writing about... Here's the...you wanted. I've got your name from... Please note that...</p>
<p>Giving information</p>	<p>I'm writing to let you know that... We are able to confirm that... I am delighted to tell you that... We regret to inform you that...</p>	<p>Just a note to say... We can confirm that... Good news! Unfortunately,...</p>
<p>Attachments</p>	<p>Please find attached my report. I'm sending you ... as a pdf file.</p>	<p>I've attached... Here is the...you wanted.</p>
<p>Asking for information</p>	<p>Could you give me some information about... I would like to know... I'm interested in receiving/ finding out...</p>	<p>Can you tell me a little more about... I'd like to know... Please send me...</p>
<p>Requests</p>	<p>I'd be grateful if you could... I wonder if you could... Do you think I could have...? Thank you in advance for your help in this matter.</p>	<p>Please could you... Could you...? Can I have...? I'd appreciate your help on this.</p>
<p>Promising action</p>	<p>I will... I'll investigate the matter. I will contact you again shortly.</p>	<p>I'll... I'll look into it. I'll get back to you soon.</p>
<p>Offering help</p>	<p>Would you like me to...? If you wish, I would be happy to... Let me know whether you would like me to...</p>	<p>Do you want me to...? Shall I...? Let me know if you'd like me to...</p>

Final comments	Thank you for your help. Do not hesitate to contact us again if you require any further information. Please feel free to contact me if you have any questions. My direct line is...	Thanks again for... Let me know if you need anything else. Just give me a call if you have any questions. My number is...
Close	I am looking forward to...(+ -ing) Give my regards to... Best wishes Regards	Looking forward to...(+ -ing) Best wishes to... Speak to/See you soon. Bye (for now) / All the best

Exercise 2. (5 min) Write the words 'sensation' and 'perception' on the board and ask students the meaning of them. You may let them use dictionary. Ask them the following questions:

- What senses do you know? Why do we need them?
- How does a transduction transform a physical signal into a neural signal?

sensation - the process by which our sensory receptors and nervous system receive and represent stimulus energies from our environment.

a) the ability to feel something physically, especially by touching, or a physical feeling that results from this ability

a burning sensation

*I had no sensation **of** pain whatsoever.*

The disease causes a loss of sensation in the fingers.

b) a general feeling caused by something that happens to you, especially a feeling which you cannot describe exactly

*I had the odd sensation (**that**) someone was following me.*

I can remember the first time I went sailing - it was a wonderful sensation.

c) something very exciting or interesting, or something which causes great excitement or interest

*Their affair **caused** a sensation.*

The books have been a publishing sensation on both sides of the Atlantic.

The show was an overnight sensation (= was very successful immediately).

perception - the process of organizing and interpreting sensory information, enabling us to recognize meaningful objects and events

a) a belief or opinion, often held by many people and based on how things seem

*We have to change the public's perception that money is being wasted.
These photographs will affect people's perceptions of war.*

b) the quality of being aware of things through the physical senses, especially sight

Drugs can alter your perception of reality.

c) someone's ability to notice and understand things that are not obvious to other people

*She has extraordinary powers of perception for one so young.
He's not known for his perception.*

transduction - the transportation or transformation of something from one form, place, or concept to another. In psychology, transduction refers to reasoning from specific cases to general cases, typically employed by children during their development. The word has many specialized definitions in varying fields. Furthermore, transduction is defined as what takes place when many sensors in the body convert physical signals from the environment into encoded neural signals sent to the central nervous system.

Exercise 3. (3 min) Ask student to write down the extended forms of the contractions as well as the contractions of the sentences.

contraction - a shortened form of a word or combination of words which is often used instead of the full form in spoken English

'Won't' is a contraction of 'will not'.

- a. I will let you know tomorrow.
- b. I would like an answer as soon as possible.
- c. I will not know till next Monday.
- d. I can not help you, I am afraid.
- e. It's been ages since I've seen her.
- f. I shouldn't be surprised if they're late.
- g. You mustn't do anything until I say so.
- h. She'd love visiting Khiva in spring.

Exercise 4. (10 min) Ask students to write a short message of 40-50 words about their future plan using the given words and conjunctions in the Student Book.

Exercise 5. (5 min) Ask students to look at the diagram and let them discuss the purpose of it.

Exercise 6. (10 min) Ask students to work individually and work out their own year plan. Let them present their plan to the whole class.

Exercise 7. (10 min) Introduce students with the tips on how to write about personal information. Following the personal identification, they should write their own personal information like autobiography. Invite some students with their written personal info to read out for the whole class. You may distribute the copies of the handout with Personal Information template below:

Handout **Personal Information outline**

Paragraph 1 Introduction:	Paragraph 2 Beginning years:
<p>Topics you might want to cover in the first paragraph</p> <ul style="list-style-type: none"> • Birth date, place and interesting story • Parents • Brothers, sisters • Why you were given your name • Where you are from and ethnicity <p><i>Sentence 1:</i> <i>Sentence 2:</i> <i>Sentence 3:</i> <i>Sentence 4:</i> <i>Sentence 5:</i></p>	<p>Topics to consider</p> <ul style="list-style-type: none"> • Where you grew up • First days of school • First memories • First friends • Vacations • Funny memory or story • Early holidays <p><i>Sentence 1:</i> <i>Sentence 2:</i> <i>Sentence 3:</i> <i>Sentence 4:</i> <i>Sentence 5:</i></p>

Exercise 8. (7 min) Pair up students and ask them to exchange their written assignment in Ex. 7. Ask them to comment on each other's personal information if it aligns with the template in the handout.

Follow up

Ask students the following questions:

- a. *What is an ampersand?*
- b. *When do we use 'and' and '&'?*
- c. *What do you know about the origin of ampersand?*

Give students some time to look through the usage of ampersands in the article and check if their answers have been correct.

For your own review

When to use an ampersand

The ampersand is a curiosity in written English, an entire word represented by a single symbol - &.

The ampersand presents writers with a choice, to write 'and' or '&'. How do you decide when to employ the longer or the shorter version of this common conjunction? And does your choice matter?

Yes, it does matter. Whether they are reading your tweets, your brochures, your blog, readers will form an impression of your business based on your ability to write. Using the ampersand in what many consider to be the wrong place, such as an article like this, can damage your brand. Minor damage, perhaps, but every small dent takes the shine off your image.

How to use an ampersand

An ampersand is used in the following circumstances:

- Where it is part of a business name. A classic example is Marks & Spencer, who always write their name with an ampersand. Except for their website, because you can't use the symbol in a URL.
- In a tweet, where space is short. I abbreviate 'and' to '&' only when I'm cutting the length of a tweet to fit the 140 character limit.
- In academic references, such as 'Allcot & West, 2010'. This is where I'm quoting a source document written by two or more authors.
- In abbreviations where it looks right, such as 'R&D' (research and development).

The Writers Guild of America imbues the ampersand with a very precise meaning when it appears in credits, say for a film. Where two writers' names are separated by 'and' it means they wrote separately, with perhaps one amending the work of the other. The use of '&' implies that the writers adopted a more collaborative approach, working together on the script.

The origins of the ampersand

This section is for those, like me, who are curious as to the roots of this odd character. Apparently it was once regarded as the 27th letter in the alphabet. The symbol was called 'and' but when the alphabet was recited aloud, children would end it with 'X, Y, Z and per se and.' The 'per se' indicated that 'and' was by itself, a separate letter. Over time this became corrupted to 'ampersand', the word evolving during the early 1800s.

The shape of the ampersand dates back to Roman times and is a combination of the letters 'e' and 't', which formed the Latin word for 'and'.

LESSON FOUR: REVIEW

In this unit you have revised:

- What is important in learning vocabulary and how to use — grammar structure on present simple, past simple, past continuous and present perfect tenses, usage of for and since with the present perfect, revision of gerund after like, enjoy, hate, love, dislike;

Apostrophe before and after s;

Defining relative clause with who;

Functional/Notional areas:

- Asking for and making suggestions;
- Expressing personal preferences;
- Asking for and giving opinions

Ask students to revise all four lessons. Give them some time to review the transitional words. Have them use the transitional words in their speech. If some of them are not clear, help them to get the message of each transitional device.

Possible activity: Ask students to produce a piece of writing for the magazine about a 'Day in the life of someone' in a particular job. Remind them to use the suitable transitional device.

Possible activity: Make copies of the below quiz and distribute them to students. Give them some time to do the quiz. Check the answers.

Transitions Quiz

Complete each paragraph by selecting the transition (word or phrase) that best fits in each blank. Do not use the same transition more than once. Some transition words may seem similar in meaning, but your goal is to choose the ones that create the most effective paragraph.

A vegetarian can be defined as someone who does not eat meat, fish, or other animal products, such as eggs or cheese; 1) _____, he or she eats vegetables, fruits, grains, and seeds. 2) _____ this diet consists of non-meat food sources, a vegetarian typically consumes less fat and cholesterol than an individual who consumes meat. 3) _____, raising animals for food uses valuable land, water, and energy. 4) _____, adopting a vegetarian diet helps conserve the valuable resources that our future depends on.

1. A vegetarian can be defined as someone who does not eat meat, fish, or other animal products, such as eggs or cheese; 1) _____, he or she eats vegetables, fruits, grains, and seeds.

- a) *consequently*
- b) *because*
- c) *furthermore*
- d) *instead*
- e) *for example*

2. _____ this diet consists of non-meat food sources, a vegetarian typically consumes less fat and cholesterol than an individual who consumes meat.

- a) *Consequently*
- b) *Because*
- c) *Furthermore*
- d) *Instead*
- e) *For example*

3. _____, raising animals for food uses valuable land, water, and energy.

- a) *Consequently*
- b) *Because*
- c) *Furthermore*
- d) *Instead*
- e) *for example*

4. _____, adopting a vegetarian diet helps conserve the valuable resources that our future depends on.

- a) *Consequently*
- b) *Because*
- c) *Furthermore*
- d) *Instead*
- e) *For example*

5) _____ many educators and parents have praised the *Harry Potter* series, some Christian parents have called for a ban on the books in their schools and libraries. Some churches have even gone as far as burning the books, citing biblical injunctions against witchcraft, 6) _____ those in *Exodus* and *Leviticus*. 7) _____, some Christians believe the books are compatible with Christianity, 8) _____, that they embody basic Christian beliefs.

5. _____ many educators and parents have praised the *Harry Potter* series, some Christian parents have called for a ban on the books in their schools and libraries.

- a) *although*
- b) *In addition*
- c) *Such as*
- d) *However*
- e) *Indeed*

6. Some churches have even gone as far as burning the books, citing biblical injunctions against witchcraft, _____ those in *Exodus* and *Leviticus*.

- a) *although*
- b) *in addition*
- c) *such as*
- d) *however*
- e) *indeed*

7. _____, some Christians believe the books are compatible with Christianity,

- a) *Although*
- b) *In addition*
- c) *Such as*
- d) *However*
- e) *Indeed*

8. _____, that they embody basic Christian beliefs.

- a) *Although*
- b) *In addition*
- c) *Such as*
- d) *However*
- e) *Indeed*

Massive energy consumption is having a negative impact on the planet.

9) _____, in the summer of 2006, Western Europe experienced some of the hottest weather on record. 10) _____, this temperature increase is not an isolated occurrence. 11) _____, almost every credible scientist today believes that the earth is experiencing climate change due to the emissions of greenhouse gases from cars and coal-burning power plants. Ninety per cent of the energy used in the US comes from fossil fuels, oil, coal, and natural gas (Borowitz 43), 12) _____ problems arise from other sources, too (e.g., nuclear power plants leave radioactive by-products,

making storage difficult). 13) _____, *dams are not much better, as nearby populations must be relocated, and the surrounding habitat is destroyed.*

9. _____, in the summer of 2006, western Europe experienced some of the hottest weather on record.

- a) *In fact*
- b) *For example*
- c) *Unfortunately*
- d) *Moreover*
- e) *But*

11. _____, almost every credible scientist today believes that the earth is experiencing climate change due to the emissions of greenhouse gases from cars and coal-burning power plants.

- a) *In fact*
- b) *For example*
- c) *Unfortunately*
- d) *Moreover*
- e) *But*

13. _____, dams are not much better, as nearby populations must be relocated, and the surrounding habitat is destroyed.

- a) *In fact*
- b) *For example*
- c) *Unfortunately*
- d) *Moreover*
- e) *But*

14) _____, *studies investigating the pros and cons of single-sex versus coeducation schools have come to public attention,* 15) _____ *the results show some dramatic differences between the genders.* 16) _____, *single-sex schools appear to help girls with their work habits;* 17) _____, *boys achieve a higher success rate in a coeducational system.* 18) _____, *girls seem to work best when communication and co-operation are stressed,* 19) _____ *boys may be more comfortable with individual and competitive styles of learning.*

10. _____, this temperature increase is not an isolated occurrence.

- a) *In fact*
- b) *For example*
- c) *Unfortunately*
- d) *Moreover*
- e) *But*

12. Ninety per cent of the energy used in the US comes from fossil fuels, oil, coal, and natural gas (Borowitz 43), _____ problems arise from other sources, too (e.g., nuclear power plants leave radioactive by-products, making storage difficult).

- a) *in fact*
- b) *for example*
- c) *unfortunately*
- d) *moreover*
- e) *but*

14. _____, studies investigating the pros and cons of single-sex versus coeducation schools have come to public attention,

- a) *Whereas*
- b) *For example*
- c) *By contrast*
- d) *Recently*
- e) *And*
- f) *In other words*

16. _____, single-sex schools appear to help girls with their work habits;

- a) *Whereas*
- b) *For example*
- c) *By contrast*
- d) *Recently*
- e) *And*
- f) *In other words*

18. _____, girls seem to work best when communication and co-operation are stressed,

- a) *Whereas*
- b) *For example*
- c) *By contrast*
- d) *Recently*
- e) *And*
- f) *In other words*

15. _____ the results show some dramatic differences between the genders.

- a) *Whereas*
- b) *For example*
- c) *By contrast*
- d) *Recently*
- e) *And*
- f) *In other words*

17. _____, boys achieve a higher success rate in a coeducational system.

- a) *Whereas*
- b) *For example*
- c) *By contrast*
- d) *Recently*
- e) *And*
- f) *In other words*

19. _____ boys may be more comfortable with individual and competitive styles of learning.

- a) *Whereas*
- b) *For example*
- c) *By contrast*
- d) *Recently*
- e) *And*
- f) *In other words*

Quiz answer:

1	d
2	b
3	c
4	a
5	a

6	c
7	c
8	e
9	b
10	d

11	a
12	e
13	c
14	d
15	e

16	b
17	c
18	f
19	a

Unit 2 An effective research paper

LESSON ONE: CHOOSING A TOPIC

Can understand announcements and messages on concrete and abstract topics.

Can catch the main point in short, clear, simple messages and announcements.

Can understand simple directions relating to how to get from X to Y, on foot or by public transport.

Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.

Study skills: Listening to media (radio, TV, recordings, cinema)

Starter (5 min) Ask students to review the rules for capitalization and ask them to find relevant examples in the book.

Capitalization Rules

Capitalization is the writing of a word with its first letter in uppercase and the remaining letters in lowercase. Experienced writers are stingy with capitals. It is best not to use them if there is any doubt.

Rule 1. Capitalize the first word of a document and the first word after a period.

Rule 2. Capitalize proper nouns and adjectives derived from proper nouns.

Examples:

the Golden Gate Bridge

the Grand Canyon

a Russian song

a Shakespearean sonnet

a Freudian slip

With the passage of time, some words originally derived from proper nouns have taken on a life, and authority, of their own and no longer require capitalization.

Examples:

herculean (from the ancient-Greek hero Hercules)

quixotic (from the hero of the classic novel Don Quixote)

draconian (from ancient-Athenian lawgiver Draco)

The main function of capitals is to focus attention on particular elements within any group of people, places, or things. We can speak of a lake in the middle of the country, or we can be more specific and say Lake Michigan, which distinguishes it from every other lake on the Earth.

Capitalization Reference List

- Brand names
- Companies
- Days of the week and months of the year
- Governmental matters

*Congress (but congressional), the U.S. Constitution (but constitutional), the Electoral College, Department of Agriculture. **Note:** Many authorities do not capitalize federal or state unless it is part of the official title: State Water Resources Control Board, but state water board; Federal Communications Commission, but federal regulations.*

- Historical episodes and eras
the Inquisition, the American Revolutionary War, the Great Depression

- Holidays
- Institutions

Oxford College, the Juilliard School of Music

- Manmade structures
the Empire State Building, the Eiffel Tower, the Titanic

- Manmade territories
Berlin, Montana, Cook County

- Natural and manmade landmarks
Mount Everest, the Hoover Dam

- Nicknames and epithets
Andrew "Old Hickory" Jackson; Babe Ruth, the Sultan of Swat

- Organizations
American Center for Law and Justice, Norwegian Ministry of the Environment

- Planets
Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, but policies vary on capitalizing earth, and it is usually not capitalized unless it is being discussed specifically as a planet: We learned that the Earth travels through space at 66,700 miles per hour.

- Races, nationalities, and tribes
Eskimo, Navajo, East Indian, Caucasian, African American (**Note:** *white and black in reference to race are lowercase*)
- Religions and names of deities
Note: *Capitalize the Bible (but biblical). Do not capitalize heaven, hell, the devil, satanic.*
- Special occasions
the Olympic Games, the Cannes Film Festival
- Streets and roads

Lowercase Reference List

Here is a list of categories not capitalized unless an item contains a proper noun or proper adjective (or, sometimes, a trademark). In such cases, only the proper noun or adjective is capitalized.

- Animals
antelope, black bear, Bengal tiger, yellow-bellied sapsucker, German shepherd
- Elements
Always lowercase, even when the name is derived from a proper noun: einsteinium, nobelium, californium
- Foods
Lowercase except for brand names, proper nouns and adjectives, or custom-named recipes: Tabasco sauce, Russian dressing, pepper crusted bluefin tuna, Mandy's Bluefin Surprise
- Heavenly bodies besides planets
Never capitalize the moon or the sun.
- Medical conditions
Epstein-Barr syndrome, tuberculosis, Parkinson's disease
- Minerals
- Plants, vegetables, and fruits
poinsettia, Douglas fir, Jerusalem artichoke, organic celery, Golden Delicious apples
- Seasons and seasonal time
spring, summertime, the winter solstice, the autumnal equinox, daylight saving time

Rule 3. A thorny aspect of capitalization: where does it stop? When does the *Iraq war* become the *Iraq War*? Why is the legendary *Hope Diamond* not the *Hope diamond*? Everyone writes *New York City*, so why does the *Associated Press Stylebook* recommend *New York state*? There aren't always easy formulas or logical explanations. Research with reference books and search engines is the best strategy.

In the case of brand names, companies are of little help, because they capitalize any word that applies to their merchandise. *Domino's Pizza* or *Domino's pizza*? Is it *Ivory Soap* or *Ivory soap*, a *Hilton Hotel* or a *Hilton hotel*? Most writers don't capitalize common nouns that simply describe the products (pizza, soap, hotel), but it's not always easy to determine where a brand name ends. There is *Time* magazine but also the *New York Times Magazine*. No one would argue with *Coca-Cola* or *Pepsi Cola*, but a case could be made for *Royal Crown cola*.

If a trademark starts with a lowercase word or letter (e.g., eBay, iPhone), many authorities advise capitalizing it to begin a sentence.

Example: *E*Bay opened strong in trading today.

Rule 4. Capitalize titles when they are used before names, unless the title is followed by a comma. Do not capitalize the title if it is used after a name or instead of a name.

Examples:

The president will address Congress.

Chairman of the Board William Bly will preside at the conference.

The chairman of the board, William Bly, will preside.

The senators from Iowa and Ohio are expected to attend.

Also expected to attend are Senators Buzz James and Eddie Twain.

The governors, lieutenant governors, and attorneys general called for a special task force.

Governor Fortinbrass, Lieutenant Governor Poppins, and Attorney General Dalloway will attend.

NOTE

Out of respect, some writers and publishers choose to capitalize the highest ranks in government, royalty, religion, etc.

Examples:

The President arrived.

The Queen spoke.

The Pope decreed.

Many American writers believe this to be a wrongheaded policy in a country where, theoretically, all humans are perceived as equal.

Rule 5. Titles are not the same as occupations. Do not capitalize occupations before full names.

Examples:

director Steven Spielberg

owner Helen Smith

coach Biff Sykes

Sometimes the line between a title and an occupation gets blurred. One example is *general manager*. Is it a title or an occupation? Opinions differ. Same with *professor*. The *Associated Press Stylebook* considers *professor* a job description rather than a title, and recommends using lowercase even before the full name: *professor Robert Ames*.

However, titles replacing someone's first name are generally capitalized.

Example: *Here comes Professor Ames.*

Rule 6a. Capitalize a formal title when it is used as a direct address. The more formal the title, the more likely it is to be capitalized.

Examples:

Will you take my temperature, Doctor?

We're sorry to report, Captain, that we're headed for choppy waters.

That's what you say, mister.

Good afternoon, sweetheart.

Rule 6b. Capitalize relatives' family names (kinship names) when they immediately precede a personal name, or when they are used alone in place of a personal name.

Examples:

I found out that Mom is here.

You look good, Grandpa.

Andy and Opie loved Aunt Bee's apple pies.

However, these monikers are not capitalized when they are used with possessive nouns or pronouns, or when they follow the personal name, or when they do not refer to a specific person.

Examples:

My mom is here.

Joe's grandpa looks well.

The James brothers were notorious robbers.

There's not one mother I know who would allow that.

Rule 6c. Capitalize nicknames in all cases.

Examples:

Meet my brothers, Junior and Scooter.

I just met two guys named Junior and Scooter.

Rule 7. Capitalize specific geographical regions. Do not capitalize points of the compass.

Examples:

We had three relatives visit from the West.

Go west three blocks and then turn left.

We left Florida and drove north.

We live in the Southeast.

We live in the southeast section of the town.

Most of the West Coast is rainy this time of a year. (referring to the United States)

The west coast of Scotland is rainy this time of a year.

Some areas have come to be capitalized for their fame or notoriety:

Examples:

I'm from New York's Upper West Side.

I'm from the South Side of Chicago.

You live in Northern California; he lives in Southern California.

Rule 8. In general, do not capitalize the word before the proper nouns.

Examples:

I'm reading the London Times.

They're fans of the Grateful Dead.

In special cases, if the word **the** is an inseparable part of something's official title, it may be capitalized.

Example: *We visited The Hague.*

Rule 9. It is not necessary to capitalize city, town, county, etc., if it comes before the proper name.

Examples:

the city of New York

New York City

the county of Marin

Marin County

Rule 10a. Always capitalize the first word in a complete quotation, even midsentence.

Example: *Lamarr said, "The case is far from over, and we will win."*

Rule 10b. Do not capitalize quoted material that continues a sentence.

Example: *Lamarr said that the case was "far from over" and that "we will win."*

Rule 11. For emphasis, writers sometimes capitalize a midsentence independent clause or question.

Examples:

One of her cardinal rules was, Never betray a friend.

It made me wonder, What is mankind's destiny?

Rule 12. Capitalize the names of specific course titles, but not general academic subjects.

Examples:

I must take history and Algebra 101.

He has a double major in European economics and philosophy.

Rule 13. Capitalize art movements.

Example: *I like Surrealism, but I never understood Abstract Expressionism.*

Rule 14. Do not capitalize the first item in a list that follows a colon.

Example: *Bring the following: paper, a pencil, and a snack.*

Rule 15. Do not capitalize “the national anthem.”

Rule 16a. Composition titles: which words should be capitalized in titles of books, plays, films, songs, poems, essays, chapters, etc.? This is a vexing matter, and policies vary. The usual advice is to capitalize only the “important” words. But this isn’t really very helpful. Aren’t all words in a title important?

The following rules for capitalizing composition titles are virtually universal.

- Capitalize the title’s first and last word.
- Capitalize all adjectives, adverbs, and nouns.
- Capitalize all pronouns (including *it*).
- Capitalize all verbs, including the verb **to be** in all forms (*is, are, was, has been, etc.*).
- Capitalize **no, not**, and the interjection **O** (e.g., *How Long Must I Wait, O, Lord?*).
- Do not capitalize an article (*a, an, the*) unless it is first or last in the title.
- Do not capitalize a **coordinating conjunction** (*and, or, nor, but, for, yet, so*) unless it is first or last in the title.
- Do not capitalize the word **to**, with or without an infinitive, unless it is first or last in the title.

Otherwise, styles, methods, and opinions vary; for instance, certain short conjunctions (e.g., *as, if, how, that*) are capped by some, lowercased by others.

A major bone of contention is prepositions. *The Associated Press Stylebook* recommends capitalizing all prepositions of more than three letters (e.g., *with, about, across*). Other authorities advise lowercase until a preposition reaches five or more letters. Still others say not to capitalize any preposition, even big words like *regarding* or *underneath*.

Hyphenated words in a title also present problems. There are no set rules, except to always capitalize the first element, even if it would not otherwise be capitalized, such as *to* in *My To-go Order* (some would write *My To-Go Order*).

Some writers, editors, and publishers choose not to capitalize words following hyphens unless they are proper nouns or proper adjectives (*Ex-Marine* but *Ex-husband*). Others capitalize any word that would otherwise be capped in titles (*Prize-Winning, Up-to-Date*).

Rule 16b. Many books have subtitles. When including these, put a colon after the work's title and follow the same rules of composition capitalization for the subtitle.

Example: *The King's English: A Guide to Modern Usage*

Note that A is capitalized because it is the first word of the subtitle.

Suppose you are reviewing a book whose title on the cover is in capital letters: THE STUFF OF THOUGHT. Beneath, in smaller capital letters, is the subtitle, LANGUAGE AS A WINDOW INTO HUMAN NATURE. All sides would agree that the main title should be written, The Stuff of Thought. But depending on which capitalization policy you choose, the subtitle might be any of the following:

Language **As** a Window **Into** Human Nature

Any title of more than two words can be a challenge. How would you capitalize such as title as *not yet rich*? Since all the words in any title are always capitalized, the only question is whether to cap *yet*. In this case, *yet* is an adverb, and adverbs are always capped. So make it *Not Yet Rich*.

Now suppose the title is *rich yet miserable*. This time *yet* is one of the seven coordinating conjunctions (the others are *and, or, nor, but, for, and so*). Since coordinating conjunctions are not capitalized in titles, the right answer is *Rich yet Miserable*.

Here are two correctly capitalized titles: *Going up the Road* and *Going Up in a Balloon*. In the first title, *up* is a preposition, and short prepositions are not capitalized. In the second title, *Up* is an adverb and should be capped.

Exercise 1. (3 min) Ask student to look at the table and find out what the SWOT analysis stands for.

SWOT analysis is initials for *strengths, weaknesses, opportunities, and threats* — and is a structured planning method that evaluates those four elements of a project or business venture. A SWOT analysis can be carried out for a product, place, industry, or person. It involves specifying the objective of the business venture or project and identifying the internal and external factors that are favorable and unfavorable to achieve that objective.

- Strengths: characteristics of the business or project that give it an advantage over others
- Weaknesses: characteristics that place the business or project at a disadvantage relative to others
- Opportunities: elements that the business or project could exploit to its advantage
- Threats: elements in the environment that could cause trouble for the business or project

Identification of SWOT is important because they can inform later steps in planning to achieve the objective. First, decision makers should consider whether the objective is attainable, given the SWOT. If the objective is not attainable, they must select a different objective and repeat the process.

Users of SWOT analysis must ask and answer questions that generate meaningful information for each category (strengths, weaknesses, opportunities, and threats) to make the analysis useful and find their competitive advantages.

Exercise 2. (4 min) Pair up students and ask them to learn about each other's SWOT in learning a language. They can refer to the leading questions.

Exercise 3. (5 min) Organize a group discussion asking the following question:

Did you face any problems in the previous years while preparing your research paper?

Elicit the answers. Invite some students to present the challenges they encountered to the whole class.

Possible variation:

SWOT analysis from ESL teachers' point of view

<p>Strengths:</p> <ol style="list-style-type: none"> 1. Policy-makers 2. Teachers 3. Students 	<p>Weaknesses:</p> <ol style="list-style-type: none"> 1. Teaching resources 2. Teaching methods
<p>Opportunities:</p> <ol style="list-style-type: none"> 1. Teacher 2. Student 	<p>Threats:</p> <ol style="list-style-type: none"> 1. Cultural perspective 2. Traditional method (Teacher-centered classroom) 3. Identity of students <p>(Is English of their interest?!)</p>

Exercise 4. (10 min) Tell students that they are going to listen to a text. Remind them to note down new words. Play the tape and let them listen. Students should guess the meaning of new words from the text.

Tapescript

Ali couldn't wait until September. Finally, his life was going to change. June had been terrible, with all those school-leaving exams to do. He spent July anticipating the results. The exam results finally arrived in August. He was worried when the envelope with the exam results in it arrived at their house one morning. He didn't think he'd done very well in his exams. He wasn't the most intelligent or studious boy in his school, he knew that. However, it was really important for him to do well. Ali absolutely had to get out of the small town where he lived.

He had to do well in his school-leaving exams so that he could go to university and get away from his hometown.

Like many people of his age in Britain, for Ali, going to university wasn't a chance to develop his education or to pursue academic interests. No, for Ali, going to university was a chance to get away from his home town and his parents, to meet lots of new people, to stop being a child and become an adult. To become a new and totally different person. The town he lived in was a very small town in the countryside. It had one school and one pub. There were a few shops on the main street. There wasn't anywhere for young people to meet, so they spent time walking up and down the main street. Everybody knew everybody else in his town. There was never anything new, or different, or unusual. It was boring, very, very boring. Ali couldn't wait to leave. The town was too small for him, he thought. He had other ideas. He had big ambitions. He didn't really know what his ideas or ambitions were yet, but he was sure he had them. And when he went to university, he was going to find out what they were.

His hands trembled as he opened the envelope. He took out the letter, and sighed with relief. It was OK. He hadn't done brilliantly, but his grades were good enough. He had got a place at the University of Rummidge. The course started in September.

When he got off the train at the main station in Rummidge, he felt free at last. The whole world was before him, thought. Even though it was only the town of Rummidge. Ali had wanted to go to London to study, but his mother said it was too far away. He had tried to go to Manchester, but the results of his school-leaving exams weren't good enough, so he had to accept his other choice. Rummidge was a big industrial city in the centre of England. It wasn't a beautiful place, but that didn't matter to Ali. At least it wasn't his hometown. He had only one suitcase with him when he arrived. He didn't want to bring much from home. He wanted to forget his home.

The University was a short distance from the city centre. It was much more attractive than the rest of the city. It was situated in its own campus, which was

like a large park with lots of modern buildings in it. Rummidge wasn't the oldest university in Britain, nor the most prestigious, but Ali didn't mind. For him, it was a new world, a new start.

He was staying in the halls of residence. The halls of residence were two tall tower blocks at the edge of the campus. Nearly 1000 students lived here. Some students complained about the halls of residence. They said they were ugly, and that the rooms were too small. They didn't like having to share a bathroom. Ali didn't care though. He thought it was fantastic. He was away from his parents and his hometown. He spent his evenings going to bars and clubs. He spent his days asleep, mostly. He studied as little as possible. He had to do some exams at the end of the year, but that was a long way off yet. He forgot to write letters to his parents. He telephoned them now and then. He didn't worry too much about his parents. He felt free and independent for the first time in his life.

Being free and independent, however, also meant that Ali had to cook for himself and do his own washing. This was a problem. Up until now, Ali's mum had always cooked for him. Up until now, Ali's mum had always washed his clothes for him. For a while, he got all his food from a local takeaway restaurant. Soon, however, he realised that this was costing him too much money. He wore the same t-shirt for three weeks. Soon, however, he realised that he was starting to smell bad. His problems were solved, however, when Katia appeared.

Katia was a girl with flame-red hair who lived in the same hall of residence as Ali. He had always watched her from a distance. She always dressed completely in black. She always looked a little bit bored. She had friends, but was often on her own. Ali thought she was beautiful. One evening, Ali was in the kitchen all the people who lived on his floor in the hall of residence shared. He was trying to cook pasta. He didn't know what to do. He opened a packet of spaghetti and put it in some water. Then he started to heat the water. He left it there for half an hour. When he tried to eat it, it was disgusting! The spaghetti had turned into soup! Katia walked into the kitchen and Ali tried to hide what he had made. He didn't want to look stupid in front of Katia. He felt embarrassed. He didn't want to look like a boy from a small town who doesn't even know how to cook spaghetti. It was too late though. Katia saw what he was eating.

"What is that?" she asked, looking disgusted. "Errm, spaghetti" said Ali, feeling embarrassed. "I'll show you how to cook spaghetti!" said Katia. She then cooked a delicious simple meal with spaghetti and tomatoes and olives. Ali was amazed. He didn't even know what an olive was. "Where did you learn to do that?" he asked her. "Oh, in Italy. My family often go there on holiday." Ali was impressed.

"Wow...have you travelled a lot?"

"Well, yes, I have" said Katia. "Europe, of course, we have a house in France. Then South America, India..."

Ali had rarely been outside his hometown. He had been to London once.

That was the furthest he had ever travelled.

Ali and Katia started to meet quite often. Ali always made sure he was in the kitchen when Katia was around. Quite often she cooked for him, or showed him how to cook. He made sure he washed his clothes regularly. He wanted to impress her. He was never sure if she was impressed though. She always looked bored.

According to Katia, everything was boring. Her course was boring. The other students were boring. This university was boring. Rummidge was boring.

Ali was so impressed by Katia that he started to imitate her. He pretended that he was bored with everything too. He didn't realise that a lot of other people thought that Katia was arrogant. He didn't care. He was free and independent and in love for the first time in his life. He started to miss a lot of his lectures and classes. He forgot to write the essays and do the assignments he had to do.

Eventually his tutor called Ali into his office. "Listen, Ali" said his tutor. "If you don't start working harder, you will fail your first year." Ali wasn't that worried though. He could catch up on the essays, and he was sure that if he studied a bit before the end of year exams he would pass them. He may not get great grades, but it would be OK.

One day, there was a knock on the door of his room. He woke up and looked at his clock. It was 12 midday. He had slept until 12. He got up and opened the door. He hoped it would be Katia. But it wasn't Katia. It was Femi. Femi was another girl who was doing the same course as Ali. She was from Africa. She was one of several overseas students on his course. He hadn't spoken to her much.

"Have I just woken you up?" asked Femi. "Errr, yeah" said Ali, pretending to try and look bored.

"You've been missing a lot of classes recently." "So what?" said Ali. "They're boring. Everything's boring."

"Why don't you go back home, then?" asked Femi. "Home's boring too" said Ali.

"I'd love to be able to go home", said Femi. "But I love it here too. I'm lucky to be here. You don't know how lucky you are." Femi sat down and began to tell Ali her story. She had been the brightest, most intelligent girl in her class at school, and she had hoped to be able to go to university. However, she was from a small town, her parents were not rich, and it was very unlikely that she would be able to follow her dream and go on to study at university. When she finished school, she would have to find a job and work until she got married. That was the way things worked in her country. But she had not given up, she had continued to study, and eventually she won a grant to be able to come and study in the UK.

"I love it here. I love the freedom and independence you have. I never get bored for one minute. But I miss my home a lot. I miss my parents and my family and my old friends."

Ali didn't say anything while Femi told him her story. But he was listening very carefully, even if he was pretending to look bored. Katia had a lot of interesting stories, she had done lots of interesting things, but she didn't seem to realise how much these things meant. Femi had a whole different kind of experience. The life that Femi had had up until now, and the experiences that she had in her home town were so much more profound than anything Katia had done.

"When I finish my degree, I hope to be able to do a Masters degree. Then I'm going to go back home. When I go back home I'm going to be a teacher. I want to be able to make a difference in my country. Yes, it might be boring compared to here. But I think about all those people who haven't been as lucky as I was. I think about the people who don't have a chance to get out. And I know that if I don't do something, it will always stay that way."

Femi's story affected Ali a lot. He didn't know why he hadn't spoken to her before, and felt a bit ashamed and embarrassed about his ignorance. He wanted to tell Katia about Femi and her story. He went over to her room, but she wasn't in.

In fact, he didn't see Katia for a long time after that. One of her friends told him that she had gone back to her parents so she could study more and concentrate better for her exams at the end of the year. Katia had never given Ali her parents' phone number. She hadn't even told him exactly where she lived. Katia didn't call him, or even e-mail him. He didn't see her again until June, when they did the exams. He ran over to her as soon as he saw her.

"Where have you been?" he asked.

"Oh, yeah, sorry...I should have told you. I went back to my parents for a bit..." She yawned and looked bored. "I guess I should have called you. Sorry."

"Listen", said Ali, "I'm not going back home this summer after the exams."

I think I'll stay here. Or I might go travelling somewhere. Why don't you come with me?"

"Thanks for the offer, Ali, but I have to go to France, stay with my parents. It'll be boring."

Ali walked away from her. He was surprised with himself. He was surprised that he wasn't disappointed. He was surprised that he wasn't really that bothered at all. He realised now how superficial Katia was. How lucky she was, and how little she understood how lucky she was.

Ali didn't really know what to do after the exams. He hoped he was going to pass them. Perhaps he could go to Africa. He could perhaps meet up with Femi there. Or perhaps he could go back home. He could go back to his boring, little home town, and he could try to make a difference there.

Ask the students if they have listened to any new words or phrases in the context. If so, elicit the answers and write them on the board. Discuss the meaning of the words in context.

school - leaving	terrible	school-leaving exams
studious	envelope	intelligent
Campus	absolutely	totally
ambitions	different	ignorance
	trembled	embarrass

School-leaving exam – the exam after which pupils graduate from school
studious - describes someone who enjoys studying or spends a lot of time studying

She was a studious child, happiest when reading.

campus - the buildings of a college or university and the land that surrounds them

There's accommodation for about five hundred students on campus.

ambition - a strong wish to be successful, powerful, rich, etc.

She's got a lot of ambitions.

His ambition is ultimately to run his own business.

He has already achieved his main ambition in life - to become wealthy.

terrible - very unpleasant or serious or of low quality

The weather was terrible.

We have just received some terrible news.

envelope - flat, usually square or rectangular, paper container for a letter
absolutely

a) completely

I believed/trusted him absolutely.

You must be absolutely silent or the birds won't appear.

We've achieved absolutely nothing today.

b) used for adding force to a strong adjective which is not usually used with 'very', or to a verb expressing strong emotion

It's absolutely impossible to work with all this noise.

The food was absolutely disgusting/delicious.

I absolutely loathe/adore jazz.

c) used as a strong way of saying 'yes'

"It was an excellent film, though." "Absolutely!"

tremble – to shake slightly, usually because you are cold, frightened, or very emotional

When he came out of the water, he was trembling with cold.

Her bottom lip trembled and tears welled up in her eyes.

His voice started to tremble and I thought he was going to cry.

ignorance – lack of knowledge, understanding or information about something

Public ignorance about the disease is still a cause for concern.

Patients, it is claimed, were kept/left in ignorance of what was wrong with them.

embarrass - to cause someone to feel nervous, worried or uncomfortable

You're embarrassing him with your compliments!

I didn't want to embarrass her in front of her friends.

Exercise 5. (5 min) Play the tape again. Let students listen to the tape and answer the questions.

Exercise 6. (5 min) Ask students to look through the three pieces of advice that are useful in choosing a topic. Give them some time to study the examples.

Follow Up

Distribute the following handout and allow students some time to revise it. Let them work in small groups and discuss all 9 important rules.

“Correct grammar and referencing, indicates that you care about how you present yourself” – Mariann, Biosciences lecturer

Academic Writing Skills

Students seeking to improve their academic writing skills should focus their efforts on three key areas:

1. Strong writing: Good writers spend time distilling information from their sources and reviewing major points before creating their work. Writing detailed outlines helps many authors organize their thoughts. Strong academic writing begins with solid planning.

2. Excellent grammar: Learn the major and minor points of grammar. Spend time practicing writing and seek detailed feedback from teachers, professors you respect. English grammar can be detailed and complex, but strong writers command the major points after many years of study and practice.

3. Consistent stylistic approach: MLA style guides how to write out numbers, references, citations, and more.

MLA, which stands for Modern Language Association, is defined as a style of writing used for college-level writing.

An example of MLA style is the specific formatting for footnotes in a college paper.

Academic writing skills encompass strong composition, excellent grammar, and a consistent stylistic approach.

Rule no. 1. Do not use *contractions* (“don’t, wouldn’t, shouldn’t,” etc.). Spell out both words fully e.g. “do not,” “would not,” “should not,” etc.

Rule no. 2. Do not use *slang*. If you absolutely cannot live without slang, at least place it in quotation marks (“Like hey man, lose the groovy lingo. You dig? Later man.”)

Rule no. 3. Do not use *cliches*. Overused and hackneyed old expressions need to be retired and are usually vague. Cliches are viewed with dismay by most readers. Using your own words leads to more precision in your word choice and more meaning for your sentence.

Rule no. 4. Do not use the words “really” or “very” to try to emphasize a point (e.g. It was “really, very” important.) These are almost always unnecessary *filler words* in spoken language and the written sentence will sound better without the unneeded redundancy (e.g. “It was important.”)

Rule no. 5. Do not *make up words* by turning nouns into verbs e.g. “journaling” instead of the more correct and older “journalizing.” Use your Merriam-Webster dictionary.

Rule no. 6. Do use *page numbers* and a *title*. Make your title interesting rather something dull like “Written Assignment 57.”

Rule no. 7. Do say exactly what you mean using *precise* word choices and giving *specific* information to support your proposition or thesis. Define your terms.

Rule no. 8. Do tell your reader something new about the subject. Say something significant and important. Do not blather on. Say something thoughtful and intelligent. This will usually require some brainstorming, list making, outlining, and other prewriting.

Rule no. 9. Do start off with a clear *thesis* statement of the main idea. Make sure the first paragraph leaves a good first impression with a thesis statement, fluent writing, and no mechanical errors.

Rule no. 10. Do *write better than you speak*. With writing you have the opportunity to catch and correct all of those sloppy little things we tend to do in our spoken English.

Exercise 7. (8 min) Give students some time to read the text and ask them what research might be of their interest.

Possible activity: ask students to write a draft of a research plan.

Exercise 8. (8 min) Ask students to read the passage and match the paragraphs with suitable titles.

1. Read the topic for general information
2. Getting ideas
3. Choose a question
4. How do you deal with the topic?
5. Read deeply about the topic

Follow Up

Strategies for effective presentation

1. Components of a Good Speech

material, preparation, voice (vocal variety, pacing, projection, tone, inflection), gestures, posture, eye contact, positive energy, dynamic presence, relaxation, humor

2. Overcoming Anxiety

- *Know the room.* Become familiar with the place in which you will speak.
 - *Know the audience.* If possible meet and greet with members of the group as they arrive.

- *Know your material.* Nervousness increases when you are not familiar with your material. Practice your speech and revise it until you can present it with ease.

- *Learn how to relax.* Do breathing and relaxation exercises

a. Sit comfortably, breathe in slowly, hold your breath for 4 to 5 seconds, then slowly exhale. Do these cleansing breaths, several in a row.

b. Relax your face and jaw muscles by massaging them, moving them around; open mouth and eyes wide, then close them tightly.

3. Visualize yourself speaking. Imagine yourself walking confidently to the lectern as the audience applauds. Imagine yourself speaking, your voice loud, clear and assured. When you visualize yourself as successful, you will be successful.

lectern - a piece of furniture with a sloping part on which a book or paper is put to be read from

4. Realize people want you to succeed. All audiences want speakers to be interesting, stimulating, informative and entertaining. They want you to succeed, not fail.

5. Don't apologize for being nervous. Don't apologize for any problems. It's a sign of weakness.

6. Concentrate on your message and speech. Focus your attention away from your anxieties. Concentrate on delivering the best speech or paper possible.

7. Gain experience. Experience builds confidence, which is the key to effective speaking.

Remember: He who fails to prepare is preparing for failure.
So prepare, prepare, prepare!

8. Appearance. How you dress can, of course, influence how you are appreciated and accepted. Dress for your audience.

9. Maintain eye contact. The eyes are said to be the key to the soul. You should establish eye contact with the audience. It connects them to you. People want to see your face. Don't bury it in your notes.

10. Keep a friendly facial expression. The audience watches your face. If you are listless or distracted then they will be listless and distracted; if you are smiling, then they will feel comfortable.

11. The Voice. The two most important aspects of the voice are projection and variation. Make sure you can be heard by your audience. Vary the pitch and speed of your presentation. A monotonal speech is monotonous, boring, and soporific. A good way to practice is to record your speech into a cassette recorder, play it back, and hear how it sounds. If it sounds, slow, monotonal and boring, then it probably will be, and you have to rehearse and work hard to change it.

Possible activity: Students will prepare a power point presentation about 'My future profession'.

LESSON TWO: ORGANISING AND STRUCTURING

Speaking: Can express him/herself in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.

Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters.

Can ask and answer questions about what they do at work and in free time.

Can ask for and give directions referring to a map or plan.

Can ask for and provide personal information.

Can understand enough to manage simple, routine exchanges without undue effort.

Can deal with practical everyday demands: finding out and passing on straightforward factual information.

Can ask and answer questions about habits and routines.

Can ask and answer questions about pastimes and past activities.

Can give and follow simple directions and instructions, e.g. explain how to get somewhere.

Study skills: informal discussion

reading for general orientation;

Reading:

Can understand simple instructions on equipment encountered in everyday life – such as a public

Exercise 1. (5 min) Ask students to work in pairs and read the tips on how successfully build one's strong points such as strengths and developmental stages. Let them share what strengths they already have.

Exercise 2. (10 min) Organize a discussion asking the following questions:

- What is your main strength?
- What strengths do your friends have?

Possible activity: Students may mingle around and they will interact using 'Find someone who.....' activity. Beforehand, you should prepare slips of paper with 'Find someone who.....' Statements. For example:

Find someone who can have a successful public speaking.

Find someone who can write personal letters structurally correct.

Find someone who can listen to and understand English songs.

You may work out similar statements considering the interests of your students. At the end of the activity let students share their findings with the whole class.

Exercise 3. (5 min) Ask students to review the responses given by a candidate during the Speaking Test. However, some answers may contain some mistakes. Give them some time to correct them and share their findings with the whole class.

Correct version:

- A. My name **is** Odiljon.
- B. Yes, I **think** English is very important for this kind of work, because everyone uses English nowadays.
- C. You **may** see this is ESP degree and I am interested in the next step of education.
- D. I **am** from a small town in southern Uzbekistan.
- E. I **like to work** in a marketing department so I've started applying for jobs with the companies in Kashkadarya.
- F. Actually, I **have** just **finished** my degree at the State University of Samarkand.
- G. I have been working on my language skills for six months.

Exercise 4. (15 min) Pair up students. Give them enough time to ask and answer the first part of Speaking Test questions. Remind them that each should take the roles of Examiner and Examinee.

Question list:

- *First of all, I'd like to know something about you. What's your name?*
- *Where are you from?*
- *Do you work or are you a student?*
- *What do you like most of your studies?*
- *Do you think English will be important to you in your career?*

Exercise 5. (10 min) Allow students enough time to do the second part of the Speaking Test. Remind that the test questions are about their studies or life.

Invite some pairs to present the interview process to the whole class. Give some comments after each interview. Discuss with students the tips of successful interview, such as eye-contact, self-confidence, body language.

Possible activity: Have students videotape the interview process and then watching the video (indirect observation) discuss the success and the challenges of each interview with the whole class.

Exercise 6. (10 min) Tell students that they can do a self-check to evaluate each other's performance after the Speaking Test using the check list below.

Have you....?	
answered all the questions	yes/no
given full answers	yes/no
expressed your opinion	yes/no
sounded interested	yes/no

Invite some pairs to give feedback on each other's performance as an interviewer and interviewee.

Exercise 8. (8 min) Give them enough time to review the useful phrases for Speaking Test. Let them practice the interview process one more time using the necessary phrases below:

<p>Answering to personal questions:</p> <ul style="list-style-type: none"> - <i>I'm a.....</i> - <i>I come from.....</i> - <i>I live</i> - <i>I've lived, studied, worked...</i> - <i>There for....</i> - <i>Since....</i> - <i>I'm interested in....</i> - <i>I'd like to study/work in.....</i>
--

<p>Speculating:</p> <ul style="list-style-type: none"> - <i>I surprise that....</i> - <i>I would think....</i> - <i>I don't know for certain but I'd expect....</i>
--

<p>Expression opinions and preferences</p> <ul style="list-style-type: none"> - <i>I think that.....</i> - <i>In my opinion....</i> - <i>I think I'd prefer....</i> - <i>I'd agree with that because....</i>
--

Asking the examiner to repeat a question:

- *Sorry, could you repeat the questions please?*
- *Sorry can you say that again?*
- *Excuse me.....*

Exercise 9. (10 min) Give students enough time to work in small groups and make up a list of possible questions for the suggested topics. Ask them to organize an interview using the questions for the Speaking Test Part II.

- Sport in Uzbekistan
- Technology and software in Uzbekistan
- Medicine and healthcare in Uzbekistan
- Nature and forestry in Uzbekistan

LESSON THREE: MEETING A DEADLINE

Can take a short, simple message provided he/she can ask for repetition and reformulation. Can write short, simple notes and messages relating to matters in areas of immediate need.

Can write very simple personal and official letters expressing thanks and apology.

Can write short, simple notes relating to matters in areas of immediate need.

Study skills: correspondence by letter, fax, e-mail, etc.

Starter

Focus students' attention on the note "A historic or an historic?". Let them discuss the usage of both terms. Explain to them the difference between a/an. For example, an hour, a University

It's easy to remember what indefinite article to use before most words:

- Use "a" before words that begin with a consonant as in "a banana," "a xylophone," or "a red convertible."
- Use "an" before words that begin with a vowel as in "an apple," "an editor," or "an eager beaver."

However, words that start with the letter "H" do not follow the rule for consonants. For the letter "H", the pronunciation dictates the indefinite article:

- Use "a" before words where you pronounce the letter "H" such as "a hat," "a house" or "a happy cat."
- Use "an" before words where you don't pronounce the letter "H" such as "an herb," "an hour," or "an honorable man."

What is a research paper?

A research paper is basically a type of academic writing that should have theoretical and significant data that has gone through proper in-depth research. It may also contain arguments based on a thesis with a vital evidence from various helpful and reliable sources.

Though writing a research paper may seem painstaking and difficult at first, it really isn't at all too complicated once you know what proper steps you can follow to make it easier. It may be challenging because of the intensive research that it needs, but it doesn't have to be frustrating for anyone. Before starting the steps, be sure you have enough note paper, various colors of highlighters (for your research markings). Also take note, that reading the checklist regarding research ethics could also be of big help for you and writing your research paper.

Start off by following these essential steps:

1. Select a topic that inspires you
2. Find reliable sources
3. Organize your notes
4. Brainstorm a substantial outline
5. Write a first draft
6. Read through first draft and re-write
7. Edit

Exercise 1. (15 min) Tell students that the Writing exam has two parts. In the first part the examinees should write a note, memo or an email of 40-50 words. Give them enough time to do the first part of writing task on the following case:

You are a seminar organizer. You want to check details for an event next week with your friend. Write an email to your friend. Write 40-50 words:

- Say which room you booked for the event.
- Ask her/him to confirm the schedule with the security.
- Explain that one participant will be late.

Follow Up

Ask students to exchange the written pieces and check them using the following specifications:

Has she or he....

- *included the three pieces of information in the questions? (yes/no)?*
- *wrote 40-50 words?*
- *followed the writing structure?*

Exercise 2. (15 min) Ask students to read 'Some tips on writing research' and match paragraphs with suitable summary sentences.

- a. Information changes quickly
- b. Check every stage
- c. Keep thinking about your topic and write down ideas

Exercise 3. (10 min) Give students enough time to read the three resources (teacher, library sources, book) that can help them develop their topic. Ask the questions below and organize a discussion:

- What other sources of information do you know?
- What sources do you often refer to when you are assigned a new topic in class?

Exercise 4. (10 min) Say that academic words are very much important in Test taking. Give them enough time to read the text about Academic Word List. Ask them the following questions and organize a group discussion:

- *How can this academic word list be in use for you?*
- *How can you develop your language skills using them?*

Exercise 5. (10 min) **a)** Pair up students. Give them enough time to review the words in the Academic Word List. Ask them to find the definitions of each word. Have students use them in sentences.

For example:

The Republic of Uzbekistan established its independence in 1991.

The Uzbek government exports annually hundreds tons of dried fruit abroad and gets mass income.

Ask students to share their sentences with the whole class.

b) Ask students to work in pairs and make up a multiple choice tests using the academic words. The sample is given in the Student's Book.

Possible activity: You may assign students to learn the words in academic word list. They should practice using them for further Speaking Test.

Exercise 6. (5 min) Give students some time to learn how to use the Academic Word List.

For your own review

The Academic Word List and writing

These words are exactly the sort of words you need to be able to use in your writing. They are all common words and you do need to learn to use them. This means learning:

- *their grammar*
- *collocations/word combinations*
- *different word forms*

What is the Academic Word List?

The daily word exercises are based on the Academic Word List (AWL). The AWL is a list of the words most used in academic writing across all specialties (science, law, medicine, economics etc).

The AWL contains 570 word families subdivided into 10 lists with list 1 containing the most frequently used words and list 10 the least. The idea is that list 1 contains the most common words and list 10 the least common.

Learning how to use the Academic Word List

The Academic Word List is a great tool but you need to know how to use it. Here are some quick tips.

Do not just focus on what the words mean — these are the words you want to use for yourself.

Learn what all the common forms of the word are: this means learning the word families

You need to know what other words you can use in combination with these words - this means collocations and prepositions. If you don't know that then you can't use them!

570 word families is not 570 words — it takes time — don't rush it

There are 1000s of words in the Academic Word List and it will take time to master. Why? Each word is in fact a family of words, e.g. **analyse** is not one word but at least 4:

Analyse - analysis - analytical - analytically

Exercise 7. (15 min) Team up students. Ask them to look through another Academic Word List. They should make up a dialogue using them. Let them present their dialogue to the whole class.

LESSON FOUR

In this lesson your students have learned:

- Some listening comprehension improvement
- Some reading and new vocabulary in use
- Some grammar structure in use
- Some writing improvements.

Students revise the usage of Present Continuous and the relevant examples. Ask them to continue the following statements:

- *It was 11 a.m. yesterday when I was ...*
- *It is 11 a.m. now, I am ...*
- *It will be 11 a.m. tomorrow when I will be ...*

Explain the rules to students:

The functions of the Present Continuous can be divided into four but the form is the same:

...am/is/are + present participle (i.e. -ing)

Are you reading 'War and Peace'?

Use 1 – NOW

We use the Present Continuous with verbs that express actions, to express the idea that something is happening now, at the very moment of speaking.

You are learning English now. You are not studying now?

Are you watching this programme? They are working to meet the deadline.

Use 2 – Long actions in progress now

Now can mean: this moment, today, this month, this year, this decade etc. The Present Continuous is used to express an action that is happening over a period of time and is in progress as we speak. However, it may not be taking place at the moment of speaking.

All these examples could be said while chatting to a friend at a bar:

I am learning French.

She's studying to become a doctor. I'm reading 'Gone with the Wind'. Are you still working in London?

Use – 3 Near Future

The Present Continuous can be used to indicate that something will or will not happen in the near future. The Present Continuous indicates that the action has been agreed on or is a fixed arrangement in the future.

I am meeting my friends after work. He is not going to the party tonight.

They are traveling to Japan next month.

Use 4 – Repetition and irritation (always)

The Present Continuous with 'always', 'constantly' etc. expresses the idea that something irritating or upsetting often happens. This tends to have a negative emotion. 'Always' and 'constantly' are placed in front of the main verb, after 'BE'.

She is always coming to the office late.

He is constantly talking. They're always complaining.

Non-Continuous verbs/mixed verbs

It is important to remember that non-continuous verbs (state verbs) cannot be used in any continuous tenses. Also certain mixed verbs cannot be used in the continuous tenses.

She loves dancing. NOT She is loving dancing. Jenny appears concerned. (She looks concerned)

Jenny is appearing concerned. (Incorrect as 'is appearing' means 'will be seen' i.e. in a performance)

Adverbs

Adverbs such as; always, only, never, ever, still, just etc. are placed in front of the main verb, after the auxiliary 'BE'.

Exercise 1. ask students to put the verbs in continuous form.

- a. I am looking; b. He is thinking; c. They are considering; d. Are you getting; e. I am meeting; f. They are not arriving; g. We are having; h. Isn't he coming/

Exercise 2. Letter Writing

Task. Ask students to write a letter on the following case:

Your English speaking neighbors are away and you are looking after their house. Yesterday a window in their house was broken by accident. Write them a letter and

- *explain how the accident happened*
- *what you have done about it*
- *how you feel about it*

Remind students to follow the writing structure and assessment criteria. Ask students to exchange their letters and give feedback.

TEACHING TIPS: Dealing with discipline

No matter how interesting and well prepared our lesson may be, it can be ruined by a confrontation with students. A bad atmosphere can result. Here are some strategies for 'telling off' students and still avoiding confrontations.

The way you reprimand will have an effect on classroom atmosphere so:

- Anticipate misbehaviour. Keep scanning the room during the lesson. Be aware of times when students may be distracted e.g. when you are writing on the board, helping individuals or when you are changing activity.
- Use non-verbal signals first. Delay the need to intervene by walking close to disruptive students, catching their eye or involving them in your questioning.

If the above avoidance strategies do not bring about good behaviour then intervene with care:

- Keep calm. Use a firm but calm tone, no matter how outrageously the student is behaving. Remember that they may wish to provoke your anger. Use your calm voice to maintain authority. If you lose it, you will lose respect.
- Be fair. You need to be absolutely clear in targeting the troublemaker(s). Some pupils may be reacting to others who are disturbing or distracting them.
- Don't get personal. Make it clear that the behaviour is unacceptable, not the person. This helps avoid building up a negative relationship with a student.

Unit 3 Learning to learn

LESSON ONE: CRITICAL THINKING

Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.

Can understand simple technical information, such as operating instructions for everyday equipment

Study skills: Listening as a member of a live audience (theatre, public meetings, public lectures, entertainments, etc.)

Exercise 1. (5 min) Draw students' attention to the picture. Give them some time to look through the cycle in it. Encourage them to find out the notion of 'critical thinking' through the descriptions in the picture. Let them share their findings.

For your own review

critical thinking - the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking. Someone with critical thinking skills is able to do the following :

- understand the logical connections between ideas
- identify, construct and evaluate arguments
- detect inconsistencies and common mistakes in reasoning
- solve problems systematically
- identify the relevance and importance of ideas
- reflect on the justification of one's own beliefs and values

Exercise 2. (5 min) Team up students. Write the word 'Critical thinking' on the board. Ask students to give the definitions to the term. Ask the following questions:

- What do you think about critical thinking? What do you understand in the term?
- What does intellectual capacity mean?

Exercise 3. (5 min) Give students some time to look through the definitions and do the tasks a-c in the Student's Book.

Exercise 4. (10 min) Give students enough time to read the information about Critical Thinking and answer the questions below:

- Why is critical thinking a domain-general thinking skill?
- How does critical thinking enhance language and presentation skill?

For your own review

Critical thinking is a domain-general thinking skill. The ability to think clearly and rationally is important whatever we choose to do. If you work in education, research, finance, management or the legal profession, then critical thinking is obviously important. But critical thinking skills are not restricted to a particular subject area. Being able to think well and solve problems systematically is an asset for any career.

Critical thinking is very important in the new knowledge economy. The global knowledge economy is driven by information and technology. One has to be able to deal with changes quickly and effectively. The new economy places increasing demands on flexible intellectual skills, and the ability to analyse information and integrate diverse sources of knowledge in solving problems. Good critical thinking promotes such thinking skills, and is very important in the fast-changing workplace.

Critical thinking enhances language and presentation skills. Thinking clearly and systematically can improve the way we express our ideas. In learning how to analyse the logical structure of texts, critical thinking also improves comprehension abilities.

Critical thinking promotes creativity. To come up with a creative solution to a problem involves not just having new ideas. It must also be the case that the new ideas being generated are useful and relevant to the task at hand. Critical thinking plays a crucial role in evaluating new ideas, selecting the best ones and modifying them if necessary

Critical thinking is crucial for self-reflection. In order to live a meaningful life and to structure our lives accordingly, we need to justify and reflect on our values and decisions. Critical thinking provides the tools for this process of self-evaluation.

Exercise 5. (10 min) Put students in small groups and ask them to discuss the following question:

- What skills does critical thinking have?

Elicit the answers and let the teams share their findings with the whole class.

For your own review

Scheffer and Rubenfeld discuss critical thinking habits and critical thinking skills. For each of the critical thinking skills shown below, they give a number of activity statements.

1. Analyzing	<ul style="list-style-type: none"> • Separating or breaking a whole into parts to discover their nature, functions and relationships. • “I studied it piece by piece” • “I sorted things out”
2. Applying Standards	<ul style="list-style-type: none"> • Judging according to established personal, professional, or social rules or criteria. • “I judged it according to...”
3. Discriminating	<ul style="list-style-type: none"> • Recognizing differences and similarities among things or situations and distinguishing carefully as to category or rank. • “I rank ordered the various...” • “I grouped things together”
4. Information Seeking	<ul style="list-style-type: none"> • Searching for evidence, facts, or knowledge by identifying relevant sources and gathering objective, subjective, historical, and current data from those sources • “I knew I needed to lookup/study...” • “I kept searching for data.”
5. Logical Reasoning	<ul style="list-style-type: none"> • Drawing inferences or conclusions that are supported in or justified by evidence • “I deduced from the information that...” • “My rationale for the conclusion was...”
6. Predicting	<ul style="list-style-type: none"> • Envisioning a plan and its consequences • “I envisioned the outcome would be...” • “I was prepared for...”
7. Transforming Knowledge	<ul style="list-style-type: none"> • Changing or converting the condition, nature, form, or function of concepts among contexts • “I improved on the basics by...” • “I wondered if that would fit the situation of ...”

Exercise 6. (20 min) Ask students to define and think about the core components of the following words:

Analysis, inference, evaluation, explanation, metacognition.

Exercise 7. (5 min) Give students some time to review the listening tips 1-5

Possible activity. You may distribute the following handout and discuss each tip with your students:

Handout

Make the most of your Listening test:

- if you cannot hear the audio clearly, let an examiner know straightaway
- follow the instructions carefully; they may be different to practice or previous tests

- listen to the specific information you want
- try and anticipate what the speaker will say; this will require concentration
- do not worry if there is a word you do not understand; you may not need to use it
- if you do not know the answer to a question, attempt it but do not waste time; move quickly onto the next one
- be careful with your spelling and grammar
- do not panic if you think the topic is too difficult or the speaker is too fast; relax and tune in
- read, write and listen at the same time
- focus precisely on what you are asked to do, completing the answer to questions
- pay attention to the word limit; for example, if you are asked to complete a sentence using no more than two words, if the correct answer is 'leather coat', the answer 'coat made of leather' would be incorrect
- if the question asks you to complete the note 'in the...' and the correct answer is 'morning', note that 'in the morning' would be incorrect; the correct answer is 'morning'
- attempt all questions; there are no penalties for incorrect answers
- check your answers

Exercise 8. (5 min) Tell students that they are going to listen to the text. Ask them to make notes while listening.

Tapescript

Firefighter: When I arrived at the fire station yesterday morning, I checked my equipment as usual. We had our first call at ten o'clock. We were told there was a fire in a supermarket in the middle of the town. We drove through the streets as fast as possible. When we got there, the fire was burning strong. The heat was terrible and some people were trapped inside. We had to get them out quickly. We got out our hoses and pointed them at the building. Twenty minutes later, the fire was out and we were able to go into the building. We saved all the people, but some had to go to hospital. At two o'clock, we were called to an accident on the ring road. The police helped us get there very fast. One car was on fire and another was upside-down on the road.

Fortunately, the driver of the burning car was standing by the side of the road. However, the driver of the other car was trapped. We put the fire out quickly and got the second driver out. He was badly injured. At the end of the day, I was tired and upset about the accidents. But it's all in a day's work for a firefighter. We do our best.

Possible Activity: Students should find out the ending of the story. But make sure they understand that you value all the predictions.

Draw students' attention to what the firefighter says about how he felt at the end of the day. Explain that this paragraph has been added to make it a better story. Remind students that they are often told to write about their own feelings in stories; this is an example. Play the recording a second time and invite students to create their own stories.

Note: Some students might like to write out the complete story. Tell them to write it and read aloud to the whole class.

Exercise 9. (5 min) Discuss the following questions with students.

- *What was specific in the text as information to you?*
- *What was the main point in the text?*

Elicit the answers.

LESSON TWO: LEARNING TO LEARN

Speaking: Can find out and pass on straightforward factual information. Can ask for and follow detailed directions.

Can obtain more detailed information.

Can deal with common aspects of everyday life such as travel, lodgings, eating and shopping. Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.

Study Skills: formal discussion

reading for information, e.g. using reference works;

Reading: Can understand clearly written, straightforward instructions for a piece of equipment.

Exercise 1. (5 min) Put students in small groups and ask them to discuss the following question:

- *What procedure does a critical thinking have in a formal situation?*

Here are the statements students should agree or disagree with:

A) Recognizing problems, to find workable means for addressing those problems.

B) Understand the importance of prioritization and order of precedence in problem solving.

Critical thinking calls for the ability to:

- Recognize problems, to find workable means for addressing those problems
- Understand the importance of prioritization and order of precedence in problem solving
- Gather and marshal pertinent (relevant) information
- Recognize unstated assumptions and values
- Comprehend and use language with accuracy, clarity, and discernment
- Interpret data, to appraise evidence and evaluate arguments
- Recognize the existence (or non-existence) of logical relationships between propositions
- Draw warranted conclusions and generalizations
- Put to test the conclusions and generalizations at which one arrives
- Reconstruct one's patterns of beliefs on the basis of wider experience
- Render accurate judgments about specific things and qualities in everyday life

The Critical Thinking Process

You should be aware that none of us think critically all the time.

Sometimes we think in almost any way but critically, for example, when our self-control is affected by anger, grief or joy, or when we feel just 'bloody minded'.

On the other hand, the good news is that, since our critical thinking ability varies according to our current mindset, most of the time we can learn to improve our critical thinking ability by developing certain routine activities and applying them to all problems that present themselves.

Once you understand the theory of critical thinking, improving your critical thinking skills takes persistence and practice.

Try this simple exercise to help you start thinking critically.

Think of something that someone has recently told you. Then ask yourself the following questions:

Who said it?

Someone you know? Someone in a position of authority or power?

Does it matter who told you this?

What did they say?

Did they give facts or opinions? Did they provide all the facts? Did they leave anything out?

Where did they say it?

Was it in public or in private? Did other people have a chance to respond and provide an alternative account?

*When did they say it?
 Was it before, during or after an important event? Is timing important?
 Why did they say it?
 Did they explain the reasoning behind their opinion? Were they trying to make someone look good or bad?
 How did they say it?
 Were they happy or sad, angry or indifferent? Did they write it or say it? Could you understand what was said?*

Exercise 2. (10 min) Ask students to imagine as if they were at a business meeting. They should argue their points of view in the situation. Ask them to discuss the following question:

How do you understand "Gather and marshal pertinent (relevant) information"?
marshal - to bring together or organize people or things in order to achieve a particular aim
The fighting in the city followed reports of the rebels marshalling their forces in the countryside.
The company is marshalling its forces/resources for a long court case.
They had marshalled an armada of 1000 boats and a squadron of 70 aircrafts to help clear up the oil.
It is unlikely that the rebels will be able to marshal as much firepower as the government troops.

As a follow up stage give some time to students to review the below information and let them share their understanding about how the Speaking Test is scored.

Learn how speaking is scored

This only makes sense. Academic speaking is scored according to strict grading criteria and if you want to impress the examiner, you need to know what the examiner wants! In brief, pronunciation, fluency and coherence, grammar and vocabulary — all count for 25%.

Fluency and coherence	How fluently you speak and how well you link your ideas together
Pronunciation	How accurate your pronunciation is
Lexical resource	How accurate and varied your vocabulary is
Grammatical range and accuracy	How accurate and varied your grammar is

Explain the following set to students:

The four grading criteria

There are four criteria:

What do these criteria mean?

The international testing examiners are trained to interpret these criteria in a particular way. In theory it should not matter where you take your test as all examiners grade consistently. One main point is that in all the criteria a key idea is being clear. The main idea is whether you can express yourself clearly so that someone else can understand you.

Fluency and coherence

Fluency is a combination:

1. speed of speech
2. length of answer
3. pausing correctly

Coherence is the ability to:

1. expand your answers
2. answer the questions directly
3. add relevant detail to explain or illustrate your answers
4. connect your sentences by using tenses and connectors

Common mistakes

You should note that very fast or very long answers are not necessarily good, as you may be penalised for poor pronunciation or lack of coherence. In the speaking the main point is that you are able to express yourself clearly.

Another common mistake is not to answer the question. This is where you will be penalised.

Pronunciation

The main point here is that your pronunciation is easy to understand and whether you are able to make your meaning clear. Features of good pronunciation include:

1. basic word pronunciation
2. linked speech sounds
3. correct sentence stress
4. correct use of intonation (rising and falling)

You should note that there is no need to have a "British" or "American" accent. Lexical Resource (Vocabulary)

Once again the key concept here is clarity: do you have enough words to express yourself clearly? This is judged by your ability to:

1. have enough vocabulary to discuss a range of topics
2. to use vocabulary accurately
3. be able to explain yourself when you do not have the right word

Common Mistake

A common mistake here is to use long words without really knowing what they mean.

Grammatical Range and Accuracy

There are two key points to understand here:

1. you need to avoid grammar mistakes especially with your tenses
2. you need to use a range of grammatical structures and you should not just use simple sentences all the time

When are they graded?

All four criteria are judged throughout all 3 parts of the speaking test – so it is important to concentrate from beginning to end. Although your test will be recorded, you will almost certainly be graded in real time in the test by the examiner sitting in front of you.

Exercise 3. (15 min) Focus students' attention on the title of the text "Vocation in Line with the Country's Needs". Let them guess the meaning of the text from the title. Give them enough time to read the passages.

Exercise 4. (8 min) Put students in small teams and let them discuss the text. Ask them what skill of critical thinking they can use during the discussion.

Exercise 5. (8 min) Let students stay in their teams. Ask them to find out who has the skills as "Habits or traits of mind" in critical thinking. They may refer to the following hints:

- a) Evidence through reality
- b) Context skills to isolate the problem from context

The habits of mind that characterize a person strongly disposed toward critical thinking include a desire to follow reason and evidence wherever they may lead, a systematic approach to problem solving, inquisitiveness, even-handedness, and confidence in reasoning.

According to a definition analysis by Kompf & Bond (2001), critical thinking involves problem solving, decision making, metacognition, rationality, rational thinking, reasoning, knowledge, intelligence and also a moral component such as reflective thinking. Critical thinkers therefore need to have reached a level of maturity in their development, possess a certain attitude as well as a set of taught skills.

Exercise 6. (20 min) Draw students' attention to the title of the text "A Serious Case". They should guess the meaning of the text from the title.

Give students enough time to read the text and identify the problem and solution in the text.

Check if their guesses about the content of the text have been correct.

Organize a whole group discussion asking the questions below:

- Do you have a fear or phobia about something?.
- Do you know anyone else who does?

LESSON THREE: READING AND NOTE TAKING SKILLS

Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'. Can identify what he/she means by pointing to it (e.g. 'I'd like this, please').

Can negotiate the text of agreements, contracts, communiqués, etc. by reformulating and exchanging drafts, amendments, proof corrections, etc.;

Study skills: overall written interaction correspondence notes, messages and forms

Say that in this lesson students will look through formal and informal letters. They will learn about the correct structure of the letter writing and practice it.

Exercise 1. (10 min) Focus students' attention on the letter sample on page 40 of SB. Ask any volunteer with a good intonation to read aloud the letter to the whole class.

Ask students the following questions:

- Have you ever written a formal letter to someone? If Yes, what message did the letter include?
- Was it easy or difficult to write? Did you ask for someone's help and suggestion in order to get a clear idea about the structure of the letter content?

Encourage students to share their letter writing experience though they wrote it in the Uzbek or Russian languages.

Give students enough time to rewrite the letter following the suggestions given below the letter. Invite some students to read out their letters.

Exercise 2. (20 min) Ask students to compose a letter on the incident as if they were on holiday with some friends. Their car broke down in a small town which none of them had visited before.

Students should write a letter to an English speaking friend

- describe what has happened to their car
- tell a friend about the place where they stopped
- tell him what they did to repair the car

Invite some students to read out their letters to the whole class.

Exercise 3. (7 min) Give students enough time to look through the table and discuss the details of formal and informal letters in pairs.

Exercise 4. (5 min) Ask them to read the text 'Formal Writing' and answer the question below:

- What did you learn from the text?

Give them some time to work in pairs and fill in the Do's and Don'ts column in formal writing.

Do's	Don'ts
<i>Use sophisticated transitions like in addition and consequent, rather than and, but, or.</i>	<i>Don't use verb contractions like we'll or he'd.</i>

Exercise 5. (10 min) Ask students to take the letters they wrote in Ex.1 and find some relevant Do's and Don't of a formal letter writing. Invite some students to share their success and failures of writing a letter.

Exercise 6. (7 min) Say that there are some levels of formality. Writing is not just either formal or informal. Discuss the following cases with your students:

Think about how you would talk to various people if you were discussing that night's football game, for instance:

- a) to a close friend: How good was that gamemate?
They were terrible...
- b) to someone you know but aren't close to, such as a parent of a friend: I heard that the Lions had an awesome win last night...
- c) to a stranger in a lift: Did you by any chance see the Lion game last night?...

Have students conclude their answers. For example, the closer you know people whom you are writing a letter, the less formal the message will sound. The more distant the letter reader is the more formal your writing will be.

Possible activity. Make the copies of the Level of Formality handout to students and discuss the differences between three samples in it.

The level of formality you write with should be determined by the expectations of your audience and your purpose. For example, if you are writing a cover letter for a job application or a college academic essay, you would write in a formal style. If you are writing a letter to a friend, writing something personal, or even

writing something for a humorous or special interest magazine when informal writing is expected, you would use a more informal style. Formality exists on a scale in the example below, a letter of application to a known colleague can result in a semi-formal style.

Here is an example:

Formal (Written to an unknown audience): I am applying for the receptionist position advertised in the local paper. I am an excellent candidate for the job because of my significant secretarial experience, good language skills, and sense of organization.

Semi-formal (Written to a well-known individual): I am applying for the receptionist position that is currently open in the company. As you are aware, I have worked as a temporary employee with your company in this position before. As such, I not only have experience and knowledge of this position, but also already understand the company's needs and requirements for this job.

Informal (Incorrect): Hi! I read in the paper that ya'll were looking for a receptionist. I think that I am good for that job because I've done stuff like it in the past, am good with words, and am incredibly well organized.

Exercise 7. (10 min) Focus students' attention on the letter samples on page 43 in the Student's Book. One is formal and the other is informal. Ask them to work in pairs and note down the differences between the samples.

LESSON FOUR REVIEW

Exercise 1. (5 min) Ask students the following question:

- *What are the main advantages and disadvantages of the sale promotion media in the table?*

Media	Advantages	Disadvantages
1. Radio advertisement		
2. Point of sale promotion		
3. Sponsorship of sports event		
4. Direct mail (by post or Email)		
5. Word of mouth recommendation		
6. Billboards (in town or main roads)		
7. Viral marketing (over the internet)		
8. Vehicle advertising (company or public)		

Exercise 2. (15 min) Ask students to compose a letter on the following case:

You have recently been on a visit to a foreign country. Now you are writing a letter to an English speaking friend. Tell him/her

- *which country you went to*
- *what you saw and did when you were there*
- *how you felt about it*

Write a letter to an English speaking friend.

Have students exchange their pieces of writing in pairs and give their feedback referring to the Do's and Don'ts note in Lesson 3.

For your own review

How to write informal letters or emails

Salutation or Greeting

- Start with **Dear** followed by the first name of the person to whom you are writing. In emails, you can also start with **Hi** (and the person's name). **Dear Ben**, or **Hi Ben**,
(Don't forget to use only the first name of the person you are writing to and not *Dear Mr John*, which is never used, or *Dear Mr John Brown*, which sounds too formal.)
- Informal letters sometimes have a comma after the person's name, and the letter starts on the line below. The important thing is to be consistent with the style that you choose to use (so if you use a comma after the person's name at the start of the letter, use a comma after the closing statement at the end).

Body

Openings

When writing an informal letter, you are usually replying to another letter. You would **normally start with a greeting, then acknowledge the letter to which you are replying**. It is often a good idea to acknowledge some key information given in the original letter too. You can also make a comment on your own reply.

Useful phrases for the opening

- How are you? / How has the family been? / I hope you are well.
- Thank you / Many thanks for your (recent/last) letter / postcard.
- It was good / nice / great to hear from you again.
- I was so surprised to hear that...
- I'm sorry I haven't written / haven't been in touch for such a long time.
- It's ages since I've heard from you. I hope you're well / you and your family are well.
- How are things? / How are you? / How's it going?

Other useful phrases

Referring to news

- Great news about ... Glad to hear that ... Sorry to hear about ...

Giving news

- Listen, did I tell you about ...? You'll never believe what ...
- Oh, and another thing ... This is just to let you know that ...
- I thought you might be interested to hear about / know that ...
- By the way, have you heard about / did you know that ...?

Apologies

- I'm writing to apologise for missing your party but I'm afraid I was with flu.
- I'm really sorry that I forgot to send you a birthday card but I was busy with my new job.

Invitations

- I'm / We're having a party on Friday 19 and I / we hope you'll be able to come.
- Would you like to come / go to see 'Room With a View' with me on the weekend?
- I was wondering if you'd like to go to the theatre / come on holiday with us.
- Could you let me / us know if you can come / you'd like to join us?
- Thank you very much for your invitation. I'd love to come.
- Thank you for asking / inviting me to ... but I'm afraid I won't be able to ...

Requests

- I'm writing to ask for your help / you (if you could do me) a favour.
- I wonder if / I was wondering if you could help me / do me a favour.
- I hope you don't mind me asking but could you (possibly) ...?
- I'd be very / really / terribly grateful if you could ...

Thank you / Congratulations / Good Luck

- I'm writing to thank you for your hospitality / the wonderful present.
- It was so kind of you to invite me to stay with you.
- I really appreciated all your help / advice.
- Congratulations on passing your exams / your excellent exam results!
- I wish you good luck / Good luck in / with your exams / your driving test / your interview.
- Don't worry, I'm sure you'll do well / pass.
- Do be on time, won't you, and don't forget to ...

Making suggestions and recommendations

- Why don't you ...? / Maybe you could ...? / How about ...?
- You can't leave New York without (...doing sth)
- I'm sure you will enjoy (...doing sth). If you like, we can ...
- Do visit ... / Don't forget to ...

Closing

The end of your letter is as important as the beginning. There are some standard ways of finishing an informal letter or email.

- **Give a reason why you're ending the letter:** Anyway, I must go and get on with my work! / I guess it's time I got on with that studying I've been avoiding.
- **Send greetings and/or make reference for future contact:** Give my love / regards to... / Say hello to... / Anyway, don't forget to let me know the dates of the party. / I'll try and phone you at the weekend to check the times. / We must try and meet up soon. / I can't wait to hear from you / Look forward to seeing you again / Hope to hear from you soon / See you soon / Write soon
- **Closing statement** such as *Love, Lots of love, All the best, Take care, Best wishes*, should be written **on a new line**. If you used a comma after the opening greeting, use a comma here too.
- **Signing off:** Your first name then follows **on another new line**.

Other things to consider

Range: It is important that you use grammatical expressions and vocabulary appropriate to the level of the exam. Even if there are no mistakes in your writing, you will not be able to get a good grade if you use only the language and vocabulary that you learnt at elementary level. Even in informal writing, there is a good range of language you can use (conditional sentences, a range of perfect and continuous tenses, indirect questions...)

Informal language, including phrasal verbs, informal vocabulary ("*I guess you loved the pics*"), contractions, question tags.

Simpler sentence structure: I'll be late for the party. It's because of my French exam.

Connectors: All good writing makes good use of connectors. However, many of the connectors you have learnt for other styles of writing are inappropriate in an informal letter or email. For informal writing, you need to use some of the connectors that are more specific to spoken language.

- **To introduce a topic:** *Well*, you'll never guess who I bumped into yesterday. / I know how much you love tennis, so I've got us some tickets to Wimbledon. / *By the way*, did you know that John's got a new job?
- **To go back to a previous topic:** *Anyway*, as I was saying earlier, I really wasn't very happy there. / *Now* where was I? Oh yes, I nearly forgot, Mary asked me to tell you about the cinema.
- **To introduce surprising or bad news:** *Actually*, he came to the party after all. / I'm really sorry *but* I can't make it. / *To tell you the truth*, I don't really like sports much.
- **To summarise what you've already said:** *Anyway*, we had a really nice time in the end. / *Well*, *to cut a long story short*, we didn't get there on time.

TEACHING TIPS:

Correction slots

- One way to focus on students' mistakes is to take 'time out' of an activity and look at mistakes as a group. When students are doing a speaking task in pairs or groups I often monitor the students and listen in on what they're saying. Students will get used to you hovering around them although if it's not your usual monitoring style they may wonder what you're up to at first! I make a note of the mistakes that I hear; whether they are pronunciation, grammatical or lexical. I collect a selection of their errors and then stop the activity. I write a selection of the mistakes on the board and ask students to correct them. If students are working in pairs and you have a left over student, why not assign them the role of assistant teacher? They can have a notebook and pen and make notes of mistakes they hear. If they do their job well they could even run the correction slot with their mistakes instead of you. Usually most of the mistakes can be corrected by students themselves.

On the spot correction

- Correcting mistakes the second they are made has the advantage that you don't have to bring the activity to a stop as is the case with a correction slot. Students often appreciate instant correction. Think about what type of activity it is before deciding whether or not it's appropriate to correct on the spot. You don't want to destroy the flow of the task by butting in. Students can also be responsible for on the spot correction if they are encouraged to pick up on each other's mistakes.

Unit 4 Open and distance learning

LESSON ONE: DEVELOPING IT SKILLS

Study skills:

Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.

Grammar: Adverbs

Broader range of intensifiers such as **too, enough**.

Study skills: Listening to overheard conversations, etc.

Exercise 1. (5 min) Tell students that they are going to listen to a telephone message. They should decide if the given statements are true or false.

- The architect is definitely in Madrid. (F)
- There is a problem with the windows. (T)
- They want to send the windows back to the manufacturer. (F)
- The windows are too small. (F)

Tapescript

Problems and solutions

Linda Linda speaking.

Roger Hi, Linda. It's me, Roger. Thanks for your message. I would have rung you straight back if I'd managed to get hold of the architect. He's in Madrid or something.

Linda So did you speak to the window people?

Roger Yes, and as you predicted they said if they'd received the right specifications from the plans in the first place, there wouldn't have been a problem.

Linda Well, I bet when you get the architect, he'll say it's their fault.

Roger Anyway, we can worry about whose fault it is later. The main thing is to find a solution. And quickly. What are our options?

Linda Well, if we send the windows back to the manufacturer, it'll take about sixteen weeks to have them redone. That'll include the architect doing new designs.

Roger Sixteen weeks is ages. We'll go way behind schedule. The client would never agree.

Linda Yes, I know, so my other idea is to make the space for the windows wider by cutting into the area around the window. If we did this, it would have the

advantage of using our people already on the site so I wouldn't be paying them for doing nothing. It's a bit expensive but I think it would take about two weeks.

Roger Good idea. And what you save in time means it'll be cheaper overall. Look, before I give you the go-ahead on that, let me check with the architects to make sure there aren't any structural issues to consider...

Exercise 2. (8 min) Give students some time to fill in the gaps with suitable words and phrases in the column. Check the answers.

- Be sure to clean the table. I don't want to see even a speck of dust on it.
- Why do you always feel so entitled? Do you think it is my responsibility to pay for everything you want?
- Please, don't walk away when I am talking. We need to discuss the problem about your phone.
- Jamilya is so caring. She helps anyone who is in need.
- Jasur needs to be more self-reliant and not depend on help from mom and dad.

Exercise 3. (10 min) Give students enough time to review the question types. Ask them to make up their own examples for each type of a question.

Exercise 4. (10 min) Ask students if they have ever heard of MOOCs. Allow them some time to read the passage about the free online course and discuss the follow up questions.

A **massive open online course** (MOOC /mu□k/) is an online course aimed at unlimited participation and open access via the web. In addition to traditional course materials such as filmed lectures, readings, and problem sets, many MOOCs provide interactive user forums to support community interactions among students, professors, and teaching assistants (TAs).

MOOCs are a recent and widely researched development in distance education which were first introduced in 2008 and emerged as a popular mode of learning in 2012.

Early MOOCs often emphasized open-access features, such as open licensing of content, structure and learning goals, to promote the reuse and remixing of resources. Some later MOOCs use closed licenses for their course materials while maintaining free access for students.

You can share www.futurelearn.com as a website for free online courses.

It offers a diverse selection of courses from leading universities and cultural institutions from around the world. These are delivered one step at a time, and are accessible on mobile, tablet and desktop, so you can fit learning around your life.

The moderators believe learning should be an enjoyable, social experience, so their courses offer the opportunity to discuss what students are learning with others as they go, helping them make fresh discoveries and form new ideas.

Students may find the online courses of their interest launched by British Universities year round. By the successful completion of the course the participants will be given e-certificates.

Exercise 5. (30 min) Take students to the lab. Let them search the listed websites on the internet that offer free online courses. Give them enough time to learn more about the MOOCs. Tell them that they can take the course of their interest. Remind that at the end of the course the MOOC will provide the course participants with an e-certificate. Let them share their findings with the whole class.

- udeemy.ru
- intuit.ru
- futurelearn.com

Exercise 6. (10 min) Ask students to look through verbs and phrases in the table. Pair them up and give them enough time to sort out the words according to their meaning into 'Give a job', 'Take someone's job' and 'Live with passion' columns:

Give a job hire, recruit, employ, take someone on, service.	Take someone's job give notice, dismiss, walk out, sack fire, lay off, resign, take voluntary redundancy, make redundant, limited life.	Live with passion to customers happiness, passionate, have passion, design for yourself, a great team, marketing is about value.
--	--	---

Check the classification results with the whole class.

Possible activity: Students may have a role play on topics "I have got fired from my job", "Luck! I have been hired to..." or, "Learn how to appreciate every single moment of your life".

Exercise 7. (10 min) Ask students to mingle around and fill in the grid with the personal details of their at least 2 groupmates.

Name/ Surname	Phone number	Interests	Languages	Family member
Nargiza Ochilova	+99891 5650000	Reading books	English, German	5

Exercise 8. (6 min) Give students some time to fill in the gaps with the suitable words in the right column. Check the results.

She decided to *switch* majors because she realized studying medicine no longer interested her.

Graduating from college is a real *accomplishment*. You should be proud of yourself.

If you don't *enroll* in school this fall then consider attending classes in January.

I am thinking about majoring in economics, but I need to *talk about it* over with my parents.

My grandparents gave me some money to pay for *tuition* because I can't pay for school expenses on my own.

Exercise 9. (5 min) Give students some time to read the suggestions for improving their listening comprehension. Ask them the question:

- Which of them do you follow?

Let them discuss the points in pairs.

Before you listen

- Think about the topic of the text you are going to listen to. What do you already know about it?
 - What could possibly be the content of the text?
 - Which words come to mind that you already know?
 - Which words would you want to look up?
- If you have to do a task on the listening text, check whether you have understood the task correctly.
 - Think about what type of a text you are going to listen to. What do you know about this type of a text?
 - Relax and make yourself ready to pay attention to the listening text.

LESSON TWO: LEARNING AS AN INDIVIDUAL

Speaking: Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.

Can describe how to do something, giving detailed instructions.

Can summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.

Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.

Reading: Can understand regulations, for example, safety, when expressed in simple language.

Study skills: debate reading and following instructions;

Exercise 1. (10 min) Put students in small groups and ask them to think of any of their groupmates who take an active role in their learning. Ask them to characterise such learners.

Learners who take an active role in their learning:

- ~ *take responsibility for their own learning*
- ~ *evaluate their own learning*
- ~ *are hardworking*
- ~ *are always well prepared*
- ~ *are motivated*
- ~ *work independently*
- ~ *develop learning strategies*
- ~ *set their own learning goals*
- ~ *define the ways to achieve the goals*
- ~ *always seek for further information and study on their own*
- ~ *find different ways to improve their language skills*

Exercise 3. (3 min) Ask the following questions from students:

- *How to strengthen the power of self-study?*
- *Why is it important for you?*

Exercise 4. (5 min) Ask students to read the success story of the grandpa. Invite some volunteers to retell about the successful lives of people they know.

Exercise 5. (10 min) Give students enough time to read the passage about e-portfolio. Put students in small groups and let them discuss the advantages of e-portfolios in language learning.

An **electronic portfolio** (also known as an **eportfolio**, **e-portfolio**, **digital portfolio**, or **online portfolio**) is a collection of electronic evidences assembled and managed by a user, usually on the Web. Such electronic evidences may include inputted text, electronic files, images, multimedia, blog entries, and hyperlinks. E-portfolios are both demonstrations of the user's abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time.

An e-portfolio can be seen as a type of learning record that provides actual evidence of achievement. Learning records are closely related to the Learning Plan, an emerging tool that is being used to manage learning by individuals, teams, communities of interest, and organizations. To the extent that a Personal Learning Environment captures and displays a learning record, it also might be understood to be an electronic portfolio.

E-portfolios, like traditional portfolios, can facilitate students' reflection on their own learning, leading to more awareness of learning strategies and needs.

[2] Results of a comparative research, by M. van Wesel and Prop, between paper-based portfolios and electronic portfolios in the same setting, suggest use of an electronic portfolio leads to better learning outcomes.

Exercise 6. (10 min) Organize a group discussion using the following questions:

- *What are the qualities of a person with independent study skills?*
- *Do you have these qualities?*
- *What skills you have learned will be useful in your study and your future profession?*
- *What other autonomous learning skills, you think, do you need to develop and how you can do it?*

Possible activity: Characteristics of a good student

Students will write a short reflective piece (about 150 words) answering the following questions:

- *What do you think are the characteristics of a good student?*
- *How is it different to study at a secondary school and a lyceum/college?*
- *Do you think you are a good student? Why?*
- *How, do you think, can you be a better student?*

Exercise 7. (10 min) Give students enough time to read the article about IT skills. Put them in small groups and ask them to list down the computer and internet use skills.

For example, I know how to search for the information on the internet and the reliable websites.

Exercise 8. (40 min) To accomplish this exercise successfully students should go to the PC room with internet connection. They will use their online search techniques to find the relevant institute of their future major. They should find information about the admission requirements, program specifications, courses to be taken and tuition. They should print out the info and exchange with their peers.

Possible activity: Collecting the useful and interesting info about the University. Students should prepare a seven-minute presentation on "My future University".

Exercise 9. (6 min) Put students in pairs and ask them to look through the words and their definitions. Ask them to use them in sentences.

Possible activity:

- a) Students will talk about current events of this week.
- b) Students will talk about their lovely talk-show or nature-show.

They should share the most interesting part of the shows that impressed them much with the whole class.

LESSON THREE: SELECTING MATERIALS AND RESOURCES

Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.

Can write very brief reports in a standard conventionalised format, which pass on routine factual information and state reasons for actions.

Study skills: overall written interaction
correspondence
notes, messages and forms

Exercise 1. (2 min) Focus students' attention on the A-D pairs of phrases. Ask them which of the pair of phrases is the odd one? Why?

- A) be good at – be bad at
- B) be willing – be reluctant
- C) succeed in – **fail**
- D) **enjoy** – dislike

Exercise 2. (40 min) You should take students into the internet lab. Give them enough time to find general information about ICT and the growth strategies of ICT. They should also search for the keys on ICT learning?

Possible activity: students should work in small groups and prepare presentation about 'ICT learning and my experience' or 'The role of ICT in my learning a language'.

Exercise 3. (30 min) Ask students to write a letter (100-150 word limit) on the following case:

You are planning to spend a year at a Bristol University in England as an Erasmus student. Write a letter to the Erasmus Programme Co-ordinator explaining why you have decided to do the Erasmus Programme and asking for all the information you need so that you can plan your stay. Say what kind of accommodation you prefer, and what your particular academic interests are, and ask for information about other aspects of your stay in Bristol which you need to know about before you leave.

Exercise 4. (10 min) Ask students to write a letter (50 word limit) on the following case:

You have just had an interesting meal at a restaurant with some friends. When you return home you will find an email from your English pen friend who asks you what you have been doing. Write an email to describe your evening.

Exercise 5. (8 min) Ask students to write a letter (20 word limit) on the following case:

You forgot your friend's birthday. Write an email to apologise, and suggest taking your friend out for a meal. Suggest a place and time.

You may distribute the following letter samples to students to give them an idea.

Sample letter

I am so sorry I missed our appointment last Tuesday morning. It must have been very upsetting for you to make all the effort to get to my office on time, only to have me fail to arrive. Unfortunately, my daughter was involved in a car accident, and everything else simply slipped my mind.

Would you prefer to reschedule next time you are in Springfield, or simply speak on the phone? I will be visiting Centerville during the week of June 10, and we could arrange to meet then if you like. In any case, when we do meet, let me take you out to lunch. I look forward to hearing from you.

Sample letter

This is very embarrassing for me to have to admit, but I simply cannot find the book you lent me. I have searched everywhere I can think of, but it seems to have disappeared. I'm very sorry, John, particularly as you warned me that it is out of print. I have contacted all the second-hand bookstores in town, and they have agreed to look out for it, and Doe Books also told me about a book search service located in Springfield. I am waiting to hear back from them.

I will keep on trying until I locate another copy in good condition for you, but in the meantime I ask you please to accept my sincere apologies.

Exercise 6. (10 min) Ask students to write a letter (50 word limit) on the following case:

You have just got back from a two-week language course in Ireland where you stayed with Mr and Mrs Brecon. Write an email to say thank you, say what you enjoyed and ask them to visit you.

Invite some students with interesting letters to read out to the whole class.

Sample letter

I can't tell you how much I appreciated your kindness in letting me stay at your home when I was in Springfield. It was a delight to see a loving family interact and enjoy each other's company. It showed me how a family can be close in spite of everyday pressures. You and John have created a great home atmosphere.

I would really like for all of you to come on vacation to our house near the seashore next July. I have plenty of room, and Jane would like to meet you all. I've told her a lot about you. If July is not a good time, how about August?

Sample letter

Our sincere thanks for having us in your home when we attended the Doe conference last week. It gave us a chance to catch up on the news and get acquainted with your family. We especially enjoyed our evening conversations over bedtime tea. I hope we didn't impose too much on your busy schedule. Please remember that you are always welcome to stay at our place when your travels bring you to Kansas. Thanks again for your warm hospitality.

Give students enough time to look through the grammar rules on Active and Passive Voice.

For your own review

Explain them the following rules:

What is passive voice?

In English, all sentences are in either "active" or "passive" voice:

active: *Werner Heisenberg formulated the uncertainty principle in 1927.*

passive: *The uncertainty principle was formulated by Werner Heisenberg in 1927.*

In an active sentence, the person or thing responsible for the action in the sentence comes first. In a passive sentence, the person or thing acted on comes first, and the actor is added at the end, introduced with the preposition "by". The passive form of the verb is signaled by a form of "to be": in the sentence above, "was formulated" is in passive voice while "formulated" is in active.

In a passive sentence, we often omit the actor completely:

The uncertainty principle was formulated in 1927.

When do I use passive voice?

In some sentences, passive voice can be perfectly acceptable. You might use it in the following cases:

The actor is unknown:

The cave paintings of Lascaux were made in the Upper Old Stone Age. [We don't know who made them.]

The actor is irrelevant:

An experimental solar power plant will be built in the Australian desert. [We are not interested in who is building it.]

You want to be vague about who is responsible:

Mistakes were made. [Common in bureaucratic writing!]

You are talking about a general truth:

Rules are made to be broken. [By whomever, whenever.]

You want to emphasize the person or thing acted on. For example, it may be your main topic:

Insulin was first discovered in 1921 by researchers at the University of Toronto. It is still the only treatment available for diabetes.

You are writing in a scientific genre that traditionally relies on passive voice. Passive voice is often preferred in lab reports and scientific research papers, most notably in the Materials and Methods section:

The sodium hydroxide was dissolved in water. This solution was then titrated with hydrochloric acid.

In these sentences you can count on your reader to know that you are the one who did the dissolving and the titrating. The passive voice places the emphasis on your experiment rather than on you.

Note: Over the past several years, there has been a movement within many science disciplines away from passive voice. Scientists often now prefer active voice in most parts of their published reports, even occasionally using the subject “we” in the Materials and Methods section. Check with your instructor or TA whether you can use the first person “I” or “we” in your lab reports to help avoid the passive.

To learn more about the use of passive voice in the sciences, visit our handout on writing in the sciences.

When should I avoid passive voice?

Passive sentences can get you into trouble in academic writing because they can be vague about who is responsible for the action:

Both Othello and Iago desire Desdemona. She is courted. [Who courts Desdemona? Othello? Iago? Both of them?]

Academic writing often focuses on differences between the ideas of different researchers, or between your own ideas and those of the researchers you are discussing. Too many passive sentences can create confusion:

Research has been done to discredit this theory. [Who did the research? You? Your professor? Another author?]

Some students use passive sentences to hide holes in their research:

The telephone was invented in the nineteenth century. [I couldn't find out who invented the telephone!]

Finally, passive sentences often sound wordy and indirect. They can make the reader work unnecessarily hard. And since they are usually longer than active sentences, passive sentences take up precious room in your paper:

Since the car was being driven by Michael at the time of the accident, the damages should be paid for by him.

Weeding out passive sentences

If you now use a lot of passive sentences, you may not be able to catch all of the problematic cases in your first draft. But you can still go back through your essay hunting specifically for passive sentences. At first, you may want to ask

for help from a writing instructor. The grammar checker in your word processor can help spot passive sentences, though grammar checkers should always be used with extreme caution since they can easily mislead you. To spot passive sentences, look for a form of the verb to be in your sentence, with the actor either missing or introduced after the verb using the word «by»:

Poland was invaded in 1939, thus initiating the Second World War.

Genetic information is encoded by DNA.

The possibility of cold fusion has been examined for many years.

Try turning each passive sentence you find into an active one. Start your new sentence with the actor. Sometimes you may find that need to do some extra research or thinking to figure out who the actor should be! You will likely find that your new sentence is stronger, shorter, and more precise:

Germany invaded Poland in 1939, thus initiating the Second World War.

DNA encodes genetic information.

Physicists have examined the possibility of cold fusion for many years.

Follow Up

Give students enough time to revise the rules and make up their own examples for each rule.

Exercise 7. Ask students to write a letter (50 word limit) on the following case:

You were recently on holiday with some friends when your car broke down in a small town which none of you had visited before.

Write a letter to an English speaking friend.

- describe what has happened to your car
- tell your friend about the place you stopped

Exercise 8. Revise the writing strategies with your students. Tell students that writing strategies can be compared with building a house.

For your own review

You can distribute the following handout to your students to remind them the strategies of academic writing.

How to Respond to Writing Assignments

Step 1: Analyze the Assignment

- If the assignment is given orally, write it out and read it until you're thoroughly familiar with it.
- Look for key words. Pay particular attention to the thought process your instructor expects you to use, which is often captured in a single or set of key words.
- Look for what form your paper is expected to take; most will take one of these forms.

Step 2: Consider the Writing Situation

Successful college writers look beyond the assignment to the larger picture and seek to understand the purpose and audience for the assignment.

- **Purposes:** Why has my professor given me this assignment? Is it intended primarily to test my knowledge of the reading for the study, or is it asking me to go beyond the reading? Am I expected to break new ground? What might I hope to accomplish? Why is the subject important?
- **Audience:** Who is the intended audience? Who will be my audience beyond the professor? Who else might be interested in reading this paper? Why should my reader be interested in what I will do in this paper?

Step 3: Ask Questions

If the assignment's purpose, subject or audience is not clear ask your professor questions such as:

- What would you like me to learn from writing this?
- Who is the target audience?
- What form do you want me to use?

Make sure you understand what kind of thinking and what type of paper is expected. Sometimes your questions help a professor clarify an assignment.

Step 4: Ask to See a Sample

Ask to see a model of what the instructor wants. Student models are often the most help. Seeing models of what is expected will help you respond to the assignment effectively.

Step 5: Make the Assignment Your Own

After you are sure about what's expected in an assignment:

- turn the question around; instead of asking, "What does the instructor want?" ask, "What do I want to say about the assigned subject or question?"
- ask yourself about your knowledge and experience of the subject: "What are the limits of my knowledge and how can I learn more?"; write down what you have already known about the topic, why you care about it and why you think your reader should care about it

- answer the question, “Why write about this, anyway?”; look for a slant on the question that reflects who you are
- relate the assignment to something you're familiar with; don't hesitate to ask if you can modify the assignment a little so you can do something you really want to do
- read over what you have written until you can “hear” it; when you can let it flow through your hands onto the screen or paper, you have found your voice.

LESSON FOUR: REVIEW

In this lesson you should introduce students with criteria to evaluate websites. Ask students to read the text and match the paragraphs with suitable subtitles.

Evaluating Internet Resources

There's lots of good information on the internet, but you will also find opinions, misconceptions, and inaccurate information. How do you judge the quality of internet resources?

Criteria for Evaluation

Students need to learn to evaluate the quality of information they find on the web as well as other information resources such as books, magazines, CD-ROM, and television. Ask students to be skeptical of everything they find. Encourage them to compare and contrast different information resources. Consider the following ideas:

Authority. Who says? Know the author.

Who created this information and why?

Do you recognize this author or his/her work?

What knowledge or skills do they have in the area?

Is he or she stating fact or opinion?

What else has this author written?

Does the author acknowledge other viewpoints and theories?

Objectivity. Is the information biased? Think about perspective.

Is the information objective or subjective?

Is it full of facts or opinions?

Does it reflect bias? How?

How does the sponsorship impact the perspective of the information?

Is a balance of perspectives represented?

Could the information be meant as humorous, a parody, or satire?

Authenticity. Is the information authentic? Know the source.

Where does the information originate?

Is the information from an established organization?

Has the information been reviewed by others to insure accuracy?

Is this a primary source or secondary source of information?

Are original sources clear and documented?

Is a bibliography provided citing the sources used?

Reliability. Is this information accurate? Consider the origin of the information.

Are the sources truth worthy? How do you know?

Who is sponsoring this publication?

Does the information come from a school, business, or company site?

What's the purpose of the information resource: to inform, instruct, persuade, sell? Does this matter?

What's their motive?

Timeliness. Is the information current? Consider the currency and timeliness of the information.

Does the page provide information about timeliness such as specific dates of information?

Does the date of information matter with your particular topic?

How current are the sources or links?

Relevance. Is the information helpful? Think about whether you need this information.

Does the information contain the breadth and depth needed?

Is the information written in a form that is useable (i.e. reading level, technical level)?

Is the information in a form that is useful such as words, pictures, charts, sounds, or video?

Do the facts contribute something new or add to your knowledge of the subject?

Will this information be useful to your project?

Efficiency. Is this information worth the effort? Think about the organization and speed of information access.

Is the information well-organized including a table of contents, index, menu, and other easy-to-follow tools for navigation?

Is the information presented in a way that is easy to use (i.e., fonts, graphics, headings)?

Is the information quick to access?

Follow Up

You may take students to the lab. They can follow the website evaluating criteria in practice.

For your own review

1. Preparation for listening

Try to train students to prepare themselves for listening activities. Students need to learn what they can do to prepare themselves for any listening activity. They should think about these questions: Do I know what I am going to hear? Do I know anything about the people talking or what they are talking about? If they think about these things, they can then make some predictions about the content of the recorded text. Even guessing some of the words they will hear will help them understand the text.

Therefore, at the preparation stage, you can sometimes ask a class what words they expect to hear.

2. Check understanding of the task

Make sure that all students understand the task. When the task is listening to specific information, you may need to check recognition of words, ask questions to check understanding or go through an example. The amount of preparation will vary from class to class and from task to task. Remember, however, that this is preparation only. Students must still have a reason for listening and the task must not be done at this stage.

3. Play the audio and let students do the task

As a general rule, play the audio as many times as necessary for three majority of the class to be able to do the task. At the same time, do not give the impression to students that you will always do this, or you will reduce their concentration and the effectiveness of their listening. It should not be necessary to use the pause button at this stage, as it is important for students to get used to hearing a complete text.

4. Check answers

See teaching notes for this stage. Sometimes the class may be asked to check their answers in pairs before you carry out a class check. Sometimes students have to read the text to check their own answers. If so, a class check must take place later.

5. Consolidate and transfer

Whether or not a listening task is followed by or leads on to another task, always allow some discussion of what has just been done. Try to allow students to comment on and ask questions about what they have heard. Note: Listening texts can often be used again later. For example, conversations can be used for focusing on functional expressions and pronunciation.

Unit 5 Academic skills

LESSON ONE: UNDERSTANDING CHATS, TABLES AND GRAPHS

Can understand the main points of clear standard speech on familiar matters regularly encountered at work, school, leisure etc., including short narratives.
 Can follow detailed directions.

Grammar: Future Continuous
 Modals - must/can't deduction

Study skills: overall listening comprehension

Speaking: Dialogue: Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.

Exercise 1. (5 min) Pair up students and ask them to review the table. Let them look through the important elements of describing performance.

Exercise 2. (5 min) Ask students to read the sentences and choose correct verb.

- A) raise B) rise C) fall D) reduce

Exercise 3. (5 min) Ask students to sort the words into relevant columns. Remind them that some words can go to more than one column. Check the answers.

rise	raise	reduce	fall
increase go up	increase put up	cut decrease lower	go down decrease

Exercise 4. (8 min) Ask students to talk about the following issues in their living area. They should use the verbs in Ex. 3.

- house prices
- the gap between rich and poor houses
- taxes
- the cost of living in general

Exercise 5. (10 min) Put students in pairs. Give them enough time to read the text about bicycle sales. Ask them to replace the underlined words with possible ones.

going up and down - fluctuating

picked up - recovered

high point - peak

due to - because

the result was - it meant

over - during

stabilised - levelled off

a bit - slightly

up to - as much as

resulted in - led to

fell - decreased

Exercise 6. (5 min) Give students enough time to study the useful introductory and time expressions to describe a graph.

Useful introductory expressions:

The graph shows / indicates / depicts / illustrates

From the graph it is clear

It can be seen from the graph

As can be seen from the graph,

As is shown / illustrated by the graph,

Example: The graph shows the percentage of children using supplements in a place over a year.

Useful time expressions:

over the next... / for the following... (for the following two months... over the next six months...)

from ... to / between ... and (from June to August... between June and August...)

during (during the first three months...)

Warning!

Per cent is the word form of the symbol %. We can write 10% or 10 per cent. Percentage is the noun form: The percentage of children using supplements. NOT The percent of children...

Note!

You can use a combination of adjective + noun, or verb + adverb, to avoid repeating the same phrase.

Example: There was a sharp decrease in the numbers. The numbers decreased sharply.

Exercise 7. (2 min) Pair up students. Ask them to use the words in the box to replace the underlined ones in Ex.5. Check if their suggestions in Ex.5 have been the same.

Exercise 8. (10 min) Tell students that they are going to listen to the text 'Reasons for trends'. Write the title on the board and ask them to guess the content of the text. Say that they should listen to the text and fill in the grid.

No	Source of energy	Invented or not? Yes/No	Reasons
Speaker 1	wind power	Yes	consistent growth
Speaker 2	eco-energy	No	risky, political
Speaker 3	oil	Yes	increasing well
Speaker 4	nuclear energy	Yes	not enough natural energy we need it
Speaker 5	wave power	No	slow development

Tapescript
Reasons for trends

Speaker 1 I think the wind power is probably a good long-term investment because its growth has been slow but fairly consistent over the last decade, and more and more wind farms seem to be appearing, so someone must be making money – unless it's all coming from government subsidies. So if you can spare some money for the next fifty years or so, I'd say you're probably on to a good thing.

Speaker 2 The whole eco-investment craze is a bit risky at this stage. It's all a bit up and down due to the fact that some governments are saying now is the time to look for alternative energies and others are still using coal and oil. It's so political that you only need a change of government and the whole thing changes again. Certainly in the short term it's going to be difficult to predict...

Speaker 3 Actually, I'd say oil is still a good one at least in the short term. It's really kept increasing very well and I don't know anyone who's lost. Another reason for putting your money in oil companies is that quite a few are also developing environmentally-friendly fuels...

Speaker 4 It's funny, because, everyone was trying to get out of nuclear energy for a while. We all thought it would be replaced with wind power and solar energy. Anyway, as a result of governments suddenly realizing for at least the next century we won't be able to get enough energy from natural sources, nuclear will probably have a bit of a revival. So I wouldn't move all your money out of that industry just yet...

Speaker 5 The one you hear about at least is wave power but there are one or two companies that are investing heavily in the technology. I suppose with all the sea it's worth looking into, but overall I wouldn't expect it to do well for the small, short-term investor. Anyone with money here already won't have seen much return at all and I don't predict they're going to see much change in near future, either, as it's going to be slow to develop.

Follow Up

Ask the question below:

- Which speaker's point would you approve? Why?

Exercise 9. (2 min) Focus students' attention on the quotation. They should express their interpretation on the quote.

"Money often costs too much"

Ralph Waldo Emerson was most notably known for his poetry, but he was also an essayist, lecturer and philosophical leader of his time. A popular quote by him is, "Money often costs too much".

Emerson could have meant many things with this quote, but I chose to interpret it as 'what are we sacrificing for money?' The saying "time is money" continues to resonate in my mind as I look over Emerson's quote. Time is something we can't get back, whether it be time to do what we enjoy, time with the family, or just time in general. Do what you are passionate about, and the money will come eventually.

Let's not waste time, don't let money cost 'too much'. Money certainly does help ease some of the life struggles that we face, but money should not be the goal. It should be the perk you happened to pick up along the way.

Exercise 10. (8 min) Give students enough time to complete the flow charts using the words in the box.

1. borrow money – owe money – pay back money
2. lend money – charge interest – make a profit
3. order goods – be invoiced for the goods – pay for the goods
4. bet money on a horse – win money – collect your winnings
5. invest money in shares – earn interest – buy more shares
6. go to the bank – withdraw some money – spend the money

7. put your car up for sale – receive an offer – do a deal
8. find a car you want to buy – negotiate a discount – save money
9. do business – make a profit – reinvest that profit
10. be short of money – take out a loan – repay the loan

Exercise 11. (5 min) Ask students to find out the differences between the following phrases:

1. win money and earn money
2. lend and borrow money
3. spend and waste money
4. costs and is worth 300

win money - is the money you get from a bet or competition

earn money - is the money given for your work

lend money - is the money you give to someone with the agreement they will repay you

borrow money - is the opposite of 'lend money' when someone gives you money with the agreement you repay them

spend money - is to give in return for goods and services

waste money - is to spend money unnecessarily

costs - something costs 300.000 sums means that is a price

worth - something is worth 300.000 sums means that would be a fair price

More examples

1. He won a million sums in the lottery.
2. As a web designer he earns enough money to live comfortably.
3. I will ask the bank to lend me enough money to buy a house.
4. My friend borrowed some money from me, so that he could pay for a taxi to go home.
5. How much money do you spend on food every month?
6. I wasted 150.000 sums on a radio that doesn't work.
7. My new armchair costs 300.000 sums, but it is so good. I think it is worth much more.

Exercise 12. (15 min) Organize a role play. Put students in pairs. Explain that they should take the roles of a bank manager and a loan applicant. Ask them to look at the notes and give some time to act out the conversation. Let pairs present their short role plays to the whole class.

LESSON TWO: CONFIDENCE WITH NUMBERS

Dialogue: Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.

Monologue: Can describe events, real or imagined. Can narrate a story. Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.

Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

Can take follow up questions, but may have to ask for repetition if the speech was rapid.

Reading: Can understand clearly written, straightforward instructions for a piece of equipment.

Study skills: Speaking for academic purpose.
Reading for information and argument;

Exercise 1. (5 min) a) Ask students to look through the words in the box. Give them some time to sort out the words according to the types of the cost.

1. Material cost – sugar
2. Administration cost – telephone
3. Distribution cost – vehicle insurance (trucks)
4. Overheads – heating
5. Labour costs – production workers
6. Development costs – lab equipment
7. Advertising expenditure – free samples
8. Finance costs – bank charges

b) Put students in small groups. Ask them to think about other costs possible for the types 1-8 in Ex. 1.

1. Material cost - sugar, coconut oil, nuts, wrappers, box, fruits, raisins
2. Administration cost – telephone, internet, office supplies, office furniture, rent, license
3. Distribution cost – vehicle insurance (trucks), petrol, vehicle maintenance, warehouse
4. Overheads – heating, lighting, air-conditioning, recycling, refuse collection

5. Labour costs – production workers, office staff, drivers, sales department, salesmen, saleswomen
6. Development costs – lab equipment, machinery, capital equipments
7. Advertising expenditure – free samples, exhibition, billboards, newspaper/TV/online advertisements
8. Finance costs – bank charges, on interest (on loans), interest charges

Exercise 2. (8 min) Put students in small teams. Ask them to study the case in which some countries are running out of energy resources. They are looking at alternative ways of producing energy for the future. They may use the guiding questions:

- *What is energy resource?*
- *What kind of alternative energy resources do you know?*
- *Which of them would you invest money?*

Energy resources are the opportunities an area offers to generate electricity based on its natural conditions and circumstances. Some of these energy resources are obvious: an area might contain coal, oil, wood, or gas. But others, like renewable resources such as wind, solar, hydroelectric, and wave power are not so obvious -- they're based on the natural weather patterns and features of an area.

Alternative energy encompasses all those things that do not consume fossil fuel. They are widely available and environment friendly. They cause little or almost no pollution. There have been several alternative energy projects running in various countries to reduce our dependence on traditional fossil fuels.

Solar Energy. Solar is the first energy source in the world. It was in use much earlier before humans even learn how to light a fire. Many living things are dependent on solar energy from plants, aquatic life and the animals. The solar is mostly used in generating light and heat. The solar energy coming down to the planet is affected by the orbital path of the sun and its variations within the galaxy. In addition, it is affected by activity taking place in space and on the sun. It was this energy that is believed to have been responsible for the breaking of ice during the ice age, which creates the separation of lands and sea.

Solar energy is one the alternative energy sources that is used most widely across the globe. About 70% of the sunlight gets reflected back into the space and we have only 30% of sunlight to meet up our energy demands. While solar energy is used for producing solar energy, it is also used for drying clothes, used by plants during the process of photosynthesis and also used by human beings during winter seasons to make their body temperature warm. Solar energy can be extracted either by Solar Thermal or using Photovoltaic Cell.

Wind Energy. This is one of the energy sources that has been in use for a very long time and for centuries. It was used in powering sailing ships, which made it possible for explorers to sail around their trade routes in distant lands. A single windmill can power the crop irrigation, and the family energy needs, water pumping and electric lights. However, in the present time there are several windmills that are used to generate required energy mostly for industrial uses. Many of the wind turbines can capture much power all at once before feeding it to the power grid. This is commonly known as wind farms and has been in use for many years all round the world. It is only the United States that is going slow in terms of accepting this alternative energy source.

Geothermal energy. 'Geo' means Earth and 'thermal' means energy. Geothermal energy means energy drawn or harnessed from beneath the earth. It is completely clean and renewable. Geothermal energy has been in use since last several years. The earth contains a molten rock called magma. Heat is continuously produced from there. The temperature increases about 3 degrees Celsius, for every 100 meters you go below ground. Below, 10,000 meters the temperature is so high, that it can be used to boil water. Water makes its way deep inside the earth and hot rock boils that water. The boiling water then produces steam which is captured by geothermal heat pumps. The steam turns the turbines which in turn activate generators. Read more about working of Geothermal energy here.

Hydroelectric energy. Solar energy is produced by the sun and wind energy is produced by moving of winds. The heat caused by the sun drives the wind. The movement of winds is then captured by wind turbines. Both wind and the sun cause water to evaporate. The water vapor then turns into rain or snow and flows down to seas or oceans through rivers or streams. The energy of the moving water can then be captured and called as hydroelectric power. Hydroelectric power stations capture the kinetic energy of moving water and give mechanical energy to turbines. The moving turbines then convert mechanical energy into electrical energy through generators. Dams around the world have been built for this purpose only. Hydropower is the largest producer of alternative energy in the world.

Biomass Energy. This is the process by which an alternative energy is generated through conversion of biological materials and wastes into forms that can be used as energy sources for heating, power generation and transportation. Those carbon based substances or materials converted over a long period of time to fossil fuels are not regarded as biomass. However, in their original state they are regarded as biomass. This is because of the separation of the carbon they previously contained from the carbon cycle. This makes them figure differently affecting carbon dioxide levels in air.

Ocean Energy. The earth promises many power sources. Just like the geothermal and solar energy, which have long been used in heating homes and lighting as well when harnessed. Even in the last century these forms of energy were in use. Due to massive size of oceans, this energy can be used on much wider scale than other alternative sources of energy. The waves produced by the ocean and tides that hit the sea shore has enormous potential in them. If they are harnessed with full capacity they can go a long way in reducing world's energy problems. There are 3 ways i.e. Tidal energy, Wave energy and Ocean thermal energy conversion (OTEC) via which ocean energy can be harnessed.

Hydrogen Energy. Hydrogen is the most abundant element available on the earth but it is rarely alone. Even water contains two third of hydrogen. It is usually available with other elements that have to be separated before we can make use of it. Hydrogen has tremendous potential and can be used to power up homes, vehicles and even space rockets. It takes a lot of energy to separate hydrogen from other elements and therefore it proves to be quite expensive to extract it.

The main benefit of hydrogen energy is that it is clean source of fuel and does not leave any waste elements behind except water. There are no harmful emissions and it is environment friendly. It is completely renewable and can be produced over and over again on demand. Hydrogen can also be used to make bombs like the ones used by America on Hiroshima and Nagasaki which makes it highly inflammable. Dependency on fossil fuels still remains as we need them to extract hydrogen from other elements. Also, it is quite expensive to produce and store.

These are some of the alternative energy sources that can be taken into consideration when planning your energy production and usage. You can harness any of these and you will satisfy your power needs.

Draw their attention to the photos. Ask them to interpret the photos. Give the following questions:

- *Can you see any alternative energy resources in the photos?*
- *Which of them would you invest money for having it widespread? Why?*

Invite small group representatives to share their findings with the whole class.

Exercise 3. (10 min) Focus students' attention on the article. Ask them to read the title of the text "Good Greed" and guess what the text might be about. Give students enough time to read the article and check whether their supposition has been correct. Ask them to fill in the gaps in 1-15 using any of the options A-D.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
B	B	B	C	D	B	D	D	A	B	B	A	D	A	C

Exercise 4. (3 min) Ask students the following questions:

- *What does the graph tell you about solar energy?*
- *Do you think it is a good moment to invest?*

Possible answer

The cost of solar energy has fallen, but it is still more expensive than the average price for residential electricity.

Exercise 5. (10 min) Give students enough time to **look at the numbers in the text “Thread to Thread” and write what they represent.**

Numbers refer to ...	
25 th	anniversary of Uzbekistan's independence
18	new enterprises (companies)
\$99 million	cost of new enterprises
a thousand	number of jobs
\$15 million	investment in new fabrics
2.2 billion	investment in the industry
180	big projects
70,000	employees in the industry
\$110 million	cost of Kokand project
29,000	tons of yarn
12,000	tons of cotton yarn in Khorezm
\$50 million	Khorezm project
120	times increased export (index of export increased)
2014	\$1 billion exports
1991	\$7 million exports
50	number of countries exported to

Exercise 6. Say that in the last articles there are several words or pairs of words which describe trends. Ask students to complete the table with the words that are similar in meaning.

to increase (rise, soar, reach)

to level out (remain, stable)

to decrease (go down, decline, crash)

fluctuate (go up and down, rise and fall, change, vary, alter)

LESSON THREE: COHERENCE AND COHESION

Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.

Can participate in on-line or off-line computer conferences.

Study skills: overall written interaction
correspondence
notes, messages and forms

Exercise 1. (5 min) Give students enough time to read the text about coherence. Discuss the meaning of the text with the whole class.

Explain them the followings:

Cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. It is related to the broader concept of coherence.

There are two main types of cohesion: **grammatical cohesion** which is based on structural content, and **lexical cohesion** which is based on lexical content and background knowledge. A cohesive text is created in many different ways.

coherence - when the parts of something fit together in a natural or sensible way

*There was no coherence **between** the first and the second half of the film.*

cohesion - when the members of a group or society are united

social/national cohesion

*The **lack of cohesion** within the party lost them votes in the election.*

Additional explanation:

Six ways of creating cohesion:

1. **Lexis** is a way of creating cohesion using: synonyms (e.g. **beautiful** for **lovely**); *hyponyms* and *superordinates* (e.g. **daffodil**, **rose** and **daisy**, are all hyponyms of the superordinate **flower**). *Lexical chains* are created in a text by using words in the same lexical set (e.g. **army**, **soldiers**, **barracks**, **weapons**). These techniques allow for the central themes to be reiterated in a way that avoids monotony for the reader.

2. **Ellipsis** is when we omit words because they are understood from the context (e.g. *Jahongir can type and I can **[type]** too!, I don't want to go out, do you?'***[want to go out]**)

3. Reference is a way of creating cohesion using determiners (e.g. **this**, **that**, **these** and **those**); *pronouns* (e.g. **him**, **them**, **me**); *possessive pronouns* (e.g. **your**, **their**, **hers**); *relative pronouns* (e.g. **which**, **who**, **whose**). This type of cohesion can also be achieved comparatively with expressions like: **similarly**, **likewise**, **less**.

4. **Conjunction** includes *listing* words such as, **firstly**, **next**, **lastly**; linkers for *addition* (e.g. **moreover**, **and**, **also**); *concession* (e.g. **but**, **however**, **despite**); and *cause and effect* (e.g. **so**, **because**, **as a result**).

5. **Cohesive nouns** are a kind of lexical reference. They can summarise many words in one (e.g. **attitude**, **solution**, **difficulty**), and have been called 'umbrella' nouns for this reason (Bailey 2006:150). They are used to signal what is to come (e.g. *the **problem** to be discussed...*), or can refer back (e.g. *The **issue** mentioned above...*).

6. **Substitution** uses a word/phrase to replace a word/phrase used earlier. For instance **the one(s)** and **the same** can be used to replace nouns (e.g. I'll have the **same**). Verbs can be replaced by **do** (e.g. The authorities said they had acted, but nobody believed they had **done**). In speaking, whole clauses can be replaced by, **so** or **not** (e.g. I hope **so/not**).

Exercise 2. (3 min) Draw students' attention on the picture and let them find out what items there are. Ask them to identify the groups of words that are related.

vase – flowers, mirror – dressing table, books – bookshelf – bookcase, armchair – cushion – footstool, floor – carpets, picture – frame and etc.

Exercise 3. (5 min) Focus students' attention on the pictures. Ask them to underline all key words relating to the pictures.

1. The art gallery was exhibiting all his paintings, but not sculptures or his early etchings.

2. The players gathered on the pitch and kicked the ball around, before playing in earnest.

3. The students attending the lecture took notes and asked a lot of questions.

4. Over a million dollars was spent last year. This investment was needed and was wisely spent.

5. The two cars collided on the flyover. However, nobody was hurt in the accident.

6. The children were always fighting, but no one seemed concerned about the problem.

Exercise 4. (5 min) Draw students' attention to the examples. Ask them to explain how the author avoids repetition.

In the first and second examples the author uses the synonym of **fancy dress** as **costume** and **the climb** as **the ascend**.

For your own review

- *What is coherence in lexis?*

Lexical cohesion refers to the way in which related words are chosen to link elements of a text. There are two forms: repetition and collocation. Repetition uses the same word, or synonyms, antonyms, etc. For example, *Which dress are you going to wear? – I will wear my green frock*, uses the synonyms **dress** and **frock** for lexical cohesion. Collocation uses related words that typically go together or tend to repeat the same meaning. An example is the phrase **once upon a time**.

Cohesive nouns are a kind of lexical reference. They can summarise many words in one (e.g. **attitude, solution, difficulty**), and have been called 'umbrella' nouns for this reason. They are used to signal what is to come (e.g. *the **problem** to be discussed...*), or can refer back (e.g. *The **issue** mentioned above...*).

Exercise 5. (5 min) Ask students to read the sentences. Let them explain how the author avoids repetition.

In the first and second examples the author substitutes the words with more general ones. For example, shoes – ones, demonstrated – to do. It is called substitution.

In the third example the author omits the word and **can be** refers to both **warm** and **wet**. It is called ellipsis.

Follow Up

You may ask students the following question

- *What is substitution coherence?*

Substitution. A word is not omitted, as in ellipsis, but is substituted for another, more general word. For example, *Which ice-cream would you like? – I would like the pink one*, where **one** is used instead of repeating **ice-cream**. This works in a similar way to pronouns, which replace the noun. For example, **ice-cream** is a noun, and its pronoun could be **it**, as in, *I dropped the ice-cream because it was dirty*.

Elicit the answers. Let them make up their own examples.

Exercise 6. (3 min) Ask students to underline the conjunctions. Let them explain their function.

1. Firstly, we need to water all the plants because the weather has been very dry.
2. The dog bit him, therefore he needed medical attention immediately.
3. In addition, government expenditure needs to be cut in this fiscal year.

firstly – to list points in a specific sequence

because – to express cause

therefore – to express effect

in addition – to add more points on the same topic

For your own review

- *What is coherence as a reference?*

Referencing. There are two referential devices that can create cohesion:

- *Anaphoric* reference occurs when the writer refers back to someone or something that has been previously identified, to avoid repetition. Some examples: replacing **the taxi driver** with the pronoun **he** or **two girls** with **they**. Another example can be found in sequences such as **stated previously** or the **forementioned**.

- *Cataphoric* reference is the opposite of anaphora: a reference forward as opposed to backward in the discourse. Something is introduced in the abstract before it is identified. For example: *Here he comes, our award-winning host... it's John Doe!* Cataphoric references can also be found in a written text.

There is one more referential device, which cannot create cohesion:

- *Exophoric* reference is used to describe generics or abstracts without ever identifying them (in contrast to anaphora and cataphora, which do identify the entity and thus are forms of endophora): e.g. rather than introduce a concept, the writer refers to it by a generic word such as **everything**. The prefix **exo** means **outside**, and the persons or events referred to in this manner will never be identified by the writer.

Exercise 7. (5 min) Ask students to look through the sentences. Let them find out what words have deliberately not repeated.

1. Nargiza was quite happy to handle the snake, although the others did not want to (handle the snake).
2. Here is a deck of cards, now take any four (of the cards).
3. I wanted to take another chocolate covered cherry, but I knew I must not (take another chocolate covered cherry).

Follow Up

You can explain students the followings:

- *What is ellipsis?*

Ellipsis means:

a) the omission from a sentence or other construction of one or more words that would complete or clarify the construction, as the omission of *who are*, *while I am*, or *while we are* from *I like to interview people sitting down*.

b) the omission of one or more items from a construction in order to avoid repeating the identical or equivalent items that are in a preceding or following construction, as the omission of *been to Paris* from the second clause of *I've been to Paris, but they haven't*.

Exercise 8. (5 min) Say that the two paragraphs represent weak and strong examples of coherence. Give students some time to read them and tell which they like better and why.

Paragraph A represents a strong example of coherence. (uniform - brown striped jumper - polyester shirt - outfit - clothes)

Paragraph B is an example of weak coherence having the repetition of the words. (uniform)

Draw students' attention to the graph indicating the number of vehicles per capita of the world's population. Give them some time to think what the main trends in the graph are. Ask them to make brief note to describe a graph.

Possible activity

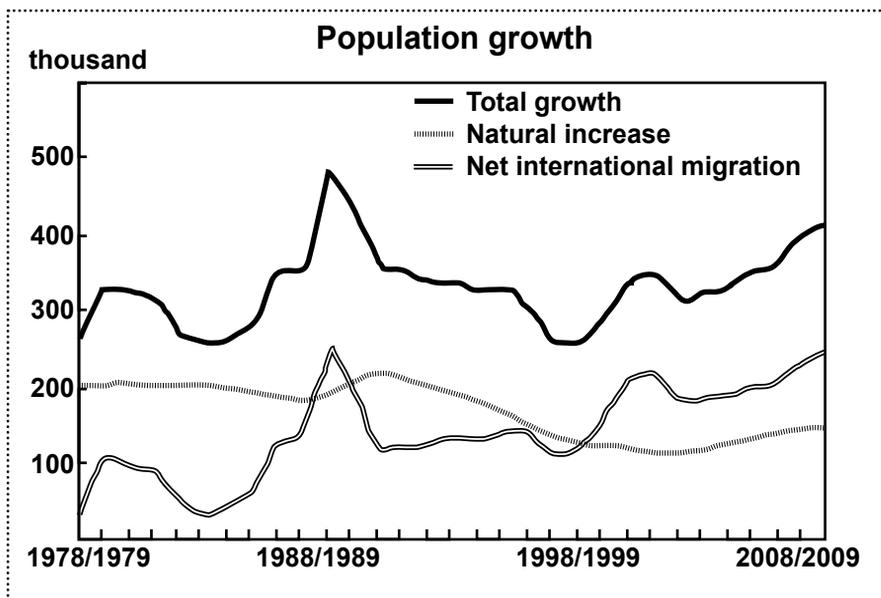
Distribute the Sample below to your students. Discuss the points that helped the author get the highest score for his or her writing. Explain them the assessment criteria of task achievement, coherence and cohesion, lexical resource, grammatical range and accuracy.

Sample

Population growth in Canada

This graph shows the growth of the population in Canada from 1978 to 2009. It is taken from the website about Statistics in Canada.

There are three graphs in the chart. The green graph shows the total growth of the population, the black one deals with the migrated people in Canada and the blue graph shows the natural increase of the population. In 1988/89 there was an enormous growth. In the following years the total growth went down to about 250,000 in 1998/99. From that time on the Canadian population has been gradually growing again although the natural increase slows down. So we can say that the growth of the population in Canada is based on migration.



LESSON FOUR: REVIEW

Focus students' attention on the pie chart. Give them 20 min. to describe the chart using no less than 150 words. The pie chart shows the main reasons why agricultural land becomes less productive. The table shows how these causes affected three regions of the world during the 1990s.

Students should summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Ask students exchange the written work and invite some volunteers to read out their work to the whole class.

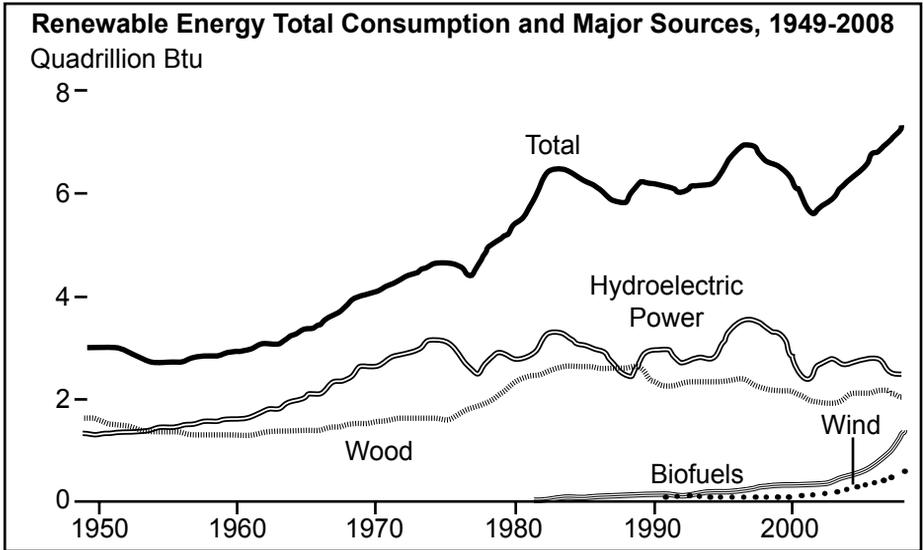
Possible activity

Distribute the Sample below to your students. Discuss the points that helped the author get the highest score for his or her writing. Explain them the assessment criteria of task achievement, coherence and cohesion, lexical resource, grammatical range and accuracy.

Sample. Renewable energy consumption in the USA (1949-2008)

The diagram shows the consumption of renewable energy in the USA from 1949-2008.

Write a 150-word report for a university lecturer identifying the main trends and making comparisons where relevant.



Model answer

The line graph shows growth in the consumption of renewable energy during the period 1949-2008 in the USA. The results are also broken down by source.

The first thing to note is that renewable energy use more than doubled over the period, with particularly strong growth in biofuels. This sector did not exist in 1980 but experienced a steep rise during the 2000s to over one quadrillion Btu per year. This made biofuels a serious challenger to both wood and hydroelectric power, which both saw only limited growth overall. The former grew steadily between 1975 and 1985, but then slipped back to around its original level of 1.8 quadrillion Btu. The latter began the period at the same level as wood but experienced more substantial growth. However, it also fell back to around 2 quadrillion Btu, with a particularly sharp drop in the late 1990s.

Finally, wind power emerged late in the period but showed a gradual rise to around 0.5 quadrillion Btu, suggesting that it, along with biofuels, will replace wood and hydroelectricity as the main sources of renewable every in the future.

Why does the sample 2 get the highest score?

Task achievement: The model answer describes the overall trend first, followed by an analysis of the different energy sources. Numerical evidence is used sparingly to illustrate the trends. The main trends are used as the basis of a prediction in the final sentence.

Coherence and cohesion: Trends are explained in general terms first, followed by supporting figures. Some energy sources are grouped together for

ease of understanding. **It** and **this** are used throughout as cohesive devices, and the writer uses **the former** and **the latter** to refer back to information in a previous sentence.

Lexical resource: The writer uses a wide range of vocabulary to describe change, including adjectives and adverbs such as **limited**, **substantial** and particularly **sharp**, and verbs such as **doubled**, **slipped** and **emerged**.

Grammatical range and accuracy: The model answer is free from grammatical errors. Sentence forms are complex and include relative clauses and linking words such as **with**. The candidate makes use of past, present and future tenses. Punctuation is also used carefully and accurately throughout.

TEACHING TIPS:

Recording new vocabulary

If you feel that sufficient effort isn't being made to record new vocabulary it's well worth talking to your students and asking them how and where they record new words that come up in class. They may have a notebook where they write the new words or they may have no system in place. All students should be encouraged to make an effort recording vocabulary in an orderly way. Suggest to the class that they have a special vocabulary book. Depending on their preferences and learning styles the notebook can include pictures and mind maps. It doesn't have to be just a long list. Suggest to your class that they carry this book with them and use the time spent waiting for buses or sitting on trains to have a look through and test themselves. If you are learning their language and somehow recording new vocabulary you could bring in your notebook (or whatever you have to keep track of new words) and show them how you are making an effort to extend your own vocabulary.

The word bag

Apart from encouraging your students to keep an orderly vocab book of some sort, another way of having easy access to the words that have come up in your classes is to create a 'word bag' for each of your groups. All you need are two large envelopes and some strips of card. Write on one envelope 'Blank word cards' and 'Class Word Bag' on the other. Cut up lots of small strips of card and put them in the 'Blank Word Cards' envelope.

Every class, nominate a student to be in charge of the 'word bag'. He or she should be given the envelopes at the beginning of the class and is responsible for writing all the new vocabulary on separate blank word cards and putting them into the class word bag envelope. If this isn't practical for your group, you can be responsible for putting the words in the bag after each class. If you can keep the envelopes in the class you teach in, pinned on a cork board or in a safe place, it will be easier for you to keep track of the bag. After a few lessons you will have a good selection of words in the word bag.

Unit 6 Observation and reflection

LESSON ONE: BECOMING A REFLECTIVE LEARNER

Dialogue: Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.

Monologue: Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can develop an argument well enough to be followed without difficulty most of the time. Can briefly give reasons and explanations for opinions, plans and actions.

Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.

Can construct a chain of reasoned arguments:

Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.

Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.

Reading: Can understand clearly written, straightforward instructions for a piece of equipment.

- Study skills: Speaking for academic purpose.
- Reading for information and argument; Grammatical areas:
- Revision of **going to + infinitive**
- Modals **should, must, may, might**
- Revision of first conditional
- Revision of past simple tense

Functional/Notional areas:

- Making offers with **will + infinitive**
- Talking about possibilities
- Describing a sequence of events
- Expressing agreement and disagreement
- Giving orders

Exercise 1. (3 min) Put students in pairs. Ask them to read a short passage. Let them discuss their experience with a partner.

a. WCMS - Web Content Management System. It is a software system that provides website authoring, collaboration, and administration tools designed to

allow users with little knowledge of web programming languages or mark up languages to create and manage website content with relative ease.

b. WCMS stands for Web Course Management System (similar to Virtual Learning Environment)

Exercise 2. (10 min) Tell students that they are going to listen to the text “Difficult questions” about good and bad listeners. Ask them about their expectations:

- *What does the listening material speak about?*

You may ask the following questions:

- *How do the good listeners show that they are good listeners?*

- *What kind of a listener are you?*

- *What should you do to improve your listening comprehension?*

Elicit the answers.

Conversation 1 GOOD

Conversation 2 GOOD

Conversation 3 BAD

Conversation 4 BAD

Conversation 5 BAD

Tapescript Difficult questions

Conversation 1

S = Student

T = Teacher

S I'm sorry but I don't understand this mark. Why was it so low? I mean, I thought I'd answered everything. What else was I supposed to write?

T Look, I can't really comment on that until I've looked at it. Give me a day and let me get back to you on that. Ok?

Conversation 2

PRM = PR Manager

J = Journalist

PRM OK. Are there any questions? Yes?

J So you've announced that you'll be recalling all the items from supermarkets and stores, but do you have any ideas about what caused the problem?

PRM That's a very good question. We're looking into it at the moment, and we hope that we will know more very soon.

J How soon will these items be back on the shelves?

PRM I'm afraid I'm unable to answer that at the moment. I can assure you, however, that we're doing everything we can to sort this problem out as quickly as possible.

Conversation 3**E** = Employee**M** = Manager**E** Can I have a word?**M** Sure.

E It's just that this doesn't seem to be right. I did some overtime the month before last. Why hasn't it been included?

M Sorry, I don't follow you. If it was for the month before last, it would have been on your last cheque.

E But don't you remember? You forgot to add it and said you'd add it to this month's...

Conversation 4**CS** = Customer Service**C** = Customer**CS** Hello, Customer Service.

C Hello, I bought a Barbie doll house set and I'm afraid it's the wrong one.

CS Sorry, I didn't catch that. A Barbie what?

C A Barbie doll house set. You know. It has kind of pink wallpaper.

CS But is there anything actually wrong with it?

C I think it's the wrong colour or something. I don't know really. It was my daughter who said it wrong.

CS Well, we can only take it back if it's faulty.

C Can I exchange it for another one though?

CS Sorry. Can you wait for a moment? I just need to check with someone first.

Conversation 5**M** = Manager**E** = Employee

M Sorry Peter, can I have a quick word before you go?

E Erm, well, I am in a bit of a rush.

M It won't take long. Let's use my office.

E OK.

M Take a seat. I'm aware that you've been using computers for personal use during your lunch breaks. You do know our policy with regards to this, don't you?

E Sorry, can you explain what you mean? Is there a problem?

Follow Up

Organize a whole class discussion on the following case:

In your culture, who are mainly responsible for saving money and paying for college/university: parents or children? If children pay at least a part, what

values they can learn from such experience? What percentage of college students have part-time jobs? Does the money they earn go to pay for school expenses or other non-essential items like music course, eating out, or trips? What are the signs that university students have to develop *independence*?

Accept all the answers.

Exercise 3. (8 min) Give students some time to match the words with their appropriate definitions. Check the answers.

almanac	book of facts published annually
antique	object prized for its age
assemble	come together, meet
astronomy	science that deals with the universe
carve	to create a form by cutting
century	period of one hundred years
chime	device that produces a bell-like sound
decorative	ornamental, with artistic design
eclipse	event obscuring the sun or moon
estate	property, land, possessions
fortune	good or bad luck, fate
heir	one who inherits from a parent
inferior	of lower or lesser quality
museum	institute that displays artifacts for the public
patriotic	having feelings of devotion towards one's country
pocket	a flat pouch sewn into the clothing
scientist	an expert in a field of study
telescope	instrument for viewing distant objects
textile	fabric, cloth, woven material
wooden	made of lumber or timber products

Exercise 4. (2 min) Give students some time to look through the expressions. Ask them what expressions they use to show that they are listening.

All expressions can be used while we are listening.

Exercise 5. (5 min) Put students in pairs. Give them some time to look through the letter. They should find the part of the letter where the followings are mentioned:

- *purpose of the letter*
- *what happened*
- *the action the sender requires*

<i>purpose of the letter</i>	{ May 1st, Dear Mr. Khudoykulov,
<i>what happened</i>	{ Following the recent experiences of two of my staff with your training company. I have decided to send you some feedback based on their comments. On April 25th, they attended a two day computer course in creating Power Point presentations. However, on the first day the trainer arrived 30 minutes later, which was followed by a further delay due to a room change. As a result of this nearly 90 minutes were missed. In addition to this, my staff informed me that the approach of the trainer was to let participants "discover" solutions to problems rather than being told what to do.
<i>the action the sender requires</i>	{ Despite having been very satisfied with your services in the past I may have to reconsider sending staff in the future. I would be grateful to hear any comments you have to make either by phone or in writing. I look forward to hearing from you. Yours sincerely, Mrs. A.Karimova Human Resources

Check the answers.

Exercise 6. Ask students to insert the best alternative.

- a. - as a rule
- b. - in addition
- c. - otherwise

Exercise 7. (5 min) Ask students to read sentences a-e and match them with their answers 1-5.

c	d	a	b	e
1	4	2	5	3

Conditionals are sentences with two clauses – an 'if clause and a main clause – that are closely related. Conditional sentences are often divided into different types.

Zero conditional

We use the zero conditional to talk about things that are always true.

If you heat water, it boils.

When the sun goes down, it gets dark.

It lights up if you push that button.

The present simple is used in both clauses.

First conditional

We use the first conditional when we talk about real and possible situations.

I'll go shopping on the way home if I have time.

If it's a nice day tomorrow we'll go to the beach.

If Arsenal wins it'll be top of the league.

In first conditional sentences, the structure is usually if + present simple and will + infinitive. It's not important which clause comes first.

Second conditional

The second conditional is used to talk about 'unreal' or impossible things.

If I won a lot of money I'd buy a big house in the country.

Where would you live if you could live anywhere in the world?

If you didn't smoke so much you'd feel a lot better.

The structure is usually if + past simple and would + infinitive. It's not important which clause comes first.

Look at the difference between the first and second conditionals.

In January: *If it snows tomorrow I'll go skiing.* It might snow tomorrow.

In August: *If it snowed tomorrow I'd go skiing.* It almost certainly won't snow tomorrow.

NOTE: Although many conditional sentences use if + will/would, conditional sentences can also use other words instead of 'if' – e.g. 'when' 'as soon as' 'in case' Other modal verbs can be used instead of 'will/would' – e.g. 'can/could', 'may' 'might'.

Exercise 8. Ask students to work in pairs and look through the advice for managers. Give them some time to put the proper form of the words remembering the rules of conditional sentences.

1. Work on your strengths. If you can not do something, bring someone in your team who can.
2. When everything becomes routine, it's time to ask: "what would happen if we tried it a different way?"
3. If you had wanted everyone to like you all the time, you shouldn't have gone into management.
4. Don't give your people targets unless you know they can be reached.

5. If you aren't prepared to take risks you will not succeed.
6. If you know the answer to every problem, then you wouldn't need a team. But without a team, you would have no time to manage!
7. When you make a mistake, ask yourself what you would do differently if you'd known. This can be more important than getting it right first time.

Exercise 9. (5 min) Say that we often use if clauses and conditional forms to brainstorm and discuss new ideas. The sentences given in the Student's Book are from a meeting. Ask students to match the sentences with suitable ending.

1	2	3	4	5	6	7
c	d	a	e	g	f	b

LESSON TWO: GETTING FEEDBACKS FROM PEERS

Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.

Can write short, simple essays on topics of interest.

Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.

Study skills: overall written interaction

- correspondence
- notes, messages and forms

Grammatical areas:

- Revision of **going to + infinitive**
- Modals **should, must, may, might**
- Revision of first conditional
- Revision of past simple tense

Functional/Notional areas:

- Making offers with **will + infinitive**
- Talking about possibilities
- Describing a sequence of events
- Expressing agreement and disagreement
- Giving orders

Exercise 1. (5 min) Put students in pairs and ask them to look through the seven criteria for effective feedback. Let them discuss in pairs.

Exercise 2. (7 min)

a) Ask students to read the descriptions of a feedback. Let them discuss in pairs.

Feedback is the 'fuel' that drives improved performance.

Responding to the sender's communication is vital and that feedback is fundamental to effective communication.

Parsloe (1995)

b) Ask them to create their own description.

All answers are acceptable.

Feedback is like a nutrient to help the tree grow straight.

You may introduce them with some of the following principles of giving effective feedback. Emphasising that responding to the senders' communication is vital and that feedback is fundamental to effective communication, Parsloe (1995) suggests that: 'Communication is a two-way process that leads to appropriate action... in the context of developing competence, it is not an exaggeration to describe feedback as "the fuel that drives improved performance".'

Exercise 3. (7 min) Give students enough time to learn the principles of effective feedback.

Whether you are giving formal or informal feedback, there are a number of basic principles to keep in mind.

1. Give feedback only when asked to do so or when your offer is accepted.
2. Give feedback as soon after the event/presentation as possible.
3. Focus on the positive.
4. Feedback needs to be given privately wherever possible, especially more negative feedback.
5. Feedback needs to be part of the overall communication process and 'developmental dialogue'. Use skills such as rapport or mirroring, developing respect and trust with the learner.
6. Stay in the 'here and now', don't bring up old concerns or previous mistakes, unless this is to highlight a pattern of behaviours.
7. Focus on behaviours that can be changed, not personality traits.
8. Talk about and describe specific behaviours, giving examples where possible and do not evaluate or assume motives.
9. Use 'I' and give your experience of the behaviour ('When you said..., I thought that you were...').
10. When giving negative feedback, suggest alternative behaviours.
11. Feedback is for the recipient, not the giver – be sensitive to the impact of your message.

12. Encourage reflection. This will involve posing open questions such as:
- (a) *Did it go as planned? If not why not?*
 - (b) *If you were doing it again what would you do the same next time and what would you do differently? Why?*
 - (c) *How did you feel during the session? How would you feel about doing it again?*
 - (d) *How do you think the listener felt? What makes you think that?*
 - (e) *What did you learn from this performance?*
13. Be clear about what you are giving feedback on and link this to the learner's overall professional development and/or intended programme outcomes.
14. Do not overload – identify two or three key messages that you summarise at the end.

Exercise 4. (15 min) Put students in pairs. Organize an information gap activity. A student will read the 'Listen' paragraph, while B student reads 'Vocabulary' paragraph. Then they should retell the information they have got from the paragraph to each other. Invite some volunteers to retell the main idea of the text to the whole class. As the 'Vocabulary' paragraph is longer than the 'Listen' one, you can put students in small groups of three, where C student will read the second column of the 'Vocabulary' passage. Let them answer the questions below the text

Exercise 5. (15 min) Ask students to remember any performance of each other in language learning (presentation, talk, discussion) and give them some time to prepare feedback to their pairs. They may use the template.

LESSON THREE: GETTING REFERENCE FROM A TUTOR

Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.

Can write short, simple essays on topics of interest.

Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.

Study skills: overall written interaction

- correspondence
- notes, messages and forms

Exercise 1. (5 min) Put students in pairs. Focus their attention on the samples of feedback. Let them tell the differences.

Exercise 2. (20 min) Put students in pairs. Ask them to write a letter of complaint to each other on the following case:

You recently stayed at a hotel. Your partner is the manager.

Notes on the problems:

- There was no record of the booking at reception.
- I waited for 45 minutes.
- The meeting room was double-booked. The staff had to meet clients in a smaller room.
- The towels were not changing in the bathroom overnight – room service said this was a hotel policy based on “environmental reasons”

Exercise 3. (20 min) Ask students to write a letter to the hotel manager - their partner using appropriate linking words or expressions. Remind them the wordlimit is 120-140 words. When they finish the letter ask them to swap letters with their partner and write a reply to each other's complaints.

You may distribute students the copies of the complaint letter template as a reference. Remind students that this template is on another problem.

Sample letter of complaint template

[_____]
 [*[Hotel address]* _____]
 [*[Your address]* _____]
 [_____]
 [*Dear Sir/Madam,*]
 [*On [date] I stayed at your hotel for [number of nights] in room [number].*]
 [*As I mentioned to your receptionist at the time, the accommodation was*]
 [*unsatisfactory in the following ways [describe].*]
 [*When I asked to be moved to another room, I was told that this was not*]
 [*possible; nor were the problems rectified.*]
 [*I have contracted with you to provide me with [details].*]
 [*These were not provided with reasonable care and skill because [give details*]
 [*of problem].*]
 [*It was an implied term of our contract that the accommodation provided*]
 [*would be of a standard of cleanliness and quality reasonably to be expected*]
 [*from this type and price of hotel.*]
 [*It's also an implied term that the service provided would be done so with*]
 [*reasonable care and skill as required by the [Supply of Goods and Services*]
 [*Consumer Rights]*]
 [*Therefore, you are in breach of contract.*]
 [*As such, I am legally entitled to receive compensation from you. In*]
 [*consequence I am claiming the sum of [set out amount and how it was*]
 [*calculated].*]
 [*I require your response to this letter within 14 days*]
 [*Yours sincerely,* _____]

Exercise 4. (20 min) Ask students to write a report based on the following information:

You work for a market research company. Your client, a soft drinks company, wants to launch a new flavoured drink. You tested two possible flavours with focus groups. You also asked people to compare normal and diet versions of the two drinks. You have been to write a report on your finding and make recommendations to your client.

Ask students to look at the graphs and write the report.

Exercise 5. (5 min) Ask students to work in pairs. Give them some time to match the verbs with suitable nouns. Tell them that there may be more than one possibility in matching.

succeed in	business
plan	success
set	targets a great deal
achieve	an understanding
miss	targets
recognize	opportunities, weakness
learn	a strategy
develop	a strategy

Exercise 6. Ask students to look at the table and continue the listing. You may give them a clue referring to the Linking Words List given at the end of this book.

Cause and effect	Contrasting	Additional information
Because of	Nevertheless	Furthermore
Due to	However	In addition to that

Exercise 7. (25 min) Ask students to read the information about Sun Green Power. Give them some time to work in small groups and make a list of reasons for and against investing in the company.

Example : Announcements 190 million Euro Sales Agreement with Mainline Energy.

Ask them to work on the following case:

You are an investment advisor. One of your clients is interested in investing in environmentally - friendly business and has heard about Sun Green Power. He thinks the company might be a good investment and has asked for your advice. Write a letter (120-140 words) to explain:

- the current pros and cons of the investment
- if you think it is a good investment

Remind them to refer to the list of the expressions on the next page of the Student's Book.

Exercise 8. (20 min) Ask students to write a proposal on the following case: Imagine you are the manager of this project. Write another proposal for your staff.

- explain that the tickets will be printed by the end of January.
- Tell them that the client has increased the merchandise budget so we can include hats and scarves.
- Thank staff for their patience.

Students can use the word combinations used for managing projects. The word combinations are given in the Student's Book.

Exercise 9. (20 min) Ask students to write an email on the following case:

The manager of a music management firm is planning ticket sales and merchandising for a band's next tour. He sends email to update staff on plans. Students can use the prepositions in the box given in the Student's Book.

LESSON FOUR

Exercise 1. (10 min) Ask students to read the questions 1-4 and write answers to them. Let students discuss their answers in pairs.

Exercise 2. (8 min) Give students some time to read the text and do the corrections.

I'm lost and getting too much negative feedback from peers.

So I started going to gym since **September**. The reason why I started was I wanted to look good, I want to see my **lbs** and if I could look lean like one of those pop boy bands (funny) so I did.

I'm 26 **years old**, 5'5' tall and I started going to gym at **140 lbs** and now I'm down to 123 lbs. I can see my abs, my muscles are not ripped enough but the lines are there.... but apparently, I went too thin they said.

I don't really see anything wrong except I need more chest muscles but I've been getting negative feedbacks from my peers saying I'm too thin I should eat more, **etc.** I like how they are worried about me but I really don't want to listen to people who are not in shape.

Most of those people are overweight, not obese but double chin, beer belly flappy arms weight.

I'm completely lost, all I wanted was to look fit and healthy but I'm getting more feedbacks now than when I had a beer belly and double chin

Sorry, I was writing on my phone and in a hurry.

TEACHING TIPS: Student progress

Students need feedback as they come towards the end of their time with you. Here are a few short activities for your last month or weeks with them.

Keep in mind that:

- We need to take responsibility for what students have learned from us and with us.
- Students also need some type of conclusion to their work with us and this conclusion can be a summary of their learning
- We need to select activities that highlight this learning for students.
- The best types of activities:
 - o Are based exclusively on language covered with you and skills learned with you.
 - o Involve students in telling themselves what they have learned and summarising what they know or can do
 - o Are peer-orientated with a focus on group or pair work so they get a sense of class/team/group achievement

Activities for positive reinforcement of student learning

- Functional language/social English/everyday expressions.

What would you say/answer in these situations?(choosing appropriate language). Give pairs or groups a list of questions/comments which need replies which have cropped up over the year with you, e.g. Have you got a light? Have you got the time? It's a bit chilly, isn't it? Each correct, reasonable reply gets a point.

Where might you hear this? (identifying familiar contexts). Give pairs/groups bits of conversations and ask them to say when they would hear it and, if appropriate, who might be speaking, e.g. Last orders, please (in the pub/the barman) Can I see your boarding card, please? (at the airport/customs or airline staff). A variation of this activity would be: What's the topic of conversation? based on snippets overheard.

Unit 7 GET READY

LESSON ONE: WORKING WITH DRAFTS

Dialogue: Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.

Monologue: Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.

Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.

Can construct a chain of reasoned argument:

Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting details.

Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.

Reading: Can understand lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections.

- Study skills: Speaking for academic purpose.
- Reading for information and argument;

Exercise 1. (5 min) Put students in small groups. Organize a game with students on listening and performing actions and operations.

Ask students to draw a picture, figure, or design something what they like.

Locate routes of specific points on a map by selecting or identifying a picture of a person, place, or thing from descriptions of students.

Ask them what picture appeared on the map.

Ask them now to carry out steps in a process, such as steps solving a math problems, a science experiment, a cooking process.

Exercise 2. (10 min) Listen to the text and answer the questions:

- *Why is speaking important?*
- *What do you have to do to be a good speaker?*
- *What do you have to do to be a good observer?*
- *What do you have to do to be a good listener?*
- *What do you do to relax?*

Tapescript

Why is public speaking important?**Informative Speaking**

One of the most common types of public speaking is informative speaking. The primary purpose of informative presentations is to share one's knowledge of a subject with an audience. Reasons for making an informative speech vary widely. For example, you might be asked to instruct a group of coworkers on how to use new computer software or to report to a group of managers how your latest project is coming along. A local community group might wish to hear about your volunteer activities during spring break, or your classmates may want you to share your expertise on Mediterranean cooking. What all these examples have in common is the goal of imparting information to an audience.

Informative speaking is integrated into many different occupations. Physicians often lecture about their areas of expertise to medical students, other physicians, and patients. Teachers find themselves presenting to parents as well as to their students. Firefighters give demonstrations about how to effectively control a fire in the house. Informative speaking is a common part of numerous jobs and other everyday activities. As a result, learning how to speak effectively has become an essential skill in today's world.

Persuasive Speaking

A second common reason for speaking to an audience is to persuade others. In our everyday lives, we are often called on to convince, motivate, or otherwise persuade others to change their beliefs, take an action, or reconsider a decision. Advocating for music education in your local school district, convincing clients to purchase your company's products, or inspiring high school students to attend college all involve influencing other people through public speaking.

For some people, such as elected officials, giving persuasive speeches is a crucial part of attaining and continuing career success. Other people make careers out of speaking to groups of people who pay for listening to them. Motivational authors and speakers, such as Les Brown, make millions of dollars each year from people who want to be motivated to do better in their lives. Brian Tracy, another professional speaker and author, specializes in helping business leaders become more productive and effective in the workplace.

Whether public speaking is something you do every day or just a few times a year, persuading others is a challenging task. If you develop the skill to persuade effectively, it can be personally and professionally rewarding.

Entertaining Speaking

Entertaining speaking involves an array of speaking occasions ranging from introductions to wedding toasts, to presenting and accepting awards, to delivering eulogies at funerals and memorial services in addition to after-dinner speeches and motivational speeches. Entertaining speaking has been important since the time of the ancient Greeks, when Aristotle identified epideictic speaking (speaking in a ceremonial context) as an important type of address. As with persuasive and informative speaking, there are professionals, from religious leaders to comedians, who make a living simply from delivering entertaining speeches. As anyone who has watched an awards show on television or has seen an incoherent best man deliver a wedding toast can attest, speaking to entertain is a task that requires preparation and practice to be effective.

Exercise 3. (10 min) Put students in pairs and ask them to discuss the topic “The World of Work”. Students can use the guiding questions.

Invite some representatives of small groups to share their discussion results with the whole class.

Exercise 4. (10 min) Tell students that they are going to listen to a talk about the career ideas and jobs of working from home. Play the tape. Ask students to answer the following questions:

- a) What does the speaker think important when working from home?
- b) What are some of the available career ideas and jobs working at home?

Tapescript

By Holly Reisem Hanna

I read many online resources and truly understood all of the different opportunities that were out there. Here are the variations of work at home career ideas and jobs:

1. Advertising:

Are you an online publisher? Add some extra revenue by adding advertisements or Google AdSense to your blog, social network or website. Depending on your traffic you may be able to contract with an ad company like BlogHer, Real Girls Media, or Federated Media. The easiest way to generate revenue will be to create your own advertising packages; check with other blogs in your same traffic rankings for competitive pricing.

2. Affiliate Manager:

Is your background in marketing? Many information publishers, need assistance with managing their affiliate programs, from creating marketing calendars to coordinating campaigns and interacting with affiliates.

3. Affiliate Marketing:

Looking for alternative to AdSense? Suggest products and services to your audience by adding some affiliate advertisements to your blog, newsletter, website, and/or social networking accounts. As an affiliate marketer you will promote items and in turn will earn a commission on every product that is sold through your affiliate link.

4. Artist:

Do you love to paint, sculpt, or draw? Use your creative talents to earn a living from home. Check out sites AQUENT for various creative projects.

5. Author:

Do you love to write? We've all heard of best selling authors J.K. Rowling and Stephenie Meyer, but thousands of women are writing their way to work at home success. The opportunities and subjects are endless, everything from writing children's books to self help books and cook books.

6. Birthday Party Planner:

Are you up to date the latest in children's birthday parties? Birthday party planners, plan, organize and execute all aspect of a birthday party, leaving the parents free to enjoy their child's special day.

7. Blogger:

Do you enjoying writing? Make money by writing blog posts for your own blog or company blogs. People on the web are always looking for new content and it is the perfect way for you to work at home.

8. Bookkeeper:

Do numbers excite you? Are you organized and pay great attention to detail? Then bookkeeping may be right up your alley. Help business owners organize and input their monthly income and expenses.

9. Cake Baker:

Do you love to bake? Do you have a special recipe for chocolate cake that everyone raves about? Turn your passion into a cake baking business – the opportunities are endless – birthdays, baby showers, weddings, retirement parties, housewarming parties, bachelorette parties, etc.

10. Consulting:

Are you considered an expert in your field? Do you like to assist others? Act as an advisor to others who are in need of your skill and expertise – will require solution based answers.

11. Copywriting:

Do you have a way with words? Copywriting is the process of using persuasive words to promote a person, product, business, idea or opinion. Copywriters write the words in TV commercials, radio ads, magazines, newspapers, billboards, flyers, websites and direct mailings – wherever something is being sold, copywriters are hard at work writing alluring and compelling advertisements.

12. Crafter:

Are you crafty? Sell your handmade items on sites like Etsy, 1000 Markets, Art Fire, CraftStar, or Folksy. You can also set up shop at flea markets, conferences, and boutique shows. Make custom orders or teach others how to craft too on sites like, Craftsby.

13. E-Book Writer:

Are you an expert in your field? Do you enjoy writing? Take your knowledge and put it to paper and sell it on your website, blog, Amazon, or Barnes and Noble.

14. Editor:

Do you have an eye for detail and excellent grammar and spelling skills? Writers all over are in desperate need of Editors and Proofreaders to correct and fine tune their masterpieces.

15. Etsy Seller:

Are you artsy? Make and sell your hand-made goodies, from homemade candles, handbags, jewelry, soap, tutus, and the possibilities are endless for those who have a creative flair.

16. Event Planner:

Do you love to plan? From weddings and birthday parties, to baby showers and retirement parties, Event Planners handle the details of location, budget, lodging, decorations, entertainment, food, beverages, transportation, activities, invitations and the like.

17. Face Painter:

Are you a talented painter? Do you enjoy working with children? Take your painting talents to birthday parties, carnivals, amusement parks, company picnics, zoos and more.

18. Forum Moderator:

Do you have the gift of the gab? With this gig you'll manage website's forums by keeping spammers out, approving comments, resolving conflicts, starting new conversations, and assisting members with their concerns.

19. Grant Writer:

Do you have an experience of writing grant proposals? As a grant writer you'll specialize in writing persuasive proposals that persuade individuals to donate money to a specific cause.

20. Illustrator:

Do you like to draw and paint? Use your artistic talents to create images for children's books, medical diagrams, fashion designs, brochures, advertising material or product packing.

21. Independent Tour Guide:

Do you love to show people around? Share your passion for your city, state or community on Vayable. Guides could be foodies, art buffs, historians, nature lovers – just show out of town guests a good time and a unique and one of a kind experience. Guides determine their own price and Vayable takes 15% of the booking fee.

22. Interior Designer:

Do you have a flair for design? Use your creative skills as an Interior Designer/Decorator to assist others with creating an environment that suits their personality and needs. Are you into the green movement and budget decorating? Help home-owners use what they already have and become an Interior Redesigner.

23. Jewelry Maker:

Do the accessories make the outfit? Take your love of crating jewelry and become online jewelry entrepreneur. The avenues for selling are numerous: create your own online store, sell them to friends and family, sell them on Esty, approach brick and mortar stores about your jewelry, or sell them through your own in home parties.

24. Landscape Design:

Do you have a green thumb? Design outdoor landscapes, advise clients on various plants and trees as well as installation, demolition and clean up.

Exercise 5. Play the tape again. Ask students to listen and complete the table about Michella's typical day.

Advertiser	Crafter
Affiliate manager	E-book writer
Affiliate marketer	Editor
Artist	Etsy Seller
Author	Event planner

Birthday party planner	Face painter
Blogger	Forum moderator
Bookkeeper	Grant writer
Cake baker	Landscape design
Affiliate marketing	Illustrator
Consulting	Independent tour guide
Copywriting	Interior designer
Jewelry maker	

Exercise 6. (5 min) Ask them to answer the following questions:

What duties does a blogger have?

What duties does a craftsman have?

What duties does an event planner have?

You may find the answers in the tapescript.

Exercise 7. (10 min) Draw students' attention to the photos. Ask them to choose the one they like. Let them discuss the questions in small groups.

- *What would be the perfect job for you? Why?*
- *Do you think it's a good idea for teenagers to research different jobs before starting their real career?*
- *Is it a good idea to get a job that is closely connected with your education at college or lyceum?*
- *Is it better for people of your age to go on a holiday with their family or with their friends? Why?*
- *Do you think it is a good idea to get a summer job in a country where people speak a language that you are learning? Why?/Why not?*
- *Do you think being able to speak English will be useful for your career?*

Invite some group representatives to share their ideas to the whole class.

Elicit the answers. Accept all of them.

LESSON TWO: START SMART, REVISION FOR TESTS

Dialogue: Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.

Monologue: Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.

Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.

Can construct a chain of reasoned argument:

Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.

Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.

Reading: Can understand lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections.

Study skills: Speaking for academic purpose.

Reading for information and argument;

Exercise 1. (5 min) Say that this lesson focuses on academic purpose, ask them to try to present academic research, talk and read about it more.

Possible activity

You may assign them to prepare a presentation about the academicians who performed a world-known academic researches.

Exercise 2. (10 min) Ask students to create their dream company. Give them some time to answer the questions in written with key facts about their company.

Let some students present the dream company fact details to the whole class.

Exercise 3. (20 min) Ask students to work in pairs and prepare a short poster presentation.

You may suggest the following to your students: Create some simple visual aids, if necessary. When you are ready, take turns to give your presentation. Your partner takes notes while listening and provides with a feedback.

Exercise 4. (40 min) Ask students to prepare a full-length presentation about a company they know well. Tell them that they could do it the next lesson.

Possible task

Put students in small teams and organize a case study on the following situation:

You run a management consultancy on audio production which is given how to remain successful and competitive. You have been approached by the school

administrator, who would like your consultancy's advice. Study this information about the requirements and list your advice as a consultant.

Let small group representatives share their results with the whole class.

Possible task

You can introduce students with the following strategies of reading.

Strategies for reading

- **The Word Identification Strategy** provides a functional and efficient strategy to help challenged readers successfully decode and identify unknown words in their reading materials.

The strategy is based on the premise that most words in the English language can be pronounced by identifying prefixes, suffixes, and stems and by following three short syllabication rules.

In a research study, students made an average of 20 errors in a passage of 400 words before learning this strategy. Having learned the Word Identification Strategy, students reduced their errors to an average of three per 400 words. Reading comprehension increased from 40 percent on the pretest to 70 percent on grade-level passages.

- **The Self-Questioning Strategy** helps students create their own motivation for reading. Students create questions in their minds, predict the answers to those questions, search for the answers to those questions as they read, and paraphrase the answers to themselves.

Research results have shown average gains of 40 percentage points in reading comprehension on grade-level materials after students have learned this strategy.

- **The Visual Imagery Strategy** is a reading comprehension strategy for creating mental movies of narrative passages. Students visualize the scenery, characters, and action and describe the scenes to themselves.

Research results showed that students who demonstrated a 35 percent comprehension and recall rate before learning the strategy improved to an 86 percent comprehension and recall rate after learning the strategy.

- **The Inference Strategy** is aimed at improving students' ability to comprehend reading passages and to improve their ability to respond to inferential questions as required in most of their subject-matter classes as well as on state assessments.
- **The Fundamentals of Paraphrasing and Summarizing** helps students acquire the fundamental skills they need to be able to identify and paraphrase main ideas and details. Fundamentals contain lessons on paraphrasing words, phrases, and sentences, as well as lessons on identifying main ideas and details in paragraphs and short essays.

- **The Word Mapping Strategy** involves breaking words into their morphemic parts (i.e., prefix, suffix, root); attaching meaning to each word part; making a prediction about the meaning of the unknown word based upon the meaning of each part; and checking the dictionary for the definition. A mnemonic device, MAPS, helps students learn and remember the names of the steps.
- **The Paraphrasing Strategy** is designed to help students focus on the most important information in a passage. Students read short passages of materials, identify the main idea and details, and rephrase the content in their own words.

Using grade-level materials, students performed at a 48 percent comprehension rate before learning the strategy. During the posttest, these students comprehended 84 percent of the material.

Exercise 6. (10 min) a) Focus students' attention on the picture. Ask them the questions below:

- How are students preparing for the exam?
 - Do you think what they are doing is enough to pass an exam?
- Accept all answers.

b) Ask students to read the text. Put them in small groups and talk on the points listed. Let them find out more about other strategic ways of learning and getting ready for the exam. Invite some volunteers to share their learning and getting ready strategies with the whole class.

Exercise 7. (5 min) Draw students' attention to the pictures. Ask them the following questions:

- *Why is special clothing important to the people in the pictures?*
- *In which situation is special clothing most important?*

The clothing is important to keep people dry and warm because sea is cold and wet.

LESSON THREE: COPING WITH STRESS

Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.

Can write short, simple essays on topics of interest.

Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.

Can participate in on-line courses.

Study skills: overall written interaction

correspondence

notes, messages and forms

Exercise 1. Introduce to students some words combinations, often used when managing projects. Let them decide if they think the phrase could be positive (+) or negative (-) or possibly both (+/-).

out of time (-)	in time (+)	on time (+)
over budget (-)	under budget (+)	on schedule (+)
behind schedule (-)	ahead of schedule (+)	within the budget (+)

Exercise 2. (5 min) Ask students to read the report and fill in the gaps with suitable prepositions.

- | | | |
|---------|----------|-----------|
| 1. over | 2. on | 3. in |
| 4. in | 5. ahead | 6. behind |
| 7. in | 8. in | 9. within |

Exercise 3. (5 min) Give students some time to write the verb in the brackets in its correct form. Check the answers.

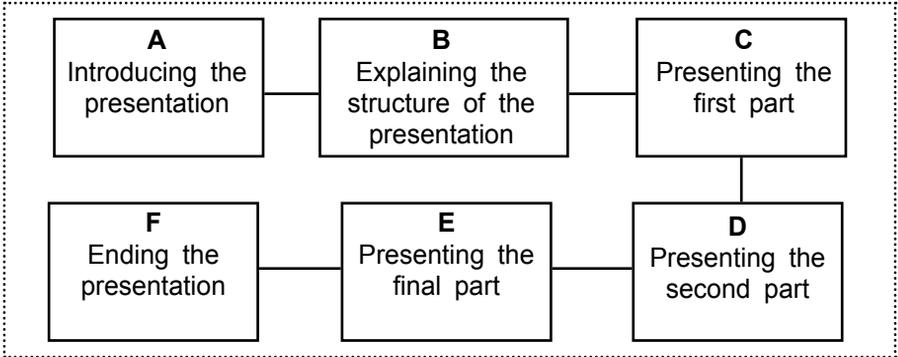
Working from home

- Even at home, always set yourself a time table.
- You need to find a quiet place to work, where there are no distractions.
- If you are communicating with a client on the phone today rather than face-to-face, it's still important to dress as if you are in the office.
- Now that you have escaped from the office, you'll still need peace and quiet at home. Don't answer the door to neighbors or make social calls.
- After you have been at the computer for a few hours, remember to take a break – why not leave the house and go for a walk outside?
- Be strong. When a friend calls and asks you out to lunch, say what you would say in any other job 'Sorry, but I am working on something at the moment'.
- Make sure colleagues and clients can reach you and answer the phone as though you are in the office.

Exercise 4. (5 min) Put students in pairs. Ask them to list the important features of 'Working in the office' and 'Working from home'.

Exercise 5. (25 min) Ask students to prepare a mini presentation. Give them some time to think what job they would have at home or in the office. They should prepare their presentation on either "My work at home" or "My work in the office". Let some volunteers present their mini presentation to the whole class.

Exercise 6. (2 min) Give students some time to revise the traditional structure of a correct presentation. Tell them to put them in proper order.



Exercise 7. (15 min) Ask students to read the memo and answer the questions.

Follow Up

Distribute the following handout to your students and discuss the content of memos.

MEMO

To: Sarvar Karimov, Regional Manager
 From: Marjona Boboeva, Sales
 Date: March 9, 2016
 Subject: Notification of My Resignation

I am writing to inform you of my intention to resign from G & S Holdings.

I have appreciated very much my four years working for the company. The training has been excellent and I have gained valuable experience working within an efficient and professional team environment. In particular, I have appreciated your personal guidance during these first years of my career.

I feel now that it is time to further develop my knowledge and skills base in a different environment.

I would like to leave, if possible, in a month's time on Saturday, 9 April. This will allow me to complete my current workload. I hope that this suggested arrangement is acceptable to the company.

Once again, thank you for your support.

Why write memos?

Memos are useful in situations where e-mails or text messages are not suitable. For example, if you are sending an object, such as a book or a paper that needs to be signed, through internal office mail, you can use a memo as a covering note to explain what the receiver should do.

How to write a memo

Memos should have the following sections and content:

1. A 'To' section containing the name of the receiver. For informal memos, the receiver's given name; e.g. 'To: Andy' is enough. For more formal memos, use the receiver's full name. If the receiver is in another department, use the full name and the department name. It is usually not necessary to use Mr., Mrs., Miss or Ms unless the memo is very formal.

2. A 'From' section containing the name of the sender. For informal memos, the sender's other name; e.g. 'From: Bill' is enough. For more formal memos, use the sender's full name. If the receiver is in another department, use the full name and the department name. It is usually not necessary to use Mr., Mrs., Miss or Ms unless the memo is very formal.

3. A 'Date' section. To avoid confusion between the British and American date systems, write the month as a word or an abbreviation; e.g. 'January' or 'Jan'.

4. A Subject Heading.

5. The message.

Unless the memo is a brief note, a well-organised memo message should contain the following sections:

- a. Situation – an Introduction or the purpose of the memo
- b. Problem (optional) Muratova Elmira – for example: *Since the move to the new office in Kowloon Bay, staff have difficulty in finding a nearby place to buy lunch.*
- c. Solution (optional) – for example: *Providing a microwave oven in the pantry would enable staff to bring in their own lunchboxes and reheat their food.*
- d. Action – this may be the same as the solution, or be the part of the solution that the receiver needs to carry out; e.g. *we would appreciate it if you could authorise up to 3,000.000 sums.*
- e. Politeness – to avoid the receiver refusing to take the action you want, it is important to end with a polite expression; e.g. *Once again, thank you for your support.,* or more informally *Thanks.*

6. Signature

This is optional.

Exercise 8. (5 min) Put students in pairs. Give them some time to read three memos. Ask students to copy down the key words and create subject line for each.

Subject line

- a. Project presentation display
- b. Presentation on proposals for flexy time and home working
- c. French classes begin

Exercise 9. Ask students to read the memo and tick the section and content that applies.

Memo contains...

- + the name of the receiver
- + the name of the sender
- + date
- + a subject heading
- + message
 - situation
 - problem
 - solution
 - + action
 - politeness
 - signature

LESSON FOUR: REVIEW

Remind students that this is almost time for them to be ready for the graduation exam. Discuss the following tips with students.

Exam tips

Sitting exams is often a skill in itself – how you prepare for each exam and your behaviour at the exam hall can make a real difference to your final grade.

Exam preparation

Ask your teacher for some **past exam papers**. Test yourself to find out which areas you need to focus on in your revision, and practice answering questions in a timed setting. This can help familiarise yourself with the likely format of the papers and help you develop your exam skills.

At the exam

Don't rush, try to stay focused and remain calm. Taking some deep breaths can help steady your nerves.

Read the exam instructions carefully, taking particular note of **how many questions you are required to answer**. The format may have changed from previous years so don't assume it will be the same as past papers you may have seen – make sure you are following the instructions on the paper in front of you.

Make a rough note of how long to spend on each section. Try and divide your time according to the mark scheme (so in a two-hour exam, if section one is worth 50 per cent, and section two and three are worth 25 per cent each, then try to spend an hour on section one, and 30 minutes on each remaining section). Keep an eye on the clock and try and pace yourself.

If you have a choice of questions, tick the ones you intend to answer. Remember to **analyse the precise wording of each question**.

For essay-based questions, it can be helpful to **make a brief outline plan of your answer**, perhaps using bullet points to remind you of the areas you want to cover. This can help structure your argument. You may want to start with the question you think will be easiest as getting going can boost your confidence and help you settle into the exam.

Don't dwell on a question you are struggling to answer. Instead, focus on answering (and getting marks for) something else – you can always come back to blank areas later at the exam.

It's difficult when you're surrounded by other people, but try to **ignore everyone else**. Just because the person next to you starts scribbling away immediately, it doesn't mean that they are answering questions correctly. Remember, minutes spent reading instructions, choosing questions and considering answers, can make a real difference to your marks.

Finally, try and allow some time at the end to **review what you've written** and correct any mistakes.

Ask students to read the text and discuss it in small groups. Give students some time to look through the information 1-6 below the text. They should decide which paragraphs contain the information. Ask them to match eight paragraphs labelled A-H with the statements 1-6.

1 C	2 F	3 E	4 H	5 A	6 D
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Possible activity: You may organize an information gap activity. The text has A-H paragraphs, assign each student to read every paragraph separately. For example, A student will read A paragraph. Let students go around the classroom and get to know the plot of others' paragraphs, as well as they should retell their piece of information to others. Invite some students to retell the main idea of the whole text.

Unit 8 Presentation

LESSON ONE: DO'S AND DON'TS

Dialogue: Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.

Can describe events, real or imagined. Can narrate a story.

Monologue: Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.

Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting details.

Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.

Reading: Can understand lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections.

Study skills: Speaking at academic level
Reading for information and argument;

Exercise 1. (10 min) Put students in pairs and ask them to discuss the positive and negative parts of the studies. Give them some time to look through the points in Do's and Don'ts table.

Exercise 2. (20 min) a) Tell students that they are going to listen to the talk about the success of Steve Jobs in his presentations. Ask them to take notes while listening. Let them answer the questions.

Ask them to write the answers into their notebook including the possible suggestions about their readiness for the presentation.

Tapescript

Nine quick tips for successful presentations from a Steve Jobs event

On March 2, 2011, a pale, thin Steve Jobs kicked off the iPad 2 with his signature new product presentation in San Francisco. He entered to a standing ovation and was interrupted by applause many times during the course of the talk. He was clearly playing to a crowd of fans, but nonetheless his presentation offers a number of lessons about how to present persuasively and effectively.

Use these tips to improve your own presentations.

1. He begins by acknowledging the crowd. Jobs realizes that he's there for the audience, and he shows his awareness by focusing on the crowd. He waits for them to react, to finish their applause. He doesn't rush their responses. That's how you establish a rapport with the people in front of you.

2. He uses mostly open gestures. Jobs is a seasoned presenter, and he doesn't betray much nervousness. But he does tip us off to his nerves in the beginning with some awkward hand gestures: he can't quite decide where to put them. But soon he settles down and makes his gestures mostly open. Aside from a tendency to put his hands behind his back when he doesn't know what else to do, which is not very effective, most of his gestures are strong and open.

3. He frames the talk at a high level at the opening. Jobs begins by saying, "I've got some updates to talk about, and then a major product announcement. So let's get started." And then he's off and running. He doesn't make the mistake so many inexperienced presenters make by wasting those first critical minutes in a detailed examination of the agenda. That's boring. Instead, tell us why we're there, in a quick framing sentence or two – or story – and then get on it with it.

4. He keeps his remarks both emotional and grounded. Jobs is not afraid to quote a competitor – especially when it makes a good point about Apple – and he lets us know how he feels about Apple products. He used words like "cool" and "wonderful" and "exciting" regularly. He keeps our interest by letting us know how interested he is.

5. He uses visuals well – including video. Virtually all of Jobs' slides are pictures. Very few bullets and certainly no speaker notes. And his use of video is instructive: the video is touching – including a moving account of how the iPad helps autistic children cope better – and takes us places that Jobs would have to work much harder to do with words.

6. He's focused on the audience. Jobs never makes the mistake less experienced presenters do by talking to their slides (or video). He's always talking to the audience. He knows what he's going to say, and uses the visuals as an enhancement, not a crutch.

7. He tells a good story. Jobs builds suspense by keeping the iPad 2 announcement to the end of his part of the presentation. He leads up to the big deal, rather than "telling them what you're going to say, saying it, and then telling them what you said."

8. He doesn't use jargon. Jobs' language is straightforward, direct, and enthusiastic. He uses little or no jargon – occasionally a tech term will creep in, but then he is the head of a high-tech company – and keeps his remarks grounded in real activities of real people. He's always telling us what his gadgets can do, not what esoteric features they have.

9. Finally, he has fun. A speaker's enthusiasm is infectious – literally, because we have mirror neurons in our heads that share the emotions we see around us. If the speaker is nervous, we get nervous. If the speaker is jazzed, we get jazzed. That's why a Jobs presentation is fun to watch.

b) Play the tape again. Ask students to list down nine tips. Let them discuss the tips with a partner.

1 He begins by acknowledging the crowd.

2 He uses mostly open gestures.

3 He frames the talk at a high level at the opening.

4 He keeps his remarks both emotional and grounded.

5 He uses visuals well – including video.

6 He's focused on the audience.

7 He tells a good story.

8 He doesn't use jargon.

9 He has fun.

Exercise 3. (5 min) Focus students' attention on the quote. Let them interpret. "A bad manager confuses activity with performance".

Possible interpretation

The quote means that activity must have a purpose. A bad manager likes all activity even without a purpose.

Exercise 4. (10 min) Give students enough time to read the story. Ask them to find out features which made managers popular in the text. Let them discuss it in small groups.

Exercise 5. (10 min) Ask students to look through the list of qualities for a manager. Give them some time to rank six of them according to their importance. Let them read the listing and decide its importance in pairs. Ask them to find out the differences between a specialist and a manager.

specialist - someone who has a lot of experience, knowledge or skill in a particular subject

a software specialist

She's a specialist in modern French literature.

specialist advice/help

manager - the person who is responsible for managing an organization

a bank manager

a station manager

the production manager

I wish to speak to the manager.

Exercise 6. (10 min) Organize a pair discussion. Ask students the following question:

- *What are the consequences for a team and a manager if any of these qualities are absent?*

Elicit the answers.

Exercise 7. (8 min) Ask students to look through the qualities of a good manager in Ex. 5. Put them in pairs and ask them to discuss some of the 'must' qualities of a leader and write down some additional qualities of a good manager. Encourage them to answer the questions:

- A) Do you have any experience of a good manager?
- B) Are these different from a manager's qualities?
- C) Is there another leadership quality you would add to the list?

Exercise 8. (10 min) Tell students that they are going to listen to five employees describing the strengths and weaknesses of their managers. Tell students that the first time they listen, they should identify the weaknesses of each manager. Then, the second time they listen, they should identify the strengths of each manager. Play the tape.

Tapescript

Strengths and weaknesses

1. I admire my boss a lot. He's very capable; he knows exactly what he's doing and he's not afraid to get his hands dirty, not some like managers who think they're above it all. The one problem is that he takes too much. I don't think it's because he doesn't trust us to do a good job It's because he likes to be involved in everything. He's a bit of a control freak. The result is that he spreads himself very thin, when he could hand more work out to others, and he's often overloaded and stressed.

2. Cheryl's not particularly brilliant, but she knows that. She knows her own limitations, which is certainly one of her strengths. In fact, I don't think you have to be particularly bright to be a manager – that's more a quality you need in a leader. A manager's job is to bring order to the workplace and the team, so that people are clear about what they should be doing and when they should be doing it. Cheryl is very good at getting everyone working in the most efficient way and that makes our working environment much less stressful.

3. He's not an easy guy to work for. He has very high expectations of his staff and he can be rude and too direct. Sensitivity is not his strong point. He often puts you on the spot: 'What makes you think this will work?' 'Have you thought about the cost of this' and so on. You have to be prepared too justify your actions a lot. Some people can't stand being challenged like this all the time, but you can't deny that he gets the most out of his staff. People do perform.

4. There are people who listen to what you are saying, and people who hear what you are saying. Paul is one of the former. He does try to listen to other people's ideas, but his mind has often moved onto the next thing, and he doesn't take on board what you're saying. It's the same thing when he's expressing his own ideas and wishes. He kind of takes it for granted that everyone has reached the same point in their thinking that he has, when often they're still two or three steps behind. Don't get me wrong, he's a very nice guy – kind and clever, and he has lots of great ideas and vision for the company – but because of these communication difficulties, he can be very frustrating to work for.

5. The financial rewards in our company are not so huge, but in spite of that, in my team we all stay very motivated because our boss really appreciates our work. She's actually very protective of her own people. She gives us a lot of praise. Other people in the company say she's a maverick, a kind of loner. They say she's difficult to get on with and doesn't really have the company's interests at heart. But I wouldn't know about really, because it's not the side of her that we see. What we get is 100% loyalty and encouragement.

Exercise 9. (8 min) Ask students to look through A-G sentences. Let them explain their meaning in listening context. If needed play the tape again.

A) He's not afraid to get his hands dirty – He is not afraid to get involved with the unpleasant parts, or the lowest levels of a task.

Ex.: She'll organize the event, but she doesn't like to get her hands dirty by selling tickets.

B) He is a bit a control freak - He has an obsessive or compulsive need to control every aspect of a situation and/or the ways in which others act.

Ex.: My father can be such a control freak sometimes, always dictating how I should be living my life. Jamilya is a real control freak—she wouldn't even let me help her vacuum the carpet!

C) He's spreads himself very thin – He is involved in too many different activities.

Ex.:Guli works two jobs, goes to school full-time and volunteers to help the homeless. She is really spreading herself too thin.

D) He often puts you on the spot – He often causes you difficulty or make you embarrassed by forcing you at that moment to make a difficult decision or answer an embarrassing question.

Ex.: Sardor rather put him on the spot by asking when we were going to get a pay-rise.

E) She's difficult to get on with – It is difficult to do or continue something with her.

Ex.: Smaller classes would help failing students improve so they could get on with their education.

F) He doesn't take on board what you're saying – He does not understand and accept ideas and opinions which may change the way he behaves in the future.

Ex.: Banks need to take on board the views of their customers.

G) She doesn't have the company's interests at heart – She does not make decisions based on company's interests.

Ex.: I know she was only doing what would benefit her, but she said she had my best interests at heart.

Exercise 10. (10 min) Focus students' attention on the idioms relating to the management. Ask students to discuss the meaning of the idioms in pairs.

a) Can't see the wood for the trees – Can not perceive the overview or important things because of concentrating too much on details.

Ex.: The information presented in this textbook is so disorganized that I can't see the wood for the trees. The politician's opponents claimed that she couldn't see the forest for the trees, because she spent so much time trying to solve minor problems.

b) Doesn't want to lose face – does not want to lose status; to become less respectable.

Ex.: Jasur is more afraid of losing face than losing money.

Things will go better if you can explain to him where he was wrong without making him lose face.

c) Have tunnel vision

an inability to recognize other ways of doing things or thinking about things. The boss really has tunnel vision about sales and marketing. He sees no reason to change anything.

d) Bite off more than you can chew

take on more work or a bigger task than one can handle, as in Ex.:

With two additional jobs, Bahodir is clearly biting off more than he can chew.

e) Too many chiefs, not enough Indians – Too many people want to be the leader, and not enough people are willing to follow to do the detail work. Everyone on that committee wants to be in charge.

Ex.: Too many chiefs and not enough Indians. We'll never finish this project if everyone keeps trying to give orders. There are too many chiefs and not enough Indians.

f) Cut corners – take shortcuts; save money or effort by finding cheaper or easier ways to do something.

Ex.: They're always finding ways to cut corners. I won't cut corners just to save money. I put quality first.

g) Throw money at the problem

- try to solve a problem by indiscriminately spending money on it.

Ex.: This agency has thrown money at the housing problem, but it has been nothing but a long-term disaster. Don't just throw money at it.

- to spend money in the belief that money alone will solve a problem

Ex.: Many people agree that throwing money at education has not produced great results.

h) Open a can of worms – create a situation that will cause trouble or be unpleasant.

Ex.: The investigation into how these expensive trips were paid for certainly opened a can of worms.

i) Be a yes-man – be the one who tends to agree uncritically with others, especially with people in superior positions.

Exercise 11. Put students in pairs. Give them some time to study each of the cases below. Ask them to decide which idiom best fits each case. Encourage them to bring more examples and use the idioms for these situations.

a. He bit off more than he could chew.

b. They don't like to lose face.

Exercise 12. (10 min) Ask students to read the text and say which of the stress relieving things they regularly do. Students get a clue from the example:

I made a list of what I need to do each day so that I wouldn't spend my day worrying about what I hadn't done yet.

LESSON TWO: PRESENTING WITH VISUAL AIDS

Dialogue: Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting details.

Can describe events, real or imagined. Can narrate a story.

Monologue: Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.

Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting details.

Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.

Reading: Can understand lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections.

Study skills: Speaking at academic level

Reading for information and argument;

Exercise 1. (8 min) Ask students to read the text and find out new words and phrases and discuss them in pairs.

scholar – a person who studies a subject in great detail, especially at a university
a classics/history scholar

*Dr Miles was a **distinguished** scholar of Russian history.*

remarkable – unusual or special and therefore surprising and worth mentioning
Nelson Mandela is a truly remarkable man.

Meeting you here in Rome is a remarkable coincidence.

*The 20th century was remarkable **for** its inventions.*

prosperity – the state of being successful and having a lot of money

A country's future prosperity depends, to an extent, upon the quality of education of its people.

The war was followed by a long period of peace and prosperity.

coordination – the act of making all the people involved in a plan or activity work together in an organized way

*There's absolutely no coordination **between** the different groups - nobody knows what anyone else is doing.*

constructive – If advice, criticism or actions are constructive, they are useful and intended to help or improve something

She criticised my writing, but in a way that was very constructive - I learned a lot from her.

If you don't have anything constructive to say, I'd rather you kept quiet.

self-assured – approving - having confidence in your own abilities

The interview showed her as a self-assured and mature student.

Exercise 2. (5 min) Draw students' attention to the picture. Ask them to work in pairs and describe it to each other.

Exercise 3. (10 min) a) Ask students to read the text and answer the question.

b) Give them some time to find the following words in the text and say what parts of speech they are.

- a) enthusiastic (adj)
- b) achievement (n)
- c) alien (adj)
- d) strived (v)
- e) create (v)
- f) wreckage (n)
- g) collapsing (v)
- h) initiative (n)
- i) conditions (n)
- j) enterprises (n)
- k) contribution (n)

Exercise 4. (7 min) Ask students to answer the following questions in written: What do you think of management consultant?

Do you know anyone who works as a management consultant?

Do they have a good or bad reputation in the company you know?

Ask students to exchange the papers in pairs and discuss the answers.

Exercise 5. (10 min) a) Ask students to work in pairs and look through the meaning of the new words with their definitions.

b) Give them some time to read the article. Ask them to make up questions to the sentences 1-6 below the text.

Possible questions

1. What is the Alchemist about?
2. What does Santiago take care of?
3. What is Santiago looking for?

4. Where is the author from?
5. What was the language the Alchemist originally written in?
6. Why is it a good book for people learning English?

LESSON THREE: PEER SUPPORT

Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.

Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.

Can synthesise information and arguments from a number of sources.

Study skills: overall written interaction

correspondence

notes, messages and forms

Exercise 1. (5 min) Focus students' attention on the pictures. Ask them to write their perception on each picture. Ask them to think about the commonness and differences of the pictures.

Exercise 2. (20 min) As a follow up part of Ex. 1 ask students to exchange their written description of the pictures. Give them some time to read each other's notes and find out what is important in peer support. Let them discuss the importance of peer support in learning and assessment. Ask them to write their own opinion using 120-150 words

Exercise 3. (10 min) Give students some time to read the definition of peer support. Put them in small groups and make up a list of ground rules. Let them present the ground rules of peer support group to the whole class.

Exercise 4. (5 min) Give students some time to read the sentences and choose an appropriate preposition.

a	b	c
by	over, in, of	by, between

Exercise 5. (5 min) Put students in small teams. Ask them to discuss the following questions:

Who is a stakeholder?

What is stakeholder's role in a company? Make a list of his/her job duties.

Who can be a stakeholder in your peer support group?

What is stakeholder's role in your studies, how can he/she help you?

Exercise 6. (20 min) Ask students to write a complaint letter on the following case:

Imagine that you bought something that was damaged. You took it back, but the sales assistant refused to exchange it. Write a letter to the store's manager describing the problem and what needs to be done.

Tell students that they may refer to the sample of a complaint letter. Ask students to exchange the complaint letter in pairs.

Exercise 7. (20 min) Ask students to think of a skill, hobby, or craft they have learned. Tell them they can refer to the sample in the Student's Book on page 108. Give them some time to write a short speech on the following case:

What is required to be successful at it?

What are some ways people learn to do it?

How did you learn it? Was it difficult to learn it?

Possible activity. You can discuss the learning styles with students. Students may have a quiz to define their learning styles for fun. However, keep in your mind that this learning style theory has not been scientifically proven. .

Learning styles and methods of teaching

Do you remember things better if you read them or if someone tells you? Do you like to repeat new vocabulary, study it while you are walking or make flashcards? Different people like to learn in different ways. These different ways are called learning styles. A learning style is the way a person learns best, understands best and remembers best. There are four basic learning styles:

1. *visual (seeing)*
2. *auditory (hearing)*
3. *kinaesthetic (moving, doing)*
4. *tactile (touching or holding)*

1. **Visual** learners like to learn new information by seeing it. Showing pictures or charts and writing important information on the blackboard will help visual learners practise and remember new ideas and information.

2. **Auditory** learners like to learn new information by hearing it. Short lectures, hearing the information in a song or asking students to repeat information aloud will help auditory learners remember new things.

3. **Kinaesthetic** learners prefer to learn new things by moving or doing. You can help your kinaesthetic students by asking them to act (talking with a friend in the bazar). You can also ask them to write answers on the blackboard or ask them to work in a group with other students.

4. **Tactile** learners like to learn new information by touching or holding things. You can teach students who are tactile learners by giving them objects (a blue paper, a red paper, a shoe and a sock), writing vocabulary words on a card for them to study, or giving them instructions written on a card.

What learning style are your students?

If you watch them you can guess what style is their best style. Kinaesthetic learners are always moving – tapping their foot or their hand, or moving back and forth. Auditory learners like to repeat things to themselves. Visual students like to see how things are spelled or read from a book instead of only listening. Tactile learners often like to write notes or hold different objects.

What makes learning styles?

Learning styles change according to age; very small children are very kinaesthetic. This is why they are always moving or doing something. At age five or six they often become more tactile. At this age they like to touch everything. Then, at age eight or nine children usually become more visual or auditory. Women are often auditory, men are often visual (but not always). We can't change our students' learning styles, but we can change our teaching styles!

Which style is best?

All styles are the best! It isn't possible to say that one style is better than another. Traditional teaching is very auditory and a little bit visual. This isn't the best style, just the traditional style and it isn't good for all of the students in a class.

What happens when a teacher only uses one type of activity?

If we only use auditory activities then we are only teaching the auditory learners in our class. The visual, kinaesthetic and tactile learners will have a difficult time understanding. They may get bored or frustrated and they might behave badly or cause problems. If we only use visual activities, then the auditory, tactile and kinaesthetic students will not understand or learn very well.

Learning Styles Quiz

Mark each sentence with '0', '1' or '2'. Write '0' if the sentence is not true for you. Write '1' if it is sometimes true for you. Write '2' if it is completely true for you.

<p>Box A</p> <p>_____ 1. I like to play games.</p> <p>_____ 2. When I studied science at school, I liked to do the experiments.</p> <p>_____ 3. When I have free time I try to go outside to walk or participate in some kind of sport .</p> <p>_____ 4. It is hard for me to sit quietly.</p> <p>_____ 5. It is fun to act in role plays.</p> <p>_____ 6. If I want to do something well, I practise doing it many times.</p> <p>_____ 7. When I teach I move around the room.</p> <p>_____ Total</p>	<p>Box B</p> <p>_____ 1. I like to use typewriters or computers.</p> <p>_____ 2. When I have free time I like to knit, sew, make things from wood or repair something.</p> <p>_____ 3. It is enjoyable for me to write, draw or paint.</p> <p>_____ 4. I use my fingers to point at words when I read.</p> <p>_____ 5. I like to touch and feel things before I buy them.</p> <p>_____ 6. When I learn new vocabulary I like to use flash cards.</p> <p>_____ 7. I hold my pencil or notebook even when I am not using them.</p> <p>_____ Total</p>
<p>Box C</p> <p>_____ 1. It is easy to remember things I read about in a book or magazine.</p> <p>_____ 2. I prefer to have written instructions.</p> <p>_____ 3. I always read instructions before I do something.</p> <p>_____ 4. I am more comfortable when I can study information in a textbook instead of listening to a lecture.</p> <p>_____ 5. I always write notes about what my teachers or colleagues say in class.</p> <p>_____ 6. It is interesting to look at photographs of different places .</p> <p>_____ 7. I always use a lot of visual aids when I teach.</p> <p>_____ Total</p>	<p>Box D</p> <p>_____ 1. I like it when someone reads to me.</p> <p>_____ 2. I can remember things I hear on the radio.</p> <p>_____ 3. If someone tells me something I usually remember it.</p> <p>_____ 4. When I am alone I usually play music or sing.</p> <p>_____ 5. When I have free time I like to listen to music.</p> <p>_____ 6. It is easy for me to memorize a poem or a song that I hear.</p> <p>_____ 7. I enjoy attending lectures.</p> <p>_____ Total</p>

Exercise 8. (20 min) Ask students to have time to write an informal e-mail of request on the following case:

You need to prepare a presentation on the topic “The role of peer support in learning”, but you can not find a relevant source to get information from. Ask your friend if s/he can suggest some online or offline sources related to the topic. Use around 100-120 words.

Tell students to refer the request letter sample on page 108 of the Student's Book.

LESSON FOUR: REVIEW

Exercise 1. (20 min) Ask students to write a thank you letter on the following case:

Last week an English speaking friend organized a surprise party for your birthday. Now write to him/her and

- thank him/her for organizing it
- say something about the event
- mention the people you were especially pleased to see

Exercise 2. (20 min) Ask students to write an invitation letter on the following case:

An English speaking friend is coming to stay with you for a week soon. Now write to tell him/her.

- what you have planned for the visit
- how you feel about the visit
- what clothes your friend should bring

Exercise 3. (20 min) Ask students to do a written assignment on the following case:

You have decided to join an English Language Club on the Internet. Write a brief description of yourself for the database, telling them

- your personal details
- what you do/study
- things you are interested in

Exercise 4. (20 min) Ask students to write a letter on the following case:

You spent last weekend with an English speaking friend and he has just sent you some photos of your time together. Write to him/her

- thanking him/her for the photos
- inviting him/her to visit a tourist attraction with you next weekend
- telling him/her what you will do when you are there

Exercise 5. (20 min) Ask students to write a letter on the following case:

You have had a holiday with English speaking people in the countryside. Write a letter to them

- thanking them for the holiday
- describing two things you most enjoyed there

TEACHING TIPS: Using music and songs

Music can play a really important part in the language classroom. It can change the atmosphere in the room within seconds. Songs sung in English are listened to around the world and students can often feel real progress in their level of English when they can begin to sing along to the chorus or even just to be able to separate what at first seemed to be a constant stream of words! I am going to split this article into using music and using songs and I will share twelve of my favourite activities with you.

Before bringing music into the class, it may be worthwhile to do a music survey or questionnaire to find out what students enjoy listening to. As much as possible try to use music they will like. I have found that students' motivation levels are the determining factor in whether or not a song will work with them. If students really like the song and the singer they become determined to understand. If you choose the task carefully even lower levels will be able to get something out of working with tricky songs where the language is way above their level of English.

Using music

Music in the classroom doesn't always mean listening to a song and using the lyrics in some way. Music can be used in the classroom in a multitude of ways. Here are just five ways to use music in your classroom.

- **Set the scene:** If music is playing as students enter the class it can be a nice way to settle the group. Give the class a few minutes to settle down and then turn the volume down slowly and use the end of the music as an indicator to the students that the class will begin.

- **Change the tempo:** Music can be used to calm down an over excited class or to wake up a sleepy one. If you know that your students have high energy levels and sometimes need to calm down, try playing some relaxing music to put on as they work. At first they may find it strange but they will get used to it. With sleepy teenagers, try putting some of their favourite tunes on as they work. It may help to increase their energy levels.

Unit 1

adventure
 advertisement
 advice
 afraid
 article
 ballooning
 camp (n)
 camp (v)
 campfire
 cartoon
 climbing
 confident
 cover
 die (v)
 dislike
 edit editor
 embarrassed
 embarrassing
 enjoy
 favourite hobby
 horse-riding
 impolite
 interview (n)
 interview (v)
 joke (n)
 like (v)
 magazine
 moment
 news
 photograph
 photographer
 poetry
 polite
 print (v)
 printer
 problem
 report

reporter
 ring
 road
 scuba diving
 section
 shy
 stammer (v)
 well-known
 windsurfing
 work (n)
 work (v)
 youth

Unit 2

accident
 ache (n)
 ache (v)
 baked
 beef
 card
 cheer up
 draft (n)
 earache
 exercise (n)
 fat (n)
 letter
 mark (n)
 miss
 someone (v)
 pain (v)
 regularly
 salt
 stomach
 stomachache
 sugar
 surprised
 tired
 tooth

toothache
 unfit
 unhealthy
 unusual

Unit 3

advanced
 against
 athletics
 basketball
 beat (v)
 beginner
 book (v)
 compete
 competition
 competitor
 confidence
 confident
 final (n)
 football
 gymnastics
 health
 high
 jump
 judo
 karate
 lose to
 medal
 message
 performance
 point
 practice (n)
 practise (v)
 result
 rule (n)
 sailing
 score (n)

score (v)
 shy
 sport
 sports
 centre
 strong
 successful
 swimming
 tennis
 timetable (n)
 train (v)
 volleyball
 weak
 win
 world
 record

Unit 5

abbreviation
 access (v)
 advantage
 alphabetical
 order
 definition
 dictionary
 disadvantage
 distance
 email (n)
 first
 information
 information desk
 insert
 internet cafe
 invent
 invention
 inventor
 landline
 library

meaning
mobile phone
newspaper
phone mast
radio
radio waves
read
reference section
reliable
sell
send
signal (n)
smartphone
telephone
telephone wires
television
useful
write

Unit 6

architect
art
astronaut
biology
businesswoman
career
carpenter
clever
college
dentist
doctor
engineer
English
exam (examination)
fail
French
friendly

geography
hard-working
history
home economics
hospital
IT (information technology)
maths (mathematics)
mechanic
music
office
office manager
pass
patient (adj)
patient (n)
PE (physical education)
physics
pilot
plan (n)
RE (religious education)
reporter
science
shop assistant
study (v)
subject (n)
take (~ a photograph)
take (~ an exam)
teacher
timetable
translator
uniform (n)
university
vet
vocational school
waiter

woodwork
zoologist

Unit 7

advertise
agree
atmosphere
blue whale
bring-and-buy
sale
cause (n)
cause (v)
challenge
collect
danger
desert (n)
disagree
disappear
economy
education
environment
fertile
forest
golden toad
green belt
habitat headline
heat
ibex
ice cap
litter (n)
litter (v)
marsh
may (v)
melt
might (v)
moving desert
must
pollute

pollution
protect
rise
river
rubbish
rubbish
tip
scientist
sea
sea level
sewage
should
snow leopard
society
throw away (v)
tiger
ton
truck
volunteer (n)
waste (n)
wasteful
wetlands
wildlife
workman

EXTRA TEACHING TIPS TO HELP YOU TO BE RECOGNISED AND YOUR STUDENTS TO BE SUCCESSFUL!

Just imagine a class which has difficulties with speaking and in order not to face disappointment after all your planning and hard work, here are some tips which may help you.

Time to think

- Have you given enough introduction to the topic before they have to speak?
- Have you given them time to mentally rehearse what they are going to say?
- Have you done a vocabulary task which gives them the words they will need?

Solutions

- Avoid coming in cold with “Today we’re going to talk about X , what do you think?”
- With low levels focus on yourself and a third person “character” before sending questions over to them. Give them time to listen, tune-in and absorb.
- Plan a lead-in task which focuses on key ideas, words and structures
- Don’t rush to ask their opinion too quickly.
- Look at other people’s opinions on the topic before you ask them theirs
- Give them time to look up words in a dictionary and jot ideas before a debate
- Give them a light-hearted or thought-provoking questionnaire which gets their minds working
- The type of topic
- Do students know anything about the topic you chose?
- Are they interested in the subject?
- Is the situation in the dialogue or role play something they could imagine themselves doing?
- Is there too much background cultural information you need to explain to help them understand?
- Does the topic require too much explanation to hold their interest?
- Is the topic okay but they just haven’t got the vocabulary yet to cope with it?

Too much freedom

- Have you rushed them to speak?
- Have you given them enough time to practise in a controlled way?
- Have you checked the whole class know what is expected of them?

Solutions

- You might have a great topic, the level is right, the students are keen so you can't wait for them to do the communication game. Stop! Take a breath. Go through the preparation steps very carefully in your mind. All communication games need loads of setting up, careful practice to get off to a smooth start.
- Demonstrate rather than explain. Demonstration might seem to take longer than a few words but it is easier to know what to do if you see how rather than if you can't understand the written or verbal instructions. Practise with a student, get two more to give an example practice and then double check with 2 more students before starting. A few minutes of good practice in pairs or groups is better than 20 minutes wasted with half the class chatting to each other in their own language because they don't feel confident enough to do the task.
- Always provide a pre task which prepares the language they will need for the more demanding performance task. The pre task might involve writing sentences or questions on the topic and asking their partner something simple related to the topic. This task warms them up but is not stressful.
- Avoid focussing too much on their public contributions too early in the lesson. Silence is often the best form of defence when faced with possible humiliation in front of peers. Don't ask if they agree with something. Simply put them in pairs to tick a list of statements they agree with or not. Give them time to think before they discuss in a group or whole class situation.
- Don't expect them to speak straight away. You may have them for only 40 minutes but at least 15 minutes of that will be reading/writing/listening and preparing your thoughts before you speak. Lead them to speak, don't push too fast!

Seating arrangements

- Can they hear you clearly?
- Can they turn and work with their partner easily?
- Do they feel exposed by facing the whole class?

Teacher talking time

- Are you talking more than they are?
- Are you planning enough tasks away from you leading them?

Solutions

- You have chosen the topic, but try to avoid saying how much you find it interesting. Your job is to find out how much they like it.
- Remember the paradox of the quiet child with a chatterbox for a parent. If someone talks too much you have no need to talk. The constant stream of your chatter will put them off and may even throw them. Keep it simple, well chosen questions and anecdotes. Focus on them, not on yourself and your opinions.
- Say only what you need to say about yourself or the topic. Try not to embroider too much, keep to the topic. If you go off at a tangent you may lose some of the class. Less is more.
- When they respond with silence do not overcompensate and fill their silence with your voice. Change direction, modify the task or give them something to read or write until they are ready to speak. Ask for choral repetition of things they need to practise.

Management of activities

- Are you jumping in too quickly to correct them?
- Are you finishing their sentences for them?
- Are you feeding too many ideas to groups working alone?
- Are you letting tasks drag on too long?
- Are you over-questioning students?

Solutions

- Carefully plan your role and input. When will you speak? Why? Try to notice how much you are talking to avoid the mistake of babbling on.
- Questioning students to introduce the lesson or to get them to speak about a picture will take planning. Be wary of asking only essential questions and vary the question types to allow more than just a 'Yes' or 'No' answer.
- Allow more time for them to self correct, finish a sentence or think of their reply to your question. First they must process your question, then they need to think of a reply. What comes naturally to us takes longer for our students. Do not be over sensitive to their thinking time.
- If they are really struggling invite help and suggestions from other members of the class. This means you are not always setting yourself up as the one with all the answers. Encourage others to speak up.
- In our heads we have an ideal scenario for how groups might work through a discussion, but that doesn't always happen. If they are talking in English and getting somewhere, let them get on with it in their own way.
- When you see attention waning do not be afraid to wind down an activity with some positive remarks about their performance. Then invite contributions from students in a feedback session if appropriate to the task.

- Always keep an eye on time and wind down before the bell rings rather than being cut off. You need to always end lessons with some positive comments about their performance so give yourself time to do that.
- Remember that for lower levels some dialogue and role play work is very tiring and demanding, so keep it brief even if some of them seem to be having a ball. Give your lessons shape rather than letting the lesson drag on until they dry up or become bored.

Personality of students

- Do you expect the same level of participation from all students?
- Do you allow enough balance of tasks and not just constant speaking?
- Do you have some easily embarrassed students?

Solutions

- We all bring our personality to the language class. Some people are naturally more talkative in their own language. Accept this and do not cajole or press shy students to speak.
- Allow the less talkative to play a supporting role in group work by writing down group decisions. Remember that conversation is as much about listening and understanding as talking. Some shy students might understand more than the ones who have a lot to say for themselves.
- Focus on very reluctant speakers to perform a task they have had time to practise. Respect their need for extra preparation.
- Some people hate role plays. That's natural so don't keep forcing them to do them. Switch tasks.

Classroom dynamics

- Do you have a troublemaker in class?
- Do students huddle in gangs and seem to ignore you?
- Do the class get over excited and lapse in to their mother tongue?

TEACHING TIPS: Error Correction

One of the main dilemmas for teachers in speaking class is error correction. It's always tricky to know when and if to correct students and how to go about it. The danger of over-correcting is that students will lose motivation and you may even destroy the flow of the class or the activity by butting in and correcting every single mistake. The other extreme is to let the conversation flow and not to correct any mistakes. There are times when this is appropriate but most students do want to have some of their mistakes corrected as it gives them a basis for improvement.

So, the question is; When and how should you correct your students?

Every teacher will have different views on this and different ways of correcting their students and it's a case of finding out what both you and your students feel comfortable with. I would like to offer several ideas of how to go about it.

Ask the students how they want to be corrected

- This sounds obvious but it can be easily overlooked. Talk to your students about error correction and to find out from them how they like to be corrected. Often students have clear ideas about how they would like you to correct them. With large groups you may have to go with the majority, but if you have a small group you can cater for individual needs.

- One way to give students a choice on how much they want to be corrected in a particular class or activity is for them to make a traffic light to put on their desk. A strip of card with three circles (one red, one orange and one green) folded into a triangle with a bit of sellotape does the trick. Students point the circle towards you to indicate whether or not they want correction:

- o Red = don't correct me at all (they may have had a rough day or be tired!)
- o Orange = correct things which are really important or things I should know.
- o Green = correct as much as you can, please.

Are you working on accuracy or fluency?

- Before you begin an activity, bear in mind whether you are concentrating on accuracy or fluency. For a class discussion for example, fluency would be appropriate. The important thing is that students are expressing themselves and thinking on their feet. However if students have had time to prepare a role-play and are then going to perform it you may want to encourage accuracy. Be clear of the aims of the task and make sure students are aware of what you expect from them. Don't present an activity as a fluency task and then pick them up on every single mistake.

Self correction / Peer correction

- The first port of call when correcting can be the students themselves. Students can often correct themselves when they realise they've made a mistake. Sometimes the mistake is simply a 'slip' and they are aware of the correct version. Give students a chance, and time, to correct themselves. Often by just raising your eyebrows or repeating the mistake students will know what you mean and back track to correct the error themselves. Some teachers create all sorts of hand signals to indicate the type of error. Pointing behind you is a classic to indicate to students that they should have used a past tense. If these work for you and your students, go ahead and create your own correction indicators.

- Students can also correct one another. Peer correction often helps to create a positive class atmosphere as students realise you are not the only source of error correction and they can learn a lot from one another.

New mistakes or the same old ones?

- I always remind students that if they are always making new mistakes it's okay. New mistakes are usually a sign that they are exploring new uses of language or experimenting with new vocabulary but if they are always repeating the same mistakes it's not such a good sign! By noting their mistakes students have a record of their progress and can avoid repeating the same mistakes time and time again. It's a good idea to have a set space in their notebooks to write down their errors and the correct version. One way of doing it is to divide a page into three columns:

Mistake	Correction	Notes
It depends of the weather I've lived in Barcelona since six years	It depends on the weather I've lived in Barcelona for six years	Revise prepositions. Not the same as in Spanish – depende de Since – for points in time For – for periods of time

- Sometimes it's a good idea to have little tests based on the classic mistakes students make in class. It encourages students to look over their notes and try to learn from them.

- Whichever way you go about correcting your students, try to keep the experience positive for the learner. Being corrected constantly can be a really de-motivating, as every language learner knows. As you are listening out to your students' errors, make sure you also listen to really good uses of language and highlight these to the group too. In the case of language learning I really do believe the classic saying, 'you learn from your mistakes'.

TEACHING TIPS : Recycling Vocabulary

Did you know that you have to see a new word at least five times before you can usually use it and include it in your 'active' vocabulary?

In your classes, students will have a valuable opportunity to pick up new vocabulary on a variety of topics. It is a good idea for you to encourage your students to revise this vocabulary on a regular basis in order for students to take 'ownership' of these words and to start to use them confidently.

Revision activities

Here are some activities for using the word bag to recycle the vocabulary. They can be used at the beginning of a class as a warmer or at the end to fill up the last five minutes.

- Quick Fire Quiz

Pull out a bunch of words from the bag. Give clues or definitions so the students can guess the word on the card. The student who guesses the word correctly, wins the card. The winner is the student with the most cards at the end.

- 'Beep' sentences

Read a sentence incorporating the word on the word card. Instead of saying the word, say 'beep'. Students guess the missing word. When students get the idea, pass them the word bag, so they can create their own sentences.

- Circle story

Give each student a word card. You start and begin to tell a story and use the word you have on your card. When you have used your word, the next student continues the story until they can incorporate their own word.

- Team vocab tests

Divide the class into teams or pairs. Pull out a set number of words and using translation or clues give the teams a vocab test!

- Pictionary

In two teams, use the word cards as prompts for a game of pictionary. Use the board or paper.

The more you use the word bag, the more uses you will find for it! I find that students feel a sense of security, knowing what vocabulary will be checked and they can also get a great sense of achievement when they feel confident using new words. Acquiring vocabulary takes a lot more effort for many students than

we and they would like to believe. The word bag helps to avoid the feeling that new English vocabulary is a 'bottomless pit'! It can make the learning experience more tangible and achievable.

- **Feelings:** Different types of music will provoke very different reactions within your students. You can explore this by playing a selection of different types of music for a minute or so each and asking students to write some adjectives of how they feel when listening to different types.

- **Musical drawings:** Give each student a piece of paper and some coloured pencils. Tell them that you are going to play some music and you want them to draw whatever comes into their heads. As music is playing, all students should be drawing. After 20 or 30 seconds, stop the music. Students stop drawing and pass their picture to the person to the left of them in the circle. Play the music again and they continue with the drawing the person next to them had started. Stop the music again, pass pictures on and this continues until the end of the song. When you have finished each student will have a picture that several students contributed to. Then it's up to you what to do with the pictures. They can be used to describe to the group, to write a story about, or to pretend they were a dream students had last night. The rest of the class can try to analyse the meaning of the dream.

Use different types of music to get different types of pictures. I've found that reggae and samba produce happy beach scenes and dance music gets futuristic city scenes.

Beware – with teenagers this activity can be quite an eye-opener as it tends to reveal what is going on in their minds!

Using songs

Songs provide a valuable source of authentic language and there are hundreds of ways to exploit them in the classroom. The internet has made it very easy to find the lyrics of songs. A search on google with the name of the band, the song title and the word 'lyrics' will bring up a selection of sites you can use. Once you have copied and pasted the lyrics into a word document it is quick and easy to make an effective worksheet. Here is a selection of ideas for you to try.

- **Classic gap-fill:** Every language student at some point has been given a song to listen to and the lyrics with gaps in for them to fill in as they listen. This activity is not as simple as it sounds and before making one yourself think about why you're taking out certain words. It may be better to take out all the words in

one group, such as prepositions or verbs, and tell students what they should be listening out for. Another option is to take out rhyming words. Don't be tempted to take out too many words, eight or ten is normally enough. To make the task easier you could provide the missing words in a box at the side for students to select, or you could number the gaps and provide clues for each number.

- **Spot the mistakes:** Change some of the words in the lyrics and as students listen they have to spot and correct the mistakes. As with the gap-fill limit the mistakes to a maximum of eight or ten and if possible choose a word set. You could make all the adjectives opposites, for example. Another example of this for higher levels is to show students the real lyrics and you correct English and make it proper! E.g. 'gonna' change to 'going to' 'we was' change to 'we were' etc. This is a good way to focus on song's language.

- **Comic strip:** Songs that tell stories are great for students to make comic strips out of. You have to choose your song carefully and spend time looking at the lyrics with the students and making sure they have understood the main ideas. Lower levels may need guidance as to how to divide up the song into suitable chunks that can be represented pictorially. Avril Lavigne's "Skater Boy" song from last year was a good one for this activity.

- **Order the verses:** With low levels this is a very simple activity. Chop up the lyrics of the song by verse and give a small group of students the jumbled verses. As they listen they put them in order.

- **Discussion:** Certain songs lend themselves to discussions and you can use the song as a nice lead in to the topic and a way to pre-teach some of the vocabulary. One I used recently was 'Where is the love?' by the Black Eyed Peas to lead in to a discussion about war.

- **Translation:** Although some teachers oppose all use of the mother tongue in the language classroom, some students really enjoy translating lyrics into their own language. If you do ask students to do this ensure the lyrics are worth translating!

- **Write the next verse:** Higher levels can write a new verse to add to a song. Focus on the patterns and rhyme of the song as a group and then let students be creative. If they are successful, the new verses can be sung over the top of the original! Norah Jones' Sunrise was a good one for this.

LINKING WORDS AND PHRASES

Personal opinion	In my opinion, / In my view, / To my mind, / To my way of thinking, / Personally I believe that / It strikes me that / I feel very strongly that / I am inclined to believe that / It seems to me that / As far as I am concerned, / I think that the world would be a much better place without nuclear power.
To list advantages and disadvantages:	One advantage of / Another advantage of / One other advantage of / A further advantage of / The main advantage of / The greatest advantage of / The first advantage of travelling to work by bicycle is that it is cheap; you don't have to pay for fuel. One disadvantage of / Another disadvantage of / One other disadvantage of / A further disadvantage of / The main disadvantage of / The greatest disadvantage of / The first disadvantage of travelling to work by bicycle is that you have no protection from the wind or rain
To list points:	Firstly, / First of all, / In the first place, / Secondly, / Thirdly, / Finally, / To start with, people who live in the country suffer far fewer health problems than those who live in the city.
To list points in a specific sequence:	BEGINNING- First, / To start with, / To begin with, / First of all, wash the wound with cold water. CONTINUING- Secondly, / After this/that, / Afterwards, / Then, / Next, wrap a bandage around the cut. CONCLUDING- Finally, / Lastly, / Last but not least, place the patient in a comfortable position and allow them to rest.
To add more points on the same topic:	What is more, / Furthermore, / Apart from this/that, / In addition (to this), / Moreover, / Besides (this), / ...not to mention the fact that cars are extremely expensive to maintain. Cars are also extremely expensive to maintain. Cars are extremely expensive to maintain too. Not only are cars harmful to environment, but they are extremely expensive to maintain as well. Cars are both harmful to the environment and expensive to maintain
To refer to other sources:	With reference to / According to the article in yesterday's Guardian, the unemployment rate is falling in Britain.
To express cause:	The government decided not to fund the scheme because / owing to the fact that / due to the fact that / on the grounds that / since / as it seemed likely to fail. In view of / Because

	<p>of / Owing to the scheme's high chances of failure, the government decided not to fund it.</p> <p>The scheme is likely to fail; for this reason the government has decided not to fund it.</p> <p>Seeing that the scheme is likely to fail, the government has decided not to fund it.</p> <p>The government has decided to fund the scheme now that its planners have redesigned it.</p>
To express effect:	<p>He passed his exams; thus, / therefore, / so / consequently, / as a result, / as a consequence, / for this reason, he was able to go to university.</p>
To express purpose:	<p>The government decided not to introduce the death penalty for fear (that) innocent people would die.</p> <p>The government decided not to introduce the death penalty so that innocent people would not die.</p> <p>The government decided not to introduce the death penalty so as to / in order to avoid the deaths of innocent people.</p> <p>The government decided not to introduce the death penalty in case it resulted in the death of innocent people.</p>
To emphasise what you say:	<p>Clearly, / Obviously, / Of course, / Needless to say, if everyone were allowed to carry a gun, the crime rate would rise considerably.</p>
To express reality:	<p>It is a fact that / In effect, / In fact, / As a matter of fact, / The fact of the matter is (that) / Actually, / In practice, / Indeed, / To tell you the truth, a crash helmet would be quite useless in the event of a serious motorcycle accident.</p>
To express the difference between appearance and reality:	<p>Initially, / At first, / At first sight, his injuries seemed minor, but when the doctors examined him, they discovered he had fractured his skull.</p>
To give examples:	<p>For instance, / For example, by reducing your intake of red meat you can decrease your chances of having a heart attack in later life. By reducing your intake of foods such as / like beef and lamb you can decrease your chances of having a heart attack in later life.</p> <p>If you want to decrease your chances of having a heart attack in later life, you should reduce your intake of meat, particularly / in particular, / especially red meat.</p>

TEACHER'S BOOK

To make general statements:	As a general rule, / Generally, / In general, / On the whole, people who exercise regularly suffer fewer stress-related problems than these who don't.
To make partially correct statements:	Up to a point, / To a certain extent, / To some extent, / In a sense, / In a way, this is true as women in society are far less likely to use physical violence than men.
To express limit of knowledge:	To the best of my knowledge, / As far as I know, there is no firm proof of the existence of aliens.
To state other people's opinion:	It is popularly believed that / People often claim that / It is often alleged that / Some people argue that / Many argued that / A lot of people think that / A lot of people believed that the earth is the only planet in our solar system that has ever supported life. Contrary to popular belief, the earth is not the only planet in our solar system to have supported life.
To make contrasting points:	It is a known fact that smoking causes cancer, yet / however / nevertheless, / but / at the same time / even so, / still, / nonetheless, millions of people around the world continue to smoke. Although / Even though / Regardless of the fact that / Despite the fact that / In spite the fact that / While it is a known fact that smoking causes cancer, millions of people around the world continue to smoke.
To express balance (the other side of the argument):	Dogs are good pets in that they provide companionship; however, / but / on the other hand. / Although / yet, / at the same time, / in contrast, feeding and grooming a dog can be expensive and time-consuming.
Negative addition:	Neither the prime minister nor his deputy knew anything about the experiment. Neither of them knew anything about the experiment. The prime minister didn't know anything about the experiment; nor / neither did his deputy. The prime minister didn't know anything about the experiment and his deputy didn't either
To express exception:	He read all the books but / apart from / expect (for) one: "Oliver Twist".
To clarify / rephrase:	In other words, / That is to say, / To put in another way, if people made more of an effort to protect the environment, the world would be a much healthier place to live in.

Sample Writing Task 1. Think about any purchase of yours that you did not satisfy with the quality. Write a complain letter to the department you bought the object.

You have recently ordered an item through the Internet, but are not happy with the purchase. Write to the company. In your letter:

- describe what you have purchased,
- explain why you are not happy with the purchase,
- tell them what you would like them to do about the situation.

Dear Sir or Madam,

I am writing this letter to express my disappointment with a recent purchase on your online store, order number #7298883. I ordered a set of soccer equipments that were advertised on your site as a package including 3 pairs of socks and a pair of soccer boots. However, on their arrival I found out that there were only 2 pairs of socks. In addition, there were scratches on the boots that suggest that they had been used before and returned to your store.

I have since found the same offer on another website and will be returning the packages to your office. I have read the refund policy, and as I am dissatisfied with the product, I would like to request a return of all fees paid, as well as the postal and packaging fees. Should you have any questions, you can contact me via email, my address is raymond_squared@live.com.

I look forward to a swift resolution to this matter.

Thanks for your time,
Raymond Jose

Useful language for Letters of Complaint

Opening Remarks:

- I am writing to complain about/regarding/on account of/because of/on the subject of...
- I am writing to draw your attention to...
- I am writing in connection with...
- I am writing to express my strong dissatisfaction with...
- I am afraid to say I have numbers of complaints about...
- I am sorry to say that I was very disappointed with...
- I was appalled at...
- I feel I must protest/complain about...

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10. www.lex tutor.ca
11. www.stickyball.net
12. www.iaetfl.org
13. www.toefl.org
14. <http://www.freeplaymusic.com/> This site has short music clips on which can legally be used for educational purposes.
15. <http://www.niehs.nih.gov/kids/music.htm> This site has lots of lyrics for kids as well as midi files for them to sing along with.
16. <http://www.ohhla.com/> This site has a vast collection of hip hop lyrics. Be careful which ones you choose as some have bad language.
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