

Integrated language skills

For 38 hours



2015

Ushbu o`quv uslubiy qo`llanma “Ingliz tili leksikasi” kafedrasida muhokama qilinib, Navoiy davlat pedagogika instituti yil № - sonli o`quv uslubiy kengashida ma’qullanib, nashrga tavsiya etilgan.

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Данное учебно- методическое пособие обсуждено на кафедре «Английской лексики», утверждено и рекомендовано на научном совете Навоинского педагогического института №

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SO'Z BOSHI

Bugungi kunda respublikamizda ingliz tilini o'rganishga bo'lgan talabning keskin oshib borishi ingliz tili o'qituvchilari oldiga ulkan vazifalar qo'ymoqda. Buning uchun zaruriy o'quv materiallari, mavjudlarini takomillashtirish bugungi kunning dolzard masalalaridan biridir.

Ushbu "Til ko'nikmlari integrasiyasi" fanidan tayyorlangan o'quv-uslubiy qo'llanma oily ta'lim muassasalarida ingliz tili va adabiyoti ta'lim yo'nalishida tahsil olayotgan 2-kurs talaba va o'qituvchilariga mo'ljallangan bo'lib, bunda til ko'nikmalarini integrallashgan va kommunikativ tarzda o'qitish nazariyasi va amaliyotini birlashtirgan holda darsni tashkil etish masalalariga asosiy e'tibor qaratiladi. Ushbu qo'llanmada asosiy maqsad talabalarni to'rtta til ko'nikmalarini uyg'unlashtirgan holda amalda qo'llashga o'rgatish; til ko'nikmalarini integrallashgan holda o'qitish uslublarining afzalliklari haqida ma'lumot berish va kelgusi kasbiy faoliyatlarida darsni shu usulda tashkil etishlarini ta'minlashni nazarda tutadi. Shuningdek, ushbu o'quv-uslubiy qo'llanmaga disk ham ilova qilinadi.

Ushbu "Til ko'nikmlari integrasiyasi" dan akademik litsey va kasb-hunar kollejlarning o'qituvchilari, oily o'quv yurtlarining ingliz tili va adabiyoti ta'lim yo'nalishi talabalari foydalanishlari mumkin.

Введение

Уважаемые коллеги! Студенты! Предлагаем вашему вниманию учебно- методическое пособие по Интегрированию языковых навыков для 2-х курсов, который продолжит Интегрированные навыки первых курсов, эффективно укрепляя использование языковых навыков для межкультурной коммуникации. Особое внимание будет обращено на улучшение беглости студентов и уверенности в языковом использовании и развитии их межкультурных знаний.

Занятия, представленные в учебно- методическом пособии, включают совокупность образовательных областей, которые обеспечивают разностороннее развитие учащегося с учетом их индивидуальных способностей, увеличить их уверенность в использовании четырех навыков слушания, разговора, чтения и письма интегрированным способом, передаваемым различными контекстам посредством выполнения широкого диапазона проектной работы и межкультурных действий понимания.

К данному учебно- методическому пособию прилагается аудио- диск на прослушивание.

Contents

1.

2. **Uzbekistan and the world:** Uzbekistan, the map of Uzbekistan
3. **Uzbekistan and the world:** Welcome to my town
4. **Uzbekistan and the world:** Tourism fair
5. **Uzbekistan and the world:**
6. **Work and business:** Socializing: Breaking the ice
7. **Work and business: Work and business:** Young workers. Some tips on earning money
8. **Work and business:** Getting a job
9. **Work and business**
10. **Environment:** Hometowns, problems of big cities
11. **Environment:** The recycling and saving energy
12. **Environment:** Bottled water
13. **Environment**
14. **Relations:** Forever single. Not divorce for the sake of the children
15. **Relations:** An international relationship. Family pressures
16. **Relations**
17. **Cross-cultural communication:** cultural misunderstanding
18. **Cross-cultural communication:** Gestures in communication
19. **Cross-cultural communication**
20. **Revision**

Lesson 1 Module: Integrated skills II

Topic: Uzbekistan and the world: Uzbekistan, the map of Uzbekistan

Teaching technology of the practical lesson

Time limit- 2 hours	Total number of students- 15-25
Form of the educational process	Explanation, students` presentations, doing exercises, revision.
Problems and issues to be discussed:	To ask students what the word culture. Should we respect the culture of other nationalities? What cultural aspects are more interesting for them?
The objectives of the educational process	-To develop an end- product which can be used by students to inform other about their own or another culture, to foster a sense of independence and personal achievement. - To practice all four language skills, to practice the language of instruction using imperatives, to develop skimming and scanning reading strategies.
Results of educational process	An end- product might be worth advertising or displaying so that other students, teachers and parents can see what has been achieved. Well-designed posters could be left up for a period of time. Any work on display is usually a source of pride and thus good for student morale.
Teaching methods and techniques	Visual presentation, explanation, cluster, questionnaire.
Teaching equipment	Computer, projector, graphic organizer
Teaching form	Group work and small group work.
Teaching condition	Room supplied with modern technology as computer, projector.

Technological scheme of the lesson

Stages of the lesson	Type of activity	Time (minutes)
Stage 1 Warm up	Teacher asks students what they know about the map of Uzbekistan and with what countries it borders. And they must draw the map on the blackboard. Students will be given a puzzle of the map of Uzbekistan and they must connect all pieces of the map. Handout 1	10 min.
Stage 2 Main part	Listening	20 min.
Stage 3 Speaking	Do Extension activity	40 min.
Stage 4 Follow up	Each student draws a picture of a face and writes a description on a separate piece of paper	10 min.
Stage 5 Conclusion	Let's make conclusion	

1 Warm up. Teacher asks students what they know about the map of Uzbekistan and with what countries it borders. And they must draw the map on the blackboard. Students will be given a puzzle of the map of Uzbekistan and they must connect all pieces of the map. **Handout 1**



Activity 1 “What do you know about Uzbekistan?”

Objective: to let students talk about

Time: 30 minutes

Materials: **Handout 2**

Procedure:

- Put students in groups of 4 or 5. Distribute the texts.
- Ask students to fill the gaps.

Key:

Text 1: Amu Darya and Syr Darya, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Afghanistan, the Aral Sea, the Kyzyl Kum.

Text 2: Kyrk-Kyz, Samanids, [Samarkand](#).

Text 3: fairy tales, *Nasriddin Afandi*, *dastan*, *Alpomys*, *Devoni Lughati Turk*.

The following questions can be asked to initiate the discussion:

- ~ **Describe the climate of Uzbekistan.**
- ~ **Which is the only sea to border Uzbekistan?**
- ~ **When did Uzbekistan declare independence from the Soviet Union?**
- ~ **Uzbekistan shares the Kyzyl Kum with Kazakhstan (and partly) Turkmenistan, what is it?**
- ~ **What is the total area of Uzbekistan?**
- ~ **What is the name of the longest river in Uzbekistan?**

Which major city in Uzbekistan was destroyed by an earthquake in 1966?

Key:

■ Describe the climate of Uzbekistan.

Continental. Continental climates tend to have hot summers, cold winters and a little rainfall. Equatorial climates tend to have a constant temperature, heavy rainfall and a short dry season. Desert climates tend to have little if no rainfall annually and are therefore unable to support appreciable plant life. Tropical climates tend to have continual high temperatures and high rainfall.

■ Which is the only sea to border Uzbekistan?

The Aral Sea. Although it's called a sea, the Aral Sea is actually an endorheic basin, which is an area that gains water from outside sources such as rivers/streams etc. but has no outflow to other bodies of water such as rivers or oceans. So it becomes an "inland sea". In 1960 the Aral Sea was listed as the fourth largest inland sea in the world. Due to irrigation projects put in place by the former Soviet Union during the 1960's the sea has shrunk considerably.

■ When did Uzbekistan declare independence from the Soviet Union?

1991. Uzbekistan was drawn into the Russian Empire during the 19th Century. In 1924 it became known as the Uzbek Soviet Socialist Republic (Uzbek SSR) after becoming a

constituent republic of the Soviet Union. With the collapse of the Soviet Union, Uzbekistan won her independence in 1991.

■ **Uzbekistan shares the Kyzyl Kum with Kazakhstan (and partly) Turkmenistan, what is it?**

A desert. The Kyzyl Kum is currently rates within the 20 largest deserts of the world. The name Kyzyl Kum means 'red sand' in both Kazakh and Uzbek. Large areas of the Kyzyl Kum are used as pasture for both Bactrian and Dromedary camels.

■ **What is the total area of Uzbekistan?**

447,400 sq km. Uzbekistan is of similar size to Morocco

■ **What is the name of the longest river in Uzbekistan?**

Amu Darya. The Amu Darya is the longest river in Central Asia. The diversion of both the Amu Darya and Syr Darya rivers for irrigation during Soviet times have been instrumental in the depletion of the Aral Sea.

■ **Which major city in Uzbekistan was destroyed by an earthquake in 1966?**

Tashkent. Tashkent has many historic mosques and religious establishments and was named the "Cultural Capital of the Islamic World" in 2007.

- Ask groups to share their ideas.
- Summarize the discussion.

Activity 2 “The best region to go”

Objective: to let students’ explore the regions of Uzbekistan

Time: 20 minutes

Materials: **pictures Handout 3**

Procedure:

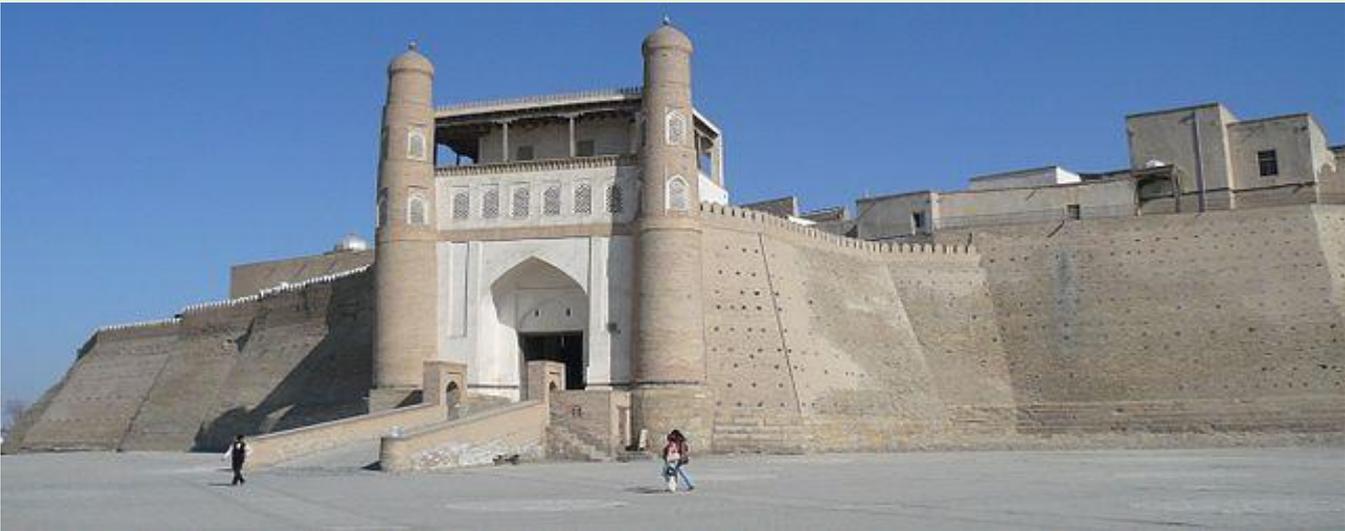
- Put students in groups of 4 or 5. Distribute the photos of different cities.
- Ask students to examine the photos, identify their names and describe each of them.

Key: 1 Tashkent 2 Bukhara 3 Khiva 4 Fergana 5 Termiz 6 Chimgan 7 Samarkand 8 Navoi 9 Kokand 10 Shahrissabz

Then ask them to list the similarities and differences between them.

Ask students to work in groups of 4 or 5 and fill the table.

Regions	Why is it the best place to go
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



Activity 3 “Tests”

Objective: to let students check their knowledge

Time: 10 minutes

Materials: **Handout 4**

Procedure:

Distribute Handout 4, ask students to do tests.

Key:

1. When did Uzbekistan proclaim independence? *c) 31 August 1991*
2. Which country is to the north of Uzbekistan? *c) Kazakhstan*
3. Which is the capital of Uzbekistan? *c) Tashkent*
4. Which is the currency of Uzbekistan? *d) Sum*
5. Who drove out Babur from Samarkand in 1501? *b) Mohammed Shaybani Khan*
6. When did Russia invade Bukhara? *c) 1868*
7. When was Uzbek Soviet Socialist Republic established? *d) 1924 Flag of Uzbekistan (Photo credit: Wikipedia)*
8. Which is the official language of Uzbekistan? *c) Uzbek*
9. Which autonomous republic is part of Uzbekistan? *a) Karakalpakstan*
10. How many stars are on Uzbekistan’s flag? *b) 12*

Activity 4 Planning a Project “Guidebook for visitors”

Objective: to introduce the project requirements

Time: 20 minutes

Procedure:

- Introduce a new project on creating a guidebook (or poster) about the places of Uzbekistan
- Divide students into smaller groups/or students decide themselves how to form their groups.
- Invite students to brainstorm in their groups what the guidebook will be about (e.g. “My Best place to go”, “The way of behavior on wedding party”, “How elderly people are treated in different cultures”, etc.). Ask students to think of ways of obtaining materials /equipment for the film (E.g. students will do Internet search, observe their own cafe, interview people, translate their answers into English, visit

some places to go, offer them help if needed, find a camera, etc.). Ask students to develop an action plan and distribute the responsibilities among the group members.

□ Volunteer students to present their ideas on conducting the project and get the feedback from the teacher and their peers.

□ Explain the requirements and the criteria for assessment (See assessment specifications).

Round-up (3-5minutes)

□ Summarize the key points of the lesson and remind of the project deadline.

Handout 1



Handout 2

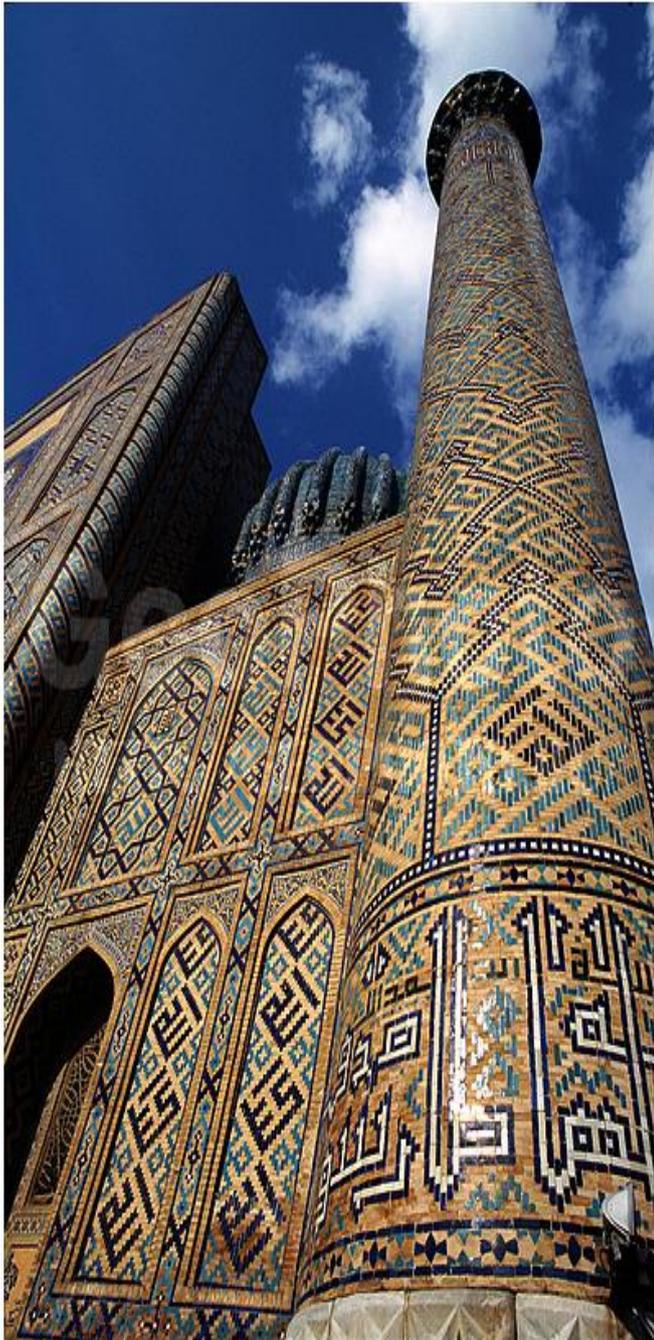
Text 1 Welcome in Uzbekistan - Xush kelibsiz

At the heart of Central Asia, Uzbekistan is situated between the two big rivers,..... It borders onto the northwest and north, on- to the northwest, on- to the east and southeast, on- to the **southwest**, and on- to the south. The territory of Uzbekistan is 448,900 sq. km. It stretches 930 km from north to south, and 1,425 km from west to east. The total length of its borders is 6,221 km. The border regions are: the Usturt Plateau and western shore ofto the north, Termez district of Surkhandarya province to the south, Ferghana Valley to the east, and Usturt Plateau to the west. The territory of the country stretches from southeast to northwest.

Uzbekistan's natural world is very diverse. It is composed of desert areas and **snowy mountains**, rivers and completely dry lands. The most part of its territory lies in the Turan plain, where there are no sudden steep-drops and hills. The Turan plate and mainland, which later became the Tian Shan and

Pamir - Alai Mountains, were formed in the Paleolithic period. Later, the sea covered the plate for a long time. The mountain chains are thought to have fully developed during the Alps orogenesis.

The mountain ranges blocked the humidity from the Indian Ocean. It caused considerable climatic change: the weather became dry and huge desert areas appeared. As rivers and winds kept changing their directions, the upper layer of soil was continuously displaced from one place to another. It led to the formation ofand Kara Kum deserts.



agd540070 Monument and architecture of Samarkand
Gudkov Andrey (C) GeoPhoto,Ru

Text 2 Uzbekistan: Architecture

Uzbekistan is a **country** of ancient high culture with its exceptional architectural patterns. Famous historians of the East in their writings on the ancient cities such as [Bukhara](#) , [Samarkand](#) and Khiva and other places mention palaces of the rulers, places of residence of aristocracy, market places, madrasah, mausoleums, and describe them as very beautiful with evergreen gardens. The('Forty Girls') mansion in Termez dating back the 9th- 10th centuries is a fine example of an original country manor.The

.....Mausoleum in [Bukhara](#) still stands as a fine architectural building from the marvelous period of early Middle Ages.

In the 11th-12th centuries,

.....became one of the major cities in the region. There was intensive construction of attractive houses, civil and religious buildings. The growth of cities, increase of the urban population, and expansion of internal and international trade routes caused construction of many caravansaries (an inn for caravans) near the cities.The *Raboti-Malik*, the caravansary near Navoi, still stands as a fine example. It was a large structure where dozens of caravans could be accommodated at the same time.

Among the city structures, a number of urban places, such as mosques and praying houses were designed with special attention.

The *Khakim at-Termizy* Mosque was viewed as simple, yet a highly valuable and beautiful architectural building with simplicity to be proud of. For many buildings a geometric pattern is common which is characterized by a large variety of rich plates with fine art applications over mud bricks.

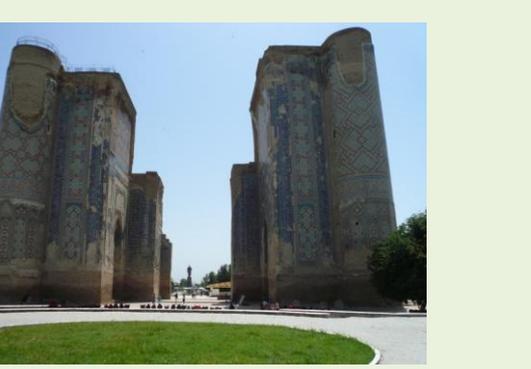
Text 3 Uzbekistan: Literature

The most ancient samples of the Uzbek literature concern to poetic creativity, integral part of culture of the Uzbek people. The large place belongs tosuch as about the animals, magical- fantastic themes and household stories. Among the latter a *latifa* ('jokes') genre is developed. The national imagination created a collective image of....., the main hero and wise character of Uzbek national jokes.

The largest genre of the Uzbek folklore is('poem'). It was executed usually in support of musical tools. There are more than 300 *dastans* (100 plots) were written down. The brightest samples are: the heroic epic of "", heroic- romantic epic of "*Gur-ughli*" (more than 40 plots), military epic "*Ynsuf and Akhmad*", "*Tokhir and Zukhra*", and others. The book version, as a rule, was borrowed from classical products "*Farkhod and Shirin*", "*Layli va Majnun*".

Pre-Islamic culture is represented by insignificant number of written monuments in Old Turkic languages: "Penitential prayer of Manicheans" (the 5th century) and *Orkhun-Yenisey* writings (7-12th centuries), "*Kutadghu-Bilig*" ('knowledge', 'giving happiness') (1069) of Yusuf Bolosoghuny, "*Khibatul Khakaik*" ('a souvenir of truths') by Akhmad Yugnaky, and especially,('dictionary of the Turkic languages') (1072-74) by Makhmud Kashghary are among the finest examples of Uzbek literature. Since the 14th century the Uzbek literature developed intensively and rather diverse. The period saw the emergence of a secular theme (a love epic with Biblical- Quranic topic, "*Yusufand Zulaykho*" by Durbek in 14-15th centuries.)

Handout 3



Handout 4

1. When did Uzbekistan proclaim independence?
a) 1 January 2001 b) 18 June 1984 c) 31 August 1991 d) 16 December 1994
2. Which country is to the north of Uzbekistan?
a) Mongolia b) Russia c) Kazakhstan d) Iran
3. Which is the capital of Uzbekistan?
a) Denow b) Nawoly c) Tashkent d) Kogon
4. Which is the currency of Uzbekistan?
a) Rouble b) Lira c) Tenge d) Sum
5. Who drove out Babur from Samarkand in 1501?
a) Ahmed Shah Abdali b) Mohammed Shaybani Khan c) Nadir Shah d) Kublai Khan
6. When did Russia invade Bukhara?
a) 1526 b) 1648 c) 1868 d) 1707
7. When was Uzbek Soviet Socialist Republic established?
a) 1917 b) 1914 c) 1906 d) 1924
8. Which is the official language of Uzbekistan?
a) Chinese b) Pahlavi c) Uzbek d) Arabic
9. Which autonomous republic is part of Uzbekistan?
a) Karakalpakstan b) Tartarstan c) Dagestan d) Chechnya
10. How many stars are on Uzbekistan's flag?
a) 14 b) 12 c) 16 d)

Lesson 2 Module: Integrated skills II

Topic: Uzbekistan and the world: Welcome to my town

Time: 80 minutes

Aims:

- To let students listen and speak on the photos
- To let students practice elements of creative writing
- To let students work on their project

Activity 1 Describe a photo

Objective: to introduce the topic of the lesson

Time: 10 minutes

Materials: **Handout 1 of photos, CD (1.45)**

Procedure:

- Ask students to look at the photos of places where people go on weekends. Listen to someone describing one of them. Which one is it?
- Invite groups to share their answers with the whole class.



Tick the things the speaker does

- | | |
|--|--------------------------|
| refers to how the photo makes him feel | <input type="checkbox"/> |
| talks about where things are in the photo | <input type="checkbox"/> |
| talks in detail about what he can see | <input type="checkbox"/> |
| tries to use descriptive language | <input type="checkbox"/> |
| draws his own conclusions and makes deductions | <input type="checkbox"/> |

Activity 2 Listening and summarizing

Objective: to give students an opportunity to practice note-taking and summarizing

Time: 20 minutes

Materials: **Handout 1, CD 1.46**

Procedure:

- Listen to two more students describe photos A and B. How are their descriptions different from the first student's? Use the ideas in 2 to help you.
- After listening ask students to share their answers with their partners.

Photo A

- 1 The speaker would like to be in the photo.
- 2 The speaker talks about individuals in the photo.
- 3 The speaker thinks the scene could be in Brazil.
- 4 The speaker doesn't like beach holidays.

Photo B

- 1 The speaker likes this scene.
- 2 The speaker thinks it's definitely a European scene.
- 3 The speaker thinks the people are tourists

Activity 3 Role-play – leaflet for foreign guests

Objective: to give students practice in writing and being interviewed for a place.

Time: 40 minutes

Materials: **Handout 2**

Procedure:

- Tell students that they are going to describe the places as a guide for foreigners.
- Work in groups of 4-5 students. Distribute handout 2 and ask them to describe the place and prepare a leaflet for foreign guests who are visiting Uzbekistan for the first time, stating the things that should be avoided and the kind of behaviour expected from guests in Uzbek culture.
- Ask students to role-play. Each applicant can be interviewed for up to 5 minutes.

Activity 4 City life

Objective: to give students practice in writing

Time: 10 minutes

Materials: **blackboard, Handout 3**

Procedure:

- Distribute **Handout 3**. Tell in pairs to decide which of the things are positive aspects of city life, which are negative and which are irrelevant. Write your answers and look at the useful language.

Activity 5 Video about “On excursion”



Activity 6 Homework



TASK

A Prepare a speech called ‘What makes my city / town/village great.’

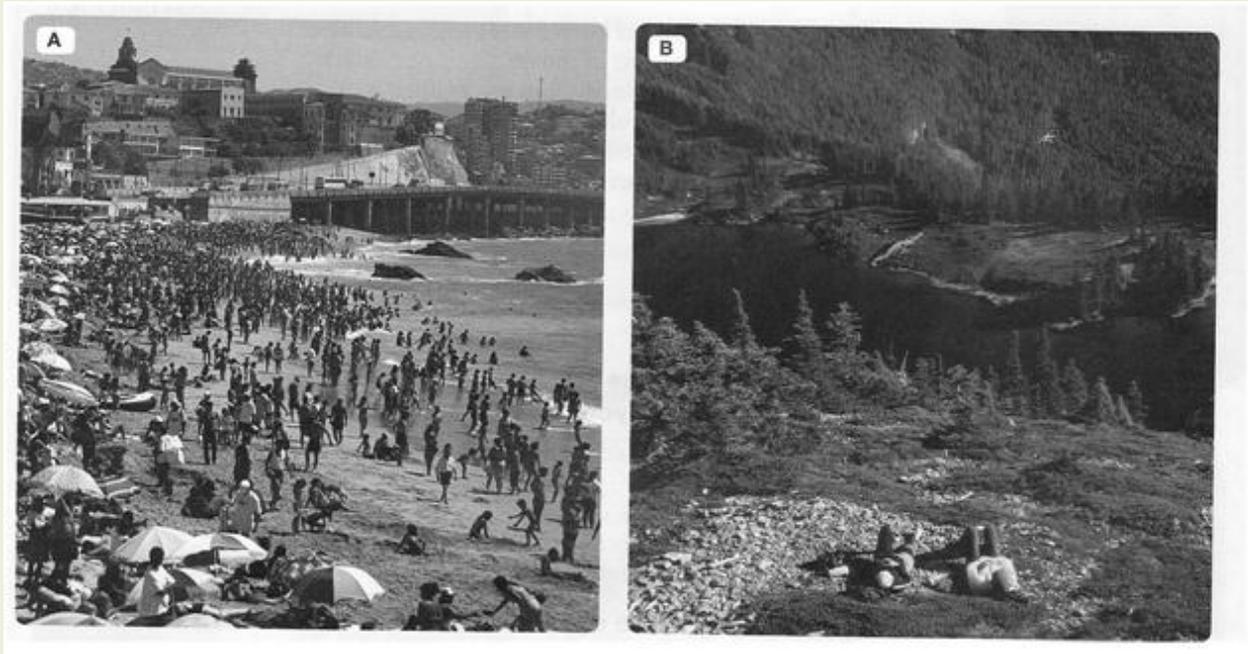
B Work in pairs. Follow the instructions below. Make notes but don’t write your speech out in full.

Write a list of five or six reasons to support your opinion

Think of real examples to support your points

C Who presents the most convincing arguments?

Handout 1



Handout 2







Handout 3

Useful language

a selection of universities and colleges
International communications hub
commuters
congestion
fast-moving
good prospects of employment
headquarters of organisations and businesses
high pressure
local public transport network
range of leisure facilities
rush hour
seat of central government
stressful
variety of entertainment options

Useful language

a selection of universities and colleges
International communications hub
commuters
congestion
fast-moving
good prospects of employment
headquarters of organisations and businesses
high pressure
local public transport network
range of leisure facilities
rush hour
seat of central government
stressful
variety of entertainment options

Lesson 3 Module: Integrated skills II

Topic: Uzbekistan and the world: Tourism fair

Time: 80 minutes

Aims:

- to let students listen and speak on the photos;
- to let students practice elements of creative writing;
- to let students work on their project.

Brainstorming Ask students to think what kind of signs on the road they know.

Dangerous turn, give way, cycle lane and etc.

Activity 1 Vocabulary: on the road

Objective: to introduce the topic of the lesson

Time: 10 minutes

Materials: **Handout 1** of photos

Procedure:

- Ask students to look at the photos and label them with the words and phrases below.
- Match the definitions to words from the phrasal bank.
Complete the text with words from the phrase bank.

Activity 2 Speaking: comparing rules

Objective: to let students speak about

Time: 15 minutes

Materials: **Handout 2 Handout 3, CD2.08, CD 2.09**

Procedure:

- Listen to a reporter asking a young woman in Madrid about government plans for changing driving regulations. **CD 2.08, Handout 2**
- Complete her answer with the correct form of the words in brackets.
 - Listen to the radio programme and choose the best answer. **CD 2.09, Handout 3**
 - Are you agree or disagree:
 1. I don't think teenagers are responsible enough to drive.
 2. I want to get my driving licence as soon as I am 18.
 3. They should teach everyone to drive in the sixth form at school.
 - **In pairs ask each other about when young people should learn to drive.**

Activity 3 Functional language: directions

Objective: to remember some types of expressions normally used for giving directions

Time: 15 minutes

Materials: **Handout 4, CD2.14**

Procedure:

- Complete the tourist officer's directions with the words below. **Handout 4**
- Listen and check. CD2.14

Activity 4 Final task: giving directions

Objective: to practice listening and speaking

Time: 20 minutes

Materials: **Handout 5, CD2.16**

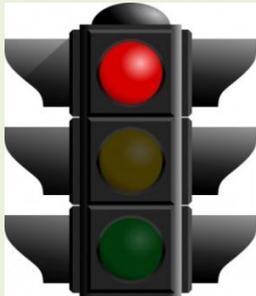
Procedure:

- Listen the speakers A and B asking for directions. Which speaker uses a simpler style? **CD2.16**
- Work in pairs. Decide who is student A and student B. Study the map of Madrid, then read the task boxes below. **Handout 5**
 - Now watch the DVD episode TRANSPORT

Activity 5 Homework. Choose 2 places in your city. Give directions to your group. Can they guess which places you chose?

Handout 1

Vocabulary: on the road



1 Label the photos with the words and phrases below.

Give way cycle lane no entry one way street
roundabout traffic lights

2 Match the definitions to words from the Phrase bank.

- 1 a subterranean walkway _____
- 2 road congestion _____
- 3 a motorized vehicle-free zone _____
- 4 a section of the road for use by public transport only _____
- 5 a place for pedestrians to cross the road in safety _____

Phrase bank

bus lane
traffic jam
pedestrianized area
subway
zebra crossing
highway code
full driving licence
provisional driving
licence
fine
parking ticket
traffic warden

3 Complete the text with words from the Phrase bank.

Advice for road users travelling to Britain

The regulations for road users in the UK are called the (1) _____. British teenagers can apply for a (2) _____ to drive a car under adult supervision when they are 17. However, they won't qualify for a (3) _____ unless they pass the theoretical and practical parts of a driving test.

Parking in the UK is strictly controlled. Prohibited areas are marked with a double yellow line. If you park in these areas you could get a (4) _____. Bicycle users should also be aware that cycling on the pavement is prohibited. If the police see you doing this you could get a (5) _____.

Handout 2

I _____ (think) we need to learn to drive at 17. I _____ (live) in the city and public transport is **great/poor** so I _____ (be) in a rush to learn to drive. I think if people of my age could drive, there _____ (be) **more/fewer** accidents than now.

Handout 3

- The rules for driving in Spain and Britain are similar in the sense that ...
 - the age when you can learn to drive is the same,
 - the parts of the test are the same,
 - the person who teaches learners is the same,
 - there are traffic accidents in both countries.
- In Britain you can learn with ...
 - a driving instructor,
 - anyone over the age of 21.
 - any qualified driver over the age of 21.
 - your relatives.
- Under the new Spanish plan ...
 - people can start learning to drive at a younger age.
 - people can learn to drive with anyone.
 - people can take the practical test before they are 18.
 - driving will be safer.

Handout 4

across the road round
 on your right take the first right go straight up turn left

Visitor Hi. I want to get to the Postal Museum.

Tourist officer OK, well you need to _____ out of the station and then _____ into Southgate.

Visitor First left into South ...

Tourist officer No, first right. OK, then you _____ Stall Street.

Visitor Store street?

Tourist officer No, Stall Street - S-T-A-L-L.

Visitor OK. Stall Street.

Tourist officer Go straight ahead, _____ Westgate Street and Upper Borough Walls until you come to New Bond Street, where you turn left and follow _____.

Visitor Sorry, New ...?

Tourist officer New Bond Street. Turn left and follow the road round and then take the first right into Green Street. The museum's _____ on the corner with Broad Street.

Visitor OK, terrific, thanks.

Handout 5

Student B

1. You are in the Prado museum. Listen to Student A then give him/her directions.
2. You are in the Thyssen museum. Listen to Student A then give him/her directions.

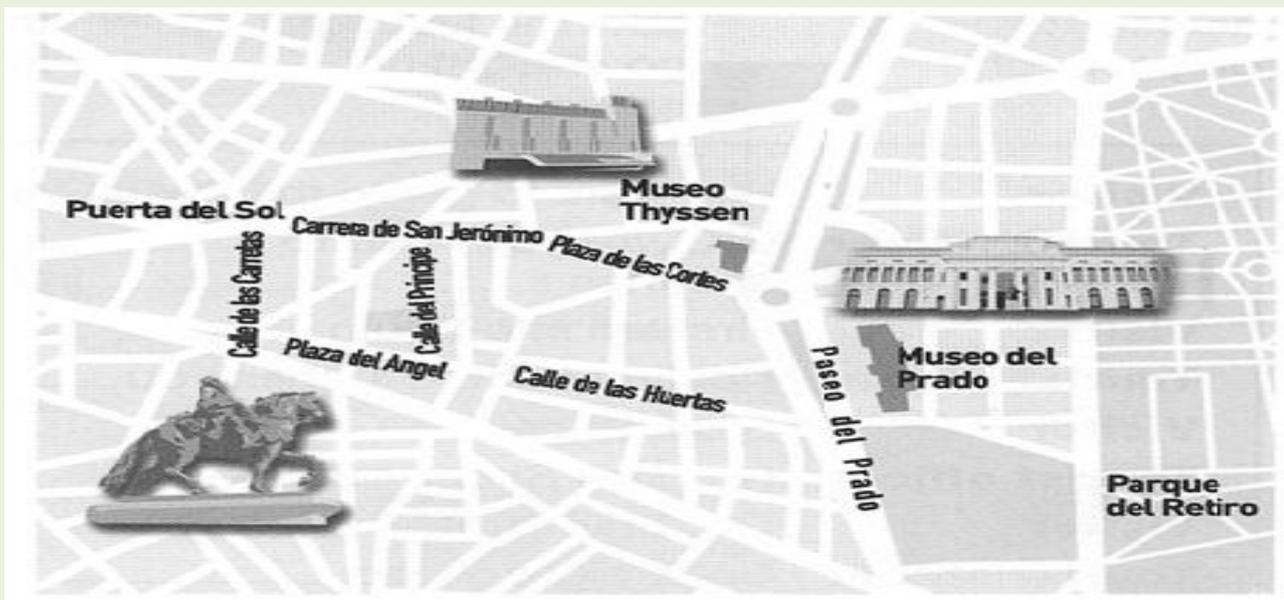
Remember, Student A is a foreigner. Make sure you:

(3) use expressions to describe a location

(4) use imperatives so that the directions are clear.

Student A

1. You are in the Prado museum. Ask Student B for directions to the Puerta del Sol.
2. You are in the Thyssen museum. Ask Student B for directions to the Retiro Park.



Round up (5-10 minutes)

- Identify the winning team by voting (open or closed).
- Give out the prizes, thank the students and the audience.
- Remind students to submit their written reflections.

Written reflections

Name _____

Group _____ Date _____

1. What new vocabulary have you learnt this month?
 2. Which of these new words can you use with confidence?
 3. Which of these new words do you feel unsure about?
 4. What can you say/do this month that you couldn't say/do last month?
 5. What have you learnt about the language that you didn't know before this month?
 6. What have you read this month?
 7. What have you listened this month?
 8. What have you written about this month?
 9. What have you spoken about this month?
- What homework have you done this month?
Any comments

Lesson 5 Module: Integrated skills II

Topic: Work and business: Socializing: Breaking the ice

Time: 80 minutes

Aims:

- To discuss and deal with some of the psychological issues connected with starting conversations with strangers;
- To teach some useful phrases for starting a conversation and leaving a conversation;
- To provide practice and feedback of the situation of starting and leaving conversation with strangers.

Materials: Handouts

Introduction

For many people, the idea of walking into a room full of strangers and trying to socialise with them can be terrifying, especially if you have to use a foreign language. The barriers to ‘breaking the ice’ in a situation like this are just as much psychological as linguistic, which is why this lesson aims to get students thinking about the situation (Through a quiz-based discussion and jigsaw reading) as much as speaking and practicing the skill of starting conversations with strangers.

Activity 1. Lead-in

Elicit from the class whether anyone has experience of attending an event where almost all the other attendees were strangers, for example:

- A large conference;
- A business mixer (i.e. a social event where businesspeople from many companies meet up for a meal or drinks, in order to make new contacts);
- An external training course (i.e. not one organised within a single company);
- A formal party.

If they have limited experience of such events, elicit some events that they might attend in their future careers. Discuss with the class how easy / difficult it was/ would be for them to start conversations with strangers. Discuss also how it might be easier or more difficult to do this in English.

Activity 2. Quiz

Materials: Handout 1, copies of the quiz

Divide the class into pairs or small groups, and distribute copies of the quiz. Elicit the meaning of the phrase *breaking the ice*, both the literal meaning (i.e. breaking through a layer of ice on water in order to allow boats to sail across it) and the metaphorical meaning (i.e. breaking the initial barrier between strangers, in order to allow a natural conversation to start).

Make sure students realize that the aim of the quiz is to generate discussion rather than find the ‘correct’ answers. They should therefore discuss each other’s answers as they work through the quiz (e.g. Have you ever been in that situation? Why would you do that?). If they agree with none of the answers to a particular question, they should choose the answer that is closest to their own, but also explain their own answer to their partners.

Allow around 10 minutes for students to work through the quiz, and then discuss their answers with the class, paying attention to any vocabulary problems (e.g. *to*

persuade sb to do sth, to recognise sb, to join in, a queue, eye contact, to escape, a buffet).



Activity 3 Reading

Materials: Handout 2, copies of parts 1 and 2 of the reading text.

Distribute copies of parts 1 and 2 of the reading text, so that each student has only one text, but each group has at least one person reading each text. Students read their texts to find which quiz questions are discussed in their part of the text.

After about five minutes, students go through the quiz again to discuss which part of the text mentioned each question and what it said about them.

Finally, discuss with the class whether everyone agrees with all the advice in the text. You could also check they understand the following words and phrases from the text, and what was said about each of them: *networking, to point sb in the direction of sth, a potential customer, daunting, to pretend to do sth, to admit sth, to get involved in sth, polite, to interrupt sb, embarrassed, your own worst enemy, to engage sb in conversation, to make the effort to do sth, to deserve sth, to hang around, to strike up a conversation, superficial, engaging, to moan, small talk, patience, to hide.*

Answers

1. According to the text (part 1), the best reason for attending a conference is (b).
2. Part 1 of the text recommends (a) as the best approach, but (b) is also a good strategy. Strategy (d) is even worse than (e). Part 2 recommends (c) and repeats that strategy (d) is bad.
3. Part 1 of the text says situation (b) is an opportunity, not a problem.
4. Part 2 of the text recommends options (c) and (d). Part 1 confirms that (a) is a bad strategy. Option (b) is implied in the advice not to hide, at the end of part 2.
5. Part 1 warns against too much selling, but this does not mean you can't talk about work (c). Part 2 warns against moaning (a, g) and recommends (b) and (h) as good topics of conversation. Topics (c), (d) and (e) are fine, but not ideal as conversation openers. The text doesn't mention topic (f), but it is definitely a risky topic to bring up with strangers.

Activity 4 Useful language: Ice-breakers

Materials: Handout 3 Useful language: Ice-breakers

Print enough copies of the worksheet for each group of 3 – 4 students to have a separate copy, which you should cut into slips of paper and for each student to have their own copy, which you can distribute later.

Students work in their groups to match the beginnings with the endings to make phrases for starting conversations. Note that many of the phrases are taken from the reading text. The first group to finish is the winner. While early-finishers are waiting for the other groups to finish, give each student a complete copy of the worksheet (i.e. not cut up) to repeat the matching activity on paper without looking back at the slips of paper. Finally, go through the answers with the class and discuss which of the phrases/strategies your students would choose to use in an international conference. As a follow-up, students can test each other in pairs by folding their worksheets along the horizontal central line and reading the beginning of a phrase in order to elicit the ending from their partner.

Answers

1d 2k 3l 4t 5f 6r 7i 8o 9e 10n 11q 12m 13s 14c 15g 16j 17a 18b 19p 20h

Activity 5 Leaving a conversation

Materials: Handout 4 *leaving a conversation*

Elicit from the class some strategies for leaving a conversation (i.e. is it better to lie about your reason for leaving? Is it acceptable to simply walk away?).

Distribute the worksheet so that each student has a copy. Students work alone to complete the three short speeches using the words from the box at the side. They compare their answers in pairs before feeding back to the class.

Discuss with the class which of the three speeches – or which combination of the sentences from the speeches – they would use. You could ask some volunteers to cover their worksheets and give a short leaving-a-conversation speech from memory.

Answers

1 spotted; urgently; nice; card; email; touch; proper; later

2 sorry; urgent; outside; Hopefully

3 excuse; need; couple; have; on; mine; free; pleasure; rest

Handout 5 Ice-breaking role-play

Cut up the slips of paper and distribute them so that each student has six slips. They should write their name, job title and company name on each slip. This could be real information or, if your students are very creative, they could make up the information about themselves.

Go through the rules of the role-play very carefully with the class:

There is a strict time limit of ten minutes – but students should not look at the clock or their watches all the time.

During that time, students should pretend they are strangers at a conference.

□ They should start conversations with the other people in the class, exchange business cards at an appropriate time, and leave the conversation politely in order to continue meeting people.

□ The aim is to talk to five different people and to collect exactly five different business cards from the people they have spoken to. If they collect too many business cards, it means they are going too fast. If they don't collect enough, it means they are too slow.

□ They can use the information on the business cards to help make conversation.

□ The maximum group size is three people. If a fourth person joins, one member of the group needs to make an excuse and leave.

□ They should try to make their conversations as natural as possible, and not simply treat it as a game.

Monitor carefully both for accuracy of language and for the effectiveness of students' ice-breaking skills. At the end of the time limit, stop the role-play and ask how many business cards each student has collected. Give an elicited feedback on their performance.

Activity 6 Planning a Project . 1. "Street interviews" (oral report based on the survey results on gender issues in work).

2. "Business etiquette" (handbook for businessman).

Objective: to introduce the project requirements

Time: 20 minutes

Procedure:

Introduce a new project on creating an oral report based on the survey results on gender issues in work or handbook for businessman . Divide students into smaller groups/or students decide themselves how to form their groups.

Invite students to brainstorm in their groups what the Street interview will be about (Ss prepare oral report based on the survey results on gender issues in work.

Ask students to think of ways of obtaining:

- materials/equipment for the interview (E.g. students will do Internet search, interview people, translate their answers into English, visit some places to go, find a camera, etc.). Ask students to:
- Develop an action plan and distribute the responsibilities among the group members.

Volunteer students to present their ideas on conducting the project and get the feedback from the teacher and their peers.

Explain the requirements and the criteria for assessment (See assessment specifications).



Handout 1 Quiz: Breaking the ice. Worksheets – Socialising: Breaking the ice

1. You decide to attend an international conference. You have never attended such an event before. What is your main reason for attending? Choose one option.
 - a. I'm going to attend lots of presentations so I can keep up-to-date with developments in my industry.
 - b. I'm hoping to meet lots of interesting people – maybe some of them will be useful for my future career.
 - c. I have a target of twenty people that I want to meet, so I can persuade them to buy our products
2. On the first evening, you attend a 'welcome party'. You arrive in a large hall filled with about 500 people. They all seem to be talking to each other in groups. There's nobody that you recognise. What do you do?
 - a. Go up to one of the groups, introduce yourself and ask if you can join them.
 - b. Go up to one of the groups and listen to the conversation. Maybe you can join in later.
 - c. Find where the food is being served and try to start a conversation with someone in the queue.
 - d. Walk around the hall, pretending to be looking for someone. Avoid eye contact with other people.
 - e. Turn around and go home.
3. At the conference party, which of these problems would be worse for you?
 - a. No-one wants to talk to you.
 - b. A really boring person wants to talk to you ... and you can't escape from him/her.
4. Where is the best place to stand if you want people to talk to you?

a. in the middle of the hall.	c. outside.
b. by the wall.	d. by the buffet/bar
5. which topics of conversation could you use to break the ice with someone?

a. How much you hate parties like this.	e. the weather.
b. The conference.	g. politics
c. Your work.	f. how bad the food is.
d. Sport.	h. where you're from.

Handout 2 Reading: Breaking the ice (part 1)

Everyone knows that conferences are great for networking. Of course, you might also learn some new things at the presentations and workshops, but it's what happens during the coffee breaks and the evening events that make conferences such a good use of your time and money. Conferences are all about meeting people and, yes, making friends. Of course, some of those new contacts may become customers for your company too, but don't try to sell to them at the conference unless you really have to. Most of the people you meet won't want to buy from you – but they might be able to point you in the direction of some potential customers that they know. In other words, relax – don't try too hard. Just be yourself, and allow any business partnerships to appear naturally. The most difficult part of networking is always breaking the ice: starting a conversation with a stranger and then keeping it going for those important first five minutes. It can be incredibly daunting to walk into a room full of people, all of whom seem to know each other and are involved in deep conversations. How on earth do you join in? Well, the most important thing to remember is that most of those people are in the same position as you. Half the people in the group conversations also don't know anybody and are nervously trying to get involved. The busy-looking people who are walking around the hall are probably just pretending to be busy so they don't have to admit that they're alone. The best thing to do is to try to get involved in one of the conversations. It's polite to introduce

yourself and ask if you can join the group, but there's nothing wrong with standing and listening for a few minutes first. Don't worry that the group are discussing top-secret business deals: they almost certainly aren't! And if they are, they should expect people to interrupt them from time to time – it's a networking event, after all. The worst thing to do – apart from standing in the middle of the hall by yourself – is to walk around looking busy. This is like holding up a sign saying '*Please don't talk to me*'. If you really feel too embarrassed to talk to strangers, perhaps you should go home and try to network at the conference tomorrow, where it should be much easier. A much better solution, though, is to move slowly around the room, make eye contact with people, smile and say 'hello'. That way, even if you're too nervous to start a conversation, other people will understand that they can start a conversation with you. Sometimes, we're our own worst enemies: we feel bad when no-one wants to talk to us, but then when someone tries to engage us in conversation, we can't wait to get away. If someone has made the effort to come up to you, they deserve at least five minutes of your time, no matter how boring that person seems. Even if you decide at the end of that time that the person is too boring to talk to, perhaps they can introduce you to someone else who you can talk to. And if you're lucky, perhaps more people will join your conversation group, and suddenly you'll find yourself in the middle of the action.



Reading: Breaking the ice (part 2)

I don't smoke, and I don't intend to start, but I've noticed that smokers seem to have a natural advantage at networking events: they hang around outside, where it's quieter, there are fewer people and it's easier to talk, and they have an easy way to start a conversation (*Do you have a light? It's cold out here, isn't it?*). Of course, you don't have to smoke to get these advantages: you could simply step outside for some fresh air and try to strike up a conversation with someone who is standing alone out there. You may find that half of the 'smokers' aren't actually smoking, just taking advantage of the natural opportunity to start conversations. Another natural place for starting conversations is the buffet or bar, even if the conversations are very superficial: *Do you know where I can find the spoons? Could you pass me the milk?* Of course, you need to be ready to follow up these ice-breakers with something much more engaging. So what can you talk about? The obvious thing to mention is the party itself – but whatever you do, don't start moaning about how much you hate parties. Nobody likes listening to moaners. Why not ask if the other person knows a lot of people at the party, or if they are enjoying the party. Another great topic is the conference: did you attend any good presentations today? Are

you giving a presentation yourself? Have you travelled a long way to get here? Topics like sport and the weather are fine for keeping a conversation going, but might not be suitable as an opening discussion. The same goes for work: by all means find out what the other person does for a living, but perhaps try a little small talk about the party, the conference or the food first. Finally, you may think that socialising in a foreign language would be harder than in your first language. In fact, in many ways it's easier. You've got a great topic of conversation which other people will always find interesting: where you're from. Many people will also treat you with more patience when they know you are a foreigner, and you are having problems with the language. Of course, you can't just walk up to someone and say "*Hi, I'm from Brazil*". It's always better to start with a question about the other person, rather than a statement about yourself. But by choosing the topic, you're making it much easier for the other person to follow up with a question about you: "*And what about you?*" So don't hide, don't walk around looking busy, and don't try to escape from the first boring person who tries to talk to you. If you make an effort, you'll find the experience a lot more enjoyable – and successful for your professional career.



Handout 3 Useful language: Ice-breakers

1. Excuse me. Do you ... a. ... a long way to get here?
2. Hello. My name's XXX. Is it ... b. ... for a living?
3. Are you here alone ... c. ... good presentations today?
4. And what about you? ... d. ... have a light?
5. It's cold out ... e. ... have you tried it?
6. I just came out for some fresh air – ... f. ... here, isn't it?
7. Sorry, do you ... g. ... I can find the spoons?
8. Are you giving a ... h. ... me the milk?
9. This salad's delicious – ... i. ... mind if I join you?
10. Do you know many ... j. ... morning's lecture?
11. Are you enjoying ... k. ... OK if I join your group?
12. It's a great ... l. ... or with a group?
13. Is this your first ... m. ... party, isn't it?
14. Did you attend any ... n. ... people here tonight?
15. Do you know where ... o. ... presentation at the conference?
16. Did you enjoy this ... p. ... round here?
17. Have you travelled ... q. ... the party?
18. What do you do ... r. ... there are too many people in there.
19. Are you from ... s. ... time at the conference?
20. Could you pass ... t. ... Where are you from?

Handout 4 Leaving a conversation

1. Well, I've just _____ someone that I need to speak to _____. It was very _____ meeting you. Let me give you my _____. I'll _____ you when I get back home, so we can stay in _____. Maybe we can have a _____ talk later in the conference. See you _____.
2. I'm really _____, but I've just had an _____ SMS from my husband, so I need to go _____ and call him. _____ we'll have a _____ to talk later.
3. Right, so if you'll _____ me, I _____ to go and talk to a _____ of other people. Do you _____ a business card _____ you? ... Great, thanks. And here's _____. Feel _____ to email me. Well, it was a _____ meeting you. Enjoy the _____ of the conference.

**Card chance couple email excuse free have
hopefully later mine need nice on outside pleasure
proper rest sorry spotted touch urgent urgently**

Handout 5 Ice-breaking role-play

1 Name:

Job title:

Company:

2 Name:

Job title:

Company:

3 Name:

Job title:

Company:

1 Name:

Job title:

Company:

2 Name:

Job title:

Company:

3 Name:

Job title:

Company:

Lesson 6 Module: Integrated skills II

Topic: Work and business: Work and business: Young workers. Some tips on earning money

Time: 80 minutes

Aims:

- To let students follow a clearly structured lecture on applying for a job and take notes.
- To let students practice interviewing skills.

Activity1. Vocabulary: jobs

Objective: to let students' explore the kinds of job.

Time: 10 minutes

Materials: **Handout 1**

Procedure:

- Distribute Handout 1 and students must try to give the meaning of that words and phrases, and then in pairs discuss questions.
- Express your difference between them:
 1. Boss/ colleague
 2. Employer/ employee
 3. Full- time work/ part- timework

Activity2. Listening for information

Objective: to let students practice their listening.

Time: 10 minutes

Materials: **CD 2.32**

Procedure:

Listen to information about young people working in Britain. Are the statements true or false?

1. Young people can start work at the age of 14?
2. There are different rulers for younger teenagers.
3. Young people cannot work in shops?
4. Teenage workers are not obliged to pay taxes?





Activity3. Speaking: pay and conditions

Objective: to let students practice their listening and speaking.

Time: 15 minutes

Materials: **CD 2.33, handout 1, handout 2**

Procedure:

- Read the jobs from the phrase bank (handout 1). Which ones are common jobs for young people in your country?
- Distribute Handout 2 and students listen to four young workers (CD 2.33). Find their photos and write the jobs they do.
- Listen again. What do the workers like and dislike about their jobs?

Activity4. Speaking: work in pairs

Objective: to let students practice their speaking.

Time: 20 minutes

Materials: **handout 3**

Procedure:

- Distribute Handout 3. Work in pairs to discuss one of the jobs. Decide who is Student A and Student B, than read your roles. Change roles and repeat.

Activity5. Listening: summer jobs

Objective: to let students practice their listening.

Time: 10 minutes

Materials: **CD 2.35**

Procedure:

- Listen to an interview about two typical summer jobs in the USA. Complete an information card about each job.

JOB 1: Job title _____ Requirements for post: _____

JOB 2: Job title _____ Requirements for post: _____

- Which of the jobs mentioned would you prefer? Work in pairs to discuss your choices.

Round-up (3-5minutes)

Handout 1

Phrase bank: *responsibility, authority, team member, owner, leader, spending money, save up for, part time job, night shifts, Saturday job, holiday job, cash-in hand, National insurance, contributions, tax.*

Jobs: *shop assistant, ski instructor, newspaper boy/ girl, barman/ barwoman, fast food attendant, pizza delivery person, clerical assistant, waiter*

1. Do you have a job?
2. Do you know any people of your age who work?
3. What types of job do they do?
4. What's the minimum age you have to be to work in your country?

Read definitions and match them with words from Phrase bank:

- 1 a job you do one day a week, at the weekend _____
- 2 payment in notes and coins without any deductions _____
- 3 deductions from their income for pensions and state benefits, etc _____
- 4 a job you do for a few hours each day _____
- 5 money deducted by the government to pay for services such as education and roads _____
- 6 a job in which the working hours are anti-social _____
- 7 a job done during school or university vacations _____
- 8 money to use whenever you want _____
- 9 accumulate money in order to buy something _____

Handout 2



Name: Shahid, job: _____, Name: Lucy, job: _____
Name: Henry, job: _____, Name: Natalie, job: _____

Handout 3

Student A

You are working as
Assistant in a shoe shop.

Student B

Read the questions below. Add one more.

Interview your partner.

- What`s your name?
- How old are you?
- What`s your job?
- Tell me about your hours you work.
- What do you like about your job?
- What do you dislike about it?

Lesson 7 Module: Integrated skills II

Topic: Work and business: Getting a job

Time: 80 minutes

Aims:

- To let students follow a clearly structure on applying for a job and take notes.
- To let students practice interviewing skills.
- To let students practice their listening and do quiz.

Lead-in

Time: 5 minutes

Did you know that in the UK, 13- 16 years- olds may do paid work, but they mustn't work for more than 12 hours a week during term time. What do you know about job for teenagers in our country?

Activity1 Section 1. Part- time job

Objective: to let students' explore the kinds of job.

Time: 20 minutes

Materials: **Handout 1, listening 1** (episode 1)

Procedure:

- Put on episode 1 and after it students must try to answer on the following questions which teacher wrote on the blackboard:
 1. What examples are given of things that teenagers can buy if they have a part-time job?
 2. According to the DVD, what is the main advantage of work placements?
- Distribute Handout 1 and fill it with students.

Activity2 Section 2 Responsibilities of the work

Objective: to let students' explore the responsibilities of the work.

Time: 20 minutes

Materials: **Handout 2, listening 2** (episode 2)

Procedure:

- Distribute Handout 2 and after the episode 2 students must try to answer on the following questions which they have in Handout 2.

Activity3 Section 3 Main qualities of the job

Objective: to let students' explore the main qualities of the job.

Time: 20 minutes

Materials: **Handout 3, listening 3** (episode 3)

Procedure:

- Distribute Handout 3 and after the episode 3 students must try to answer on the following questions which they have in Handout 3.
- **Round-up (3-5minutes)**

Handout 1

LISTENING LOG

Date _____

What have I listened to? _____

For how long? _____

How much could I understand? _____

I listened to get (please tick the appropriate and give some details)

a. main idea _____

b. specific information

What helped me to understand?

What did I like about the recording?

Other comments

Handout 2

1. What three responsibilities does the job of hotel receptionist include?
2. Which three places has Ed worked in previously?
3. What part-time job is Ed currently doing?
4. What example of Ed's work does the interviewer ask him to describe?
5. What is Ed's dream?

Handout 3

1. How long has Matt been a video editor?
2. What doesn't Matt like about his job?
3. What three main qualities are needed to do Matt's job?

Lesson 8 Module: INTEGRATED SKILLS II

Topic: Work and business

Time: 80 minutes

Aims: to let students present their oral report based on the survey results on gender issues in work (“Street interviews”) or handbook for businessman (“Business etiquette”)

Lesson preparation

Several days earlier an announcement about oral report should be prepared. Groups should present their oral report based on the survey results on gender issues in work (“Street interviews”) or handbook for businessman (“Business etiquette”).

Students, teachers, authorities, characters of the handbook, foreigners, film makers (if possible) are invited.

If needed, a team of interpreters should be formed from selected Ss to translate from English to Russian/Uzbek or reverse.

A classroom with necessary equipment is prepared for this lesson. If needed, special seating arrangement is made.

Small prizes are prepared for the winner team and other participants (if it is supported by the administration).

Lead in: (5-10 minutes)

- Give a short presentation about the project (stating the purpose of conducting it/ describing briefly project procedures, etc).
- Emphasize that spectators will be asked to give their feedbacks about the handbook and they will help to identify the winner team, which will be awarded a special prize.
- Invite everyone for presentation.

Project viewing (80-90 minutes)

- Ask each group to make a short introduction to their handbook or oral report stating what is the handbook about, what message they wanted to deliver by it, how they worked on it, how they feel about it.
- Ask groups to present their handbook.
- After demonstration of each handbook or oral report, initiate a discussion by asking the spectators’ opinions about the handbook or oral report. Students are also encouraged to give their feedback.

Round up (5-10 minutes)

- Identify the winning team by voting (open or closed).
- Give out the prizes, thank the students and the audience.
- Remind students to submit their written reflections.

Written reflections

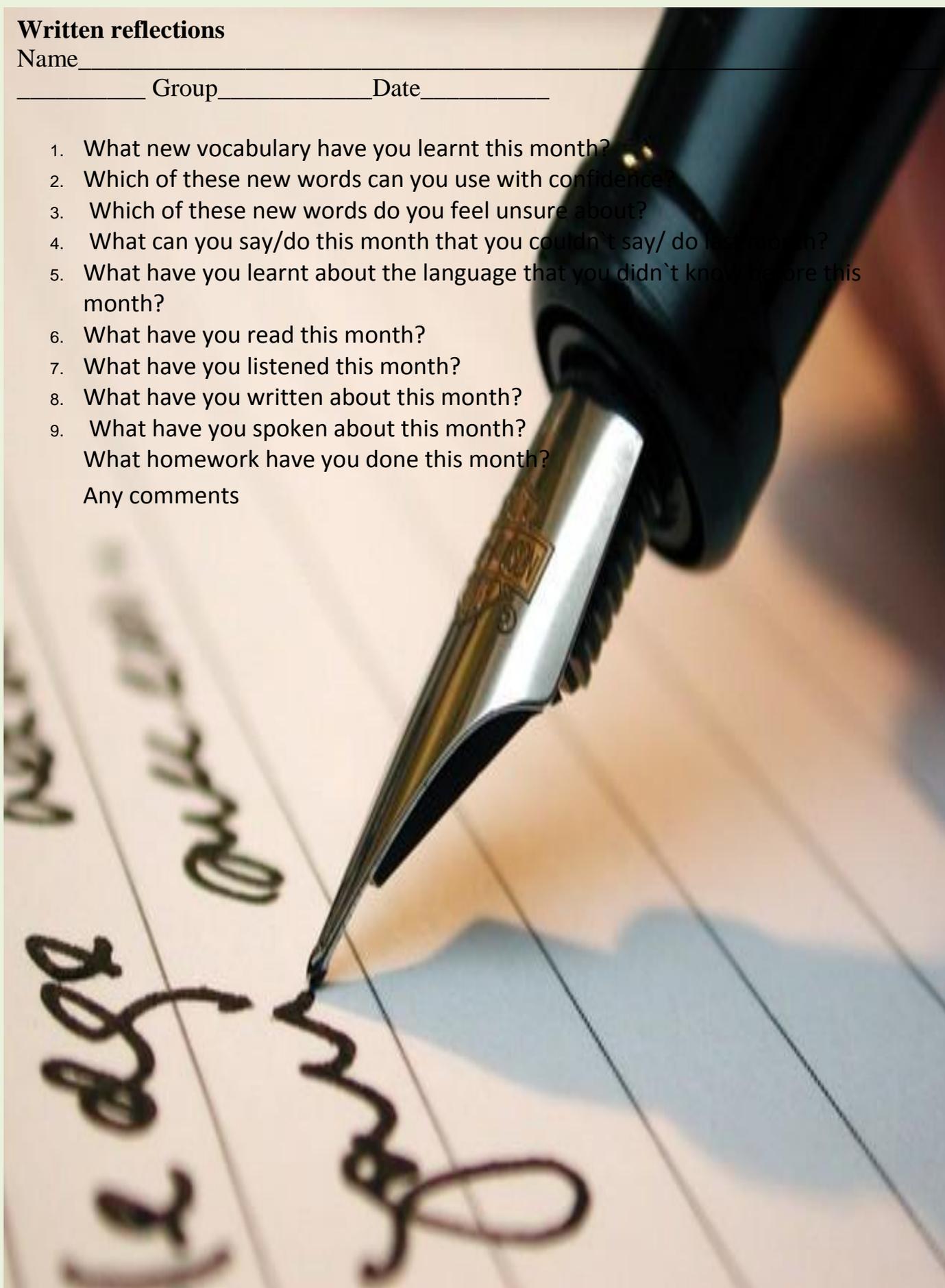
Name _____

Group _____

Date _____

1. What new vocabulary have you learnt this month?
 2. Which of these new words can you use with confidence?
 3. Which of these new words do you feel unsure about?
 4. What can you say/do this month that you couldn't say/ do last month?
 5. What have you learnt about the language that you didn't know before this month?
 6. What have you read this month?
 7. What have you listened this month?
 8. What have you written about this month?
 9. What have you spoken about this month?
- What homework have you done this month?

Any comments



Lesson 9 Module: Integrated skills II

Topic: Environment: Hometowns, problems of big cities

Time: 80 minutes

Aims:

- To let students think about environmental issues in Uzbekistan.
- To let students practice their speaking skills.
- To let students practice their listening skills.

Activity 1 Discussion

Objective: to let students talk about

Time: 15 minutes

Materials: **Handout 1**

Procedure:

- Put students in groups of 4 or 5. Distribute Handout 1. Firstly, students must give the meaning of new vocabulary.
- Ask students to speak about photos 1-3 in their group.

The following questions can be asked to initiate the discussion:

- What environmental issues does each photo illustrate? (Answers: photo 1- the problem of waste disposal, photo 2- shows the problem of noise pollution, photo 3- shows the problem of deforestation)
- What are currently the most important environmental issues in your country, city or area?
- What is being done to solve the problems related to these issues?
- What is the general public attitude to environmental issues in your country?

Activity 2 Listening

Objective: to let students practice their listening

Time: 20 minutes

Materials: **Handout 1, Track 7**

Procedure:

- Look at photo 4 and read this newspaper headline. In what way do you think public opinion is *split (divided into two or more groups)*? (Answer: Those in favor of the plans believe that this may provide good business for a local company and plenty of jobs, those against the plans object to the health and safety risks and the potential damage to the environment.)
- Listen to part of a radio broadcast in which people express their views on this story and answer these questions:
 1. Whose view point do we hear?
 2. Are they for or against the plans?
 3. Which view would you support if there were plans like this in your town?

Key: 1. 1 Environmentalists from Green Earth, 2 the director of a local employment agency, 3 the manager of the company who will do this work, 4 a local resident and town councilor.

2. 1 against 2 for 3. For 4. against

Activity 3 Follow up activity

Objective: to let students practice their speaking

Time: 10minutes

Materials: clear lists for each group

Procedure:

- Divide students into 2 groups, distribute clear list for each group. They must think of other examples where economic and environmental interest conflict and write down them on their list. Than each group present their information.

Activity 4 Planning a Project “Our planet”

Objective: to introduce the project requirements

Time: 15 minutes

Procedure:

Introduce a new project on creating “Our planet” (conference on environmental issues) or “Environmental pollution” (poster presentation)

Divide students into smaller groups/or students decide themselves how to form their groups.

Invite students to brainstorm in their groups what the poster will be about (Ss discuss whether people recycle things or not in Uzbekistan? They may also speak about their own responsibilities for keeping the environment clean). Ask students to think of ways of obtaining materials/equipment for the poster (E.g. students will do Internet search, observe their own town, interview people, translate their answers into English, visit some places to go, find a camera, etc.). Ask students to develop an action plan and distribute the responsibilities among the group members.

Volunteer students to present their ideas on conducting the project and get the feedback from the teacher and their peers.

Explain the requirements and the criteria for assessment (See assessment specifications).

Round-up (3-5minutes)

Handout 1

New vocabulary: waste disposal, deforestation, to split, hazardous, environmentalists, local resident, town councilor, dismantling, to scrap, vessels, leaking, detest the scourge of unemployment



Public opinion split over plans to scrap hazardous ships in England

Lesson 10 Module: Integrated skills II

Topic: Environment: The recycling and saving energy

Time: 80 minutes

Aims:

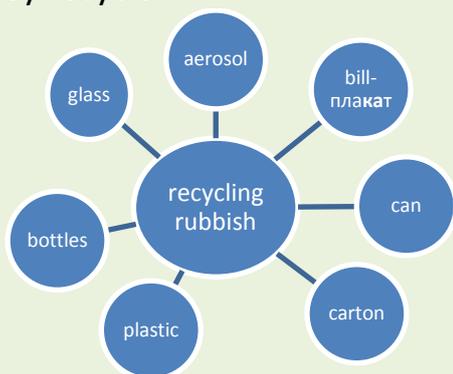
- To let students practice local information.
- To let students practice listening for details and specific information.

Materials: Listening extra p. 112, Speaking extra p.112

Warm up

Time: 10 minutes

- Brainstorm students how much of their rubbish they recycle and what kinds of things they recycle.



- Write the questions below on the board. They have two minutes to talk to their neighbors and guess the answers:
 1. How much rubbish does a person in Britain throw away every year (tones)?
 2. What per cent of their rubbish do people in Britain recycle?
 3. How many drinks cans do they use every year?
 4. What per cent do they recycle?
 5. How many glass containers do people throw away every year?
- Ask for their guesses and write down the highest and lowest values on the blackboard.

Activity1. Listening

Objective: to let students practice their listening.

Time: 20 minutes

Materials: **Handout 1, CD 1**

Procedure:

Tell students that you are going to hear a short talk about recycling **CD 1** or (**Handout1**). Students must check their guesses. Tell them to answer this question too, and write it on the board: *Why is recycling important?*

Check their answers: 1.half a tone a year each 2.ten per cent 3.five billion 4.about 42 per cent 5. six billion 6. Recycling save energy and save pollution.

Activity2. How to save energy

Objective: to let students speak about.

Time: 20 minutes

Materials: **Handout 2**

It is about time

Wife: Hey, John. Get the post will you?

Husband: Ok.

Wife: Anything interesting?

Husband: A few bills and ...oh... a leaflet on recycling.

Wife: Oh really? It's about time we started recycling. What does it say?

Husband: Recycling information.... As part of the city's campaign to protect the environment, we are introducing a recycling scheme. Please use the blank bin for all recyclable waste.

Wife: Oh, they must mean that bin we got a couple of weeks ago. I wondered what it was for.

Husband: it says here the collection for North Park is on Mondays.

Wife: How about Mum?

Husband: Let's look.... south south ah! South Park is on Thursdays. They say we have to put it outside by seven o'clock in the morning.

Wife: Mm. so what do we put in it?

Husband: It says here 'Newspaper, magazines, junk mail, white paper, cans and aerosols.' Pretty much everything, I think. Oh, hang on. 'No cardboard, milk cartons, plastic bags or paint cans.' Oh, and glass is different. Glass is on Tuesdays.

No broken glass, it says

Wife: Well, what do we do with broken glass then?

Husband: Maybe it's dangerous. Anyway, it says there are forty recycling centre here.

Wife: I've never seen one. Where are they all?

Husband: Well, there's a number here to call and ask. Oh-one-six-two-three, nine-eight-seven-four-two-six. I might give them a ring and ask.

Wife: yes, good idea. Ask them if there's anywhere to recycle old husbands, too, will you?

Husband: Ha, ha. Very funny.

Activity 3. It's about time

Objective: to let students practice their listening.

Time: 20 minutes

Materials: **Handout 3, CD 2 track 31**

Procedure:

***Tell students they are going to listen to two people talking about recycling in their neighborhood. Tell them to listen and see which recyclable items on the board from the warm up stage are mentioned. Play the recording, then review which items they heard.

***Give each student a copy of the recycling leaflet. Give them time to study the information. Explain it is a leaflet on recycling from a local city council. Tell them that they are going to listen to the conversation again and they must complete the missing information. When students ready, play the recording.

Tell students to compare their answers, then play the recording again.

After, check their answers.

Answer key

1 Protect the environment

2 black

3 North Park

4 South Park

5 7 am

6 magazines

7 cans

8 plastic bags

9 Tuesdays

10 broken glass

11 40

12 987426

Round up 4-5 minutes

Handout 1

Presenter: How much rubbish do you and your family throw away every week? When you throw something into your dustbin, do you know where it goes next?

Rubbish from your home is put into large holes in the ground called landfill sites. After many years, earth and ground cover the hole, but we can't use the land to grow food, and we can't build on it because it's not safe. Sometimes pollution from the rubbish escapes into the air or into rivers and streams. Clean air, water, land – these are necessary for life, and we are destroying them.

Britain, each person throws away half a tone of rubbish a year – that's 27 million tons a year in

total. We're throwing too much away. We're only recycling about ten percent of our rubbish, and we should recycle more. For example, we use five billion aluminum drinks cans a year. Aluminum is expensive, but we only recycle about 42 percent. Glass is expensive too, but we throw away six billion glass containers every year. Recycling rubbishes save energy and stops pollution. Think about it before you throw it away.



Handout 2

A

How are they wasting energy? Find 12 examples.

1-

2-

3-

4-

5-

6-

7-

8-

9-

10-

11-

12-



B

How are they saving energy? Find 12 examples.

1-

2-

3-

4-

5-

6-

7-

8-

9-

10-

11-

12-



Slim your Bin

Recycling information

As part of the city's campaign to 1.....
....., we are introducing a recycling scheme. Please use the
2..... bin for all recyclable waste.

Domestic waste & recycling collection

Day	City area
Monday	3....., Chesterton, Highgrove
Tuesday	Fulbourn, Camphill, Riverside
Wednesday	Wittering, Central, Hampden
Thursday	Newbury, 4.....
Friday	All other areas

Please put your black recycling bin out for collection by 5.....

What we will take:

Newspapers, 6....., junk mail, white paper, 7..... aerosols

What we won't take:

Cardboard, milk cartons, 8....., paint cans.

Glass will be collected separately, from all areas on 9.....

No 10.....

You may also take your recyclable waste to any one of 11.....waste
recycling centres within Millbridge City



Tel: **01623** 12..... for details of your nearest recycling centre.

Lesson 11 Module: Integrated skills II

Topic: Environment: Bottled water

Time: 80 minutes

Aims:

- Listening for pros and cons.
- Listening for in order to a process.

Lead in

Time: 10 minutes

Materials: **Handout 1**

Write WATER in the middle of the board. Then add FEELINGS, PLACES, PROBLEMS and EXPERIENCES in map form. Ask students to call out ideas and build up the map.

Ask students to discuss the questions using the phrases to provide some extra support (**Handout1**):

- What do people use water for? Think as many uses as you can.
- Do you think you use more or less water than the average person where you live? Why?
- If you suddenly had to reduce the amount of water you use, how would you cut back?

Activity1. Vocabulary preview

Objective: to let students check their vocabulary.

Time: 10 minutes

Materials: **Handout 2**

Procedure:

- Distribute **Handout 2**. Read with students background information before you do tests.
- Encourage students to use their monolingual dictionaries to help with this task.

Check their answers: 1 b 2 a 3 b 4 b 5 a 6 b 7 b 8 b 9 a

- After students have discussed the statements with a partner, ask them to share any ideas of disagreement they may have had.



Activity2. Listening1 Bottled water

Objective: to let students speak about and practice their listening.

Time: 30 minutes

Materials: **Handout 3, listening 2.15**

Procedure:

1. Distribute Handout3, allow students to read the opinions before listening to the audio. Listen to Bottle water (**listening 2.15**). After listening give them time to check the opinion that best matches each speaker`s position on the issue and they must compare their answers with a partner.

New words: available- доступный, suggest- предложить, typically- как правило

2. Listen to Bottle water again. Complete the table about pros and cons.

Key: 1 tap 2 bottled 3 label 4 chemicals 5 available 6 pollution 7 vitamin 8 advertising 9 labor 10 lives 11 oil

3. Listen to Bottle water again. Complete these statements using a word or a number.

Key: 1. treatment 2. 85 3. break down 4. labor 5. Millions 6. seven 7. disaster 8. ship

Activity 3. Developing critical thinking

Objective: to let students speak about.

Time: 10 minutes

Procedure:

Discuss these questions in a group:

1. Whose opinion do you agree with more? Why?
2. Can you think of any other pros and cons regarding bottled water?

Round up 4-5 minutes

Handout 1

brushing your teeth /brʌʃɪŋ jɔr tiθ/	cleaning /'kliːnɪŋ/
flushing the toilet /flʌʃɪŋ ðə 'tɔɪlət/	growing fruit and vegetables /grouɪŋ frut ən vedʒ(ə)təb(ə)lz/
having a bath/shower /hævɪŋ ə bæθ/'ʃaʊə/	looking after animals /luːkɪŋ 'æftə 'ænim(ə)lz/
preparing food /prɪ'peɪrɪŋ fuːd/	putting out fire /putɪŋ aʊt faɪə/
swimming /swɪmɪŋ/	washing clothes /wɒʃɪŋ kləʊðz/
washing the dishes /wɒʃɪŋ ðə dɪʃɪz/	watering plants /wɔːtərɪŋ plænts/

2

Pros (arguments for)	Cons (arguments against)
1 _____ water (TW) can have chemicals, lead+ arsenic	2 _____ water (BW) is not better or safe than TW
3 you know what you get+ can read _____	4 often just TW with _____
5 BW= convenient because sometimes clean TW not _____	6 plastic bottles leak chemicals+ cause _____
7 BW can provide info, e.g. on _____ mineral intake, 8 also for _____	9 costs a lot in fuel _____ to move BW
10 saves _____ because can move it quickly	11 uses a lot of _____ making the bottles

3

1. Both guests agree that many places need better water _____
2. About _____ percent of plastic bottles are not recycled.
3. New plastic bottles are coming onto the market that will _____ in time.
4. A lot of money is spent on fuel and _____ around the world.
5. _____ of gallons of oil are used in the bottle-making process.
6. Making a bottle takes _____ times more water than the bottle actually holds.
7. Water is often the first thing that is shipped during a natural _____
8. A beverage company can quickly package and _____ water to the disaster site.

Lesson 12 Module: INTEGRATED SKILLS II

Topic: Environment

Time: 80 minutes

Aims: to let students present their poster presentation “Environmental pollution”

Lesson preparation

Several days earlier an announcement about poster presentation “Environmental pollution” should be prepared. Groups should present their poster based on the survey results on Environmental pollution in our town.

Students, teachers, authorities, poster makers (if possible) are invited.

If needed, a team of interpreters should be formed from selected Ss to translate from English to Russian/Uzbek or reverse.

A classroom with necessary equipment is prepared for this lesson. If needed, special seating arrangement is made.

Small prizes are prepared for the winner team and other participants (if it is supported by the administration).

Lead in: (5-10 minutes)

- Give a short presentation about the project (stating the purpose of conducting it/ describing briefly project procedures, etc).
- Emphasize that spectators will be asked to give their feedbacks about the poster and they will help to identify the winner team, which will be awarded a special prize.
- Invite everyone for presentation.

Project viewing (80-90 minutes)

- Ask each group to make a short introduction to their poster or oral report stating what is the poster about, what message they wanted to deliver by it, how they worked on it, how they feel about it.
- Ask groups to present their poster.
- After demonstration of each poster or oral report, initiate a discussion by asking the spectators’ opinions about the poster or oral report. Students are also encouraged to give their feedback.

Round up (5-10 minutes)

- Identify the winning team by voting (open or closed).
- Give out the prizes, thank the students and the audience.
- Remind students to submit their written reflections.

Written reflections

Name _____

Group _____

Date _____

1. What new vocabulary have you learnt this month?
 2. Which of these new words can you use with confidence?
 3. Which of these new words do you feel unsure about?
 4. What can you say/do this month that you couldn't say/ do last month?
 5. What have you learnt about the language that you didn't know before this month?
 6. What have you read this month?
 7. What have you listened this month?
 8. What have you written about this month?
 9. What have you spoken about this month?
- What homework have you done this month?

Any comments



Lesson 13 Module: Integrated skills II

Topic: Relations: Forever single. Not divorce for the sake of the children

Time: 80 minutes

Aims:

- Reading for pros and cons.
- Practice students speaking skills.

Activity1 Reading. Forever single

Objective: to let students practice reading skills.

Time: 10 minutes

Materials: **Handout 1**

Procedure:

Distribute **Handout 1**. Encourage students to use their monolingual dictionaries to help with this task. They must read the text *Forever single* and find out why Hope Hemilton doesn't want to get married.

Activity2 Developing critical thinking

Objective: to let students speak about.

Time: 10 minutes

Materials: **Handout 2**

Procedure:

Cut Handout 2 and distribute to each person one opinion about marriage. They must read that opinions and decide they agree or disagree with that one. And exchange with their ideas with classmates.

Activity3 Speaking for pros and cons

Objective: to let students speak about.

Time: 20 minutes

Procedure:

1. Divide students into two groups. They must answer on this question: Should a person stay single or get married? What are some good reasons for each one. And 1st group improve that *Staying single is good because... (Many marriages ends with divorce anyway, When you get marriage you have to give up your freedom, People change and you can't love one person forever)* 2nd group improve that *Getting marriage is good because ... (If you meet the right person you will live happily together, Marriages keep society together, It is important to bring up children with mother and father).*

Activity 4 Planning a Project “Divorce” (drama dealing with the reasons for divorce)

Objective: to introduce the project requirements

Time: 20 minutes

Materials: **Handout 3, presentation**

Procedure:

Brainstorming

Write on the middle of the blackboard word **DIVORCE**. Ss give the idea of the most common causes of divorce (selfishness - эгоизм with money, work, caring, communication and so on). Then they watch presentation about divorce.

- Introduce a new project on creating a sketch of drama dealing with the reasons for divorce.
 - Divide students into smaller groups/or students decide themselves how to form their groups.
 - Invite students to brainstorm in their groups what the sketch will be about (Ss discuss why couples get divorce. They may also speak about their own examples which they head from another couples). Ask students to think of ways of obtaining materials/equipment for the poster (E.g. students will do Internet search, observe their neighbors, interview people, translate their answers into English, visit some places to go, find a camera, etc.). Ask students to develop an action plan and distribute the responsibilities among the group members.
 - Volunteer students to present their ideas on conducting the project and get the feedback from the teacher and their peers.
 - Explain the requirements and the criteria for assessment (See assessment specifications).
2. For example teacher gives a text as example of their future sketch. Students can read it and discuss with a pair (**Handout 3**).

Round-up (3-5minutes)

Handout 1

Forever single

Hope Hamilton doesn't want to get married. Read this story and find out why.

Hope Hamilton should be excited. Her boyfriend, Bob, asked her to marry him. But after thinking about carefully, Hope has decided she does not want to get married.

Hope, an attractive 32-year-old Los-Angeles computer salesperson, says she loves her boyfriend. They have lived together for one year and they are happy together. Bob is well-educated, intelligent and kind. He has a well-paying job. And he shares housework with her. In short, he seems to be the perfect husband.

“but marriage changes people, Hope believes. Husbands and wives begin to take each other for granted. Bob helps with the shopping and cooking now, but Hope thinks that this might change if they get married. She might have to do much more of the traditional woman's work- cooking, shopping and housework. If she gets married, Hope believes that she will change, too. She says she is very different from when she was 22 years

old, and will be very different person in 10 more years. So she wonders if she can remain happy with Bob.

Hope simply feels that marriage is not the best relationship. “*Hey, almost half of all marriages end in divorce.* And many people who do stay married may not be happy. I have a lot of married friends whose marriages are not very good.”

Hope also thinks that marriage will die out in the next century. “So many people all over the world live together now without being married. There is really no need for marriage to continue,” she believes.

“don't get me wrong,” Hope explains, “I am not a crazy person who wants to live a life separated from other people, especially men. I love people, and that's another reason why marriage is not the best relationship. There are too many cool people in the world. **I do not want to be tired to just one person all of my life. I enjoy being free.**”

Handout 2

1. “I don't like marriage because it means to give up freedom”
2. “May be marriage is not a good idea. It is difficult to live with one person all your life. People change”.
3. Marriage is important. It keeps society together. It is really necessary.
4. When you meet the right person you will want to get marriage. It is natural.
5. If you want to have children, marriage is important. Children need a stable home.

FOR THE SAKE OF CHILDREN

Wali Abinut has not been healthy recently. Read this conversation with doctor and find out: What is making him so bad?



“Wali, the results of the tests show that your blood pressure is high... too high for a man of your age. What’s wrong? Asks Dr. Netaka.

“I don’t know. Well, you know, I just feel happy. I’m depressed. Is that strange?”

“No, not at all. Unfortunately, many people are like that. Do you have any idea what’s causing your depression?”

Wali hangs his head and stares at the floor. He is embarrassed. He starts to say something, but stops.

“Hmm,” says his doctor. “I think you know what’s wrong. You can tell me. I won’t tell anyone else, not even your wife, Fionia.”

“My wife.... Fionia. It’s funny that you should mention her name,” says Wali.

“Actually, **I think my marriage is the problem.** Did you know we’ve been married for 15 years? Fifteen long years,” Wali sighs. “our marriage is terrible. We fight and argue all the

time. We can never agree on anything. It’s hard for me to live with her. **I guess... I don’t love my wife anymore.**”

“What about your two children? Do you love them?” asks Dr. Netaka.

“Yes, very much. And that’s part of them. I’m afraid to get a divorce because of the children.

I think Fionia and I will have to stay married for the sake of the children.”

Dr. Netaka thinks about this for a minute and then asks Wali, “Why do you think you have to stay with your wife because of your children?”

“Everyone knows that children **suffer when their parents get divorced. I don’t want my children to suffer and be unhappy and confused.** And I don’t want to lose them. If I divorce Fionia, she will probably keep the children. I couldn’t bear that. I would miss them too much.”

Lesson 14 Module: Integrated skills II

Topic: Relations: An international relationship. Family pressures

Time: 80 minutes

Aims:

- Reading for pros and cons.
- Practice students speaking skills.

Activity1. Discussion

Objective: to let students practice speaking skills.

Time: 10 minutes

Procedure:

Before you read think about these questions:

1 Do you know anyone who married a person from a different country? Is the married couple happy together? How do their families feel about their marriage?

2 Do you think it is possible for people who marry a person from another culture to be happy in their marriages? Why, why not?



Activity2 Listening

Objective: to let students practice their listening.

Time: 20 minutes

Materials: **CD 1 track 4**

Procedure:

Listen about ideas that social scientists say about marriage between people from different cultures. But before your listening look at the **plan** which teacher wrote on the blackboard:

1. People`s opinion about cross- cultural marriage.
2. Psychologists about personal qualities, anthropologists and sociologists about behavior of person.
3. Suggestions: a) self- confidence (commitment- обязательство) b) flexibility c) adventurousness and sense of humor
4. Book *Intercultural marriage* by Dugan Romano- “good motives”.(rebellion- восстание)
5. Love and another reason to be happy.
6. Similar and different cultures.

Activity3 Discussion

Objective: to let students speak about.

Time: 15 minutes

Materials: **Handout 1**

Procedure:

***Divide Ss into groups of 4-5. They must answer on the questions that teacher must cut and give each group one question.

Activity4 Writing

Objective: to let students practice their writing.

Time: 20 minutes

Procedure:

Ss write a short essay on “What it means to be polite in my culture”.

Round-up (3-5minutes)

Handout 1

1. Are cross- cultural marriages always unhappier than marriages within the same culture? Why? Why not?
2. What do psychologists study?
3. What methods that psychologists use to study groups are different from the methods of anthropologists?
4. Name at least three personal qualities that this listening says are necessary in this cross- cultural marriage. Explain why each quality is important?
5. What example does the reading give of possible problems in a marriage between two cultures which are near each other? How can prejudice affect an intercultural marriage?

Answers:

1. Are cross-cultural marriages always unhappier than marriages within the same culture? Why? **No, cross-cultural marriages can succeed although they may require more effort than marriages within the same culture.**

2. What do psychologists study? **They study human personality and behavior.**

3. What methods that sociologists use to study groups are different from the methods of anthropologists? **Sociologists ask questions to large groups of people in modern societies, and then count the answers. They study different roles within a group like “the leader.”**

4. Name at least three personal qualities that this article says are necessary in a cross-cultural marriage. Explain why each quality is important.

Self-confidence is necessary because it helps people to remember that cultural differences are not personal attacks. Commitment to their marriage is important because there may be many outside pressures against their cross-cultural marriage. Flexibility is important because both partners will need to change some of their customs and habits. Adventurousness is helpful because adventurous people like new and different experiences. A sense of humor is necessary to avoid taking cultural misunderstandings too seriously.

5. What example does the reading give of possible problems in a marriage between two cultures that are near each other on the map? **China and Japan are not far from each other on the map, but there are a lot of different customs in the 2 countries. These cultural differences can make a cross-cultural marriage between them difficult.**

6. How can prejudice affect an intercultural marriage?

The family of one or both of the partners in an intercultural marriage may have a prejudice against the culture of their son- or daughter-in-law. This prejudice may stop the family from accepting the marriage and even the children of an intercultural marriage. One of the partners may miss the family very much and decide to leave the marriage.

Lesson 15 Module: INTEGRATED SKILLS II

Topic: Relations

Time: 80 minutes

Aims: to let students present their drama dealing with the reasons for divorce.

Lesson preparation

Several days earlier an announcement about a sketch of drama dealing with the reasons for divorce should be prepared. Groups should present their sketch based on the various types of divorce.

Students, teachers, authorities, poster makers (if possible) are invited.

If needed, a team of interpreters should be formed from selected Ss to translate from English to Russian/Uzbek or reverse.

A classroom with necessary equipment is prepared for this lesson. If needed, special seating arrangement is made.

Small prizes are prepared for the winner team and other participants (if it is supported by the administration).

Lead in: (5-10 minutes)

- Give a short presentation about the project (stating the purpose of conducting it/ describing briefly project procedures, etc).
- Emphasize that spectators will be asked to give their feedbacks about the sketch and they will help to identify the winner team, which will be awarded a special prize.
- Invite everyone for presentation.

Project viewing (80-90 minutes)

- Ask each group to make a short introduction to their sketch, what message they wanted to deliver by it, how they worked on it, how they feel about it.
- Ask groups to present their sketch.
- After demonstration of each sketch, initiate a discussion by asking the spectators' opinions about the sketch. Students are also encouraged to give their feedback.

Round up (5-10 minutes)

- Identify the winning team by voting (open or closed).
- Give out the prizes, thank the students and the audience.
- Remind students to submit their written reflections.

Written reflections

Name _____
_____ Group _____ Date _____

1. What new vocabulary have you learnt this month?
 2. Which of these new words can you use with confidence?
 3. Which of these new words do you feel unsure about?
 4. What can you say/do this month that you couldn't say/ do last month?
 5. What have you learnt about the language that you didn't know before this month?
 6. What have you read this month?
 7. What have you listened this month?
 8. What have you written about this month?
 9. What have you spoken about this month?
- What homework have you done this month?
Any comments



Lesson 16 Module: Integrated skills II

Topic: Cross-cultural communication: cultural misunderstanding

Time: 80 minutes

Aims:

- Reading for pros and cons.
- Practice students speaking skills.

Warm up.

Time: 5 minutes

Procedure:

All group rises. The teacher tells a proverb to the first student in an ear (**When in Roam, do as the Romans do**). Then one after another the student transfers this proverb to the following. So the last student calls aloud what he was heard.

Then ask students such questions:

- What does it mean?
- Do you agree?
- Do you have a similar saying in your language?

Activity1 Discussion

Objective: to let students practice speaking skills.

Time: 10 minutes

Procedure:

Before you read think about these questions and say are they true or false in your country:

- 1 When we meet someone for the first time, we shake hands.
- 2 Friends kiss on both cheeks when they meet or when they say goodbye .
- 3 We often invite people to our home for a meal.
- 4 If you have arranged to do something with friends, it's ok to be a little late.
- 5 You shouldn't yawn in public.
- 6 We call most people by their first names.

Activity2 Reading

Objective: to let students practice reading skills.

Time: 15 minutes

Materials: **Handout 1**

Procedure:

1. Divide students into 4 - 5 groups. Give each group text "A World Guide to Good Manners" (**Handout 1**).
2. After reading they have lines which have been taken out of the text. Where do they go?

Activity3 Speaking

Objective: to let students speak about.

Time: 10 minutes

Materials: **Handout 2**

Procedure:

3. Cut Handout 2. Give each group questions. They must answer on the questions that teacher must cut and give each group one question.

Activity 4 Planning a Project: Gestures (poster presentation) and role play

Objective: to introduce the project requirements

Time: **20 minutes**

Procedure:

Introduce a new project on creating poster presentation about Gestures.

Students find different samples of verbal and non-verbal messages that may cause cultural misunderstanding and present them in class in the form of a role-play. (e.g. “Thumbs Up” The thumbs up sign in most American and European cultures means things are going according to your plans or something you approve of. However, the going good sign translates into a rude and offensive gesture in Islamic and Asian countries. In Australia, it means OK, but if you move it up and down, it is considered as a grave insult. Ss may act out a scene between an American and Asian businessmen who used some gestures and misunderstood each other).

Divide students into smaller groups/or students decide themselves how to form their groups.

Invite students to brainstorm in their groups what the role play will be about. Ask students to think of ways of obtaining materials/equipment for the poster (E.g. students will do Internet search, interview people, translate their answers into English, visit some places to go, find a camera, etc.). Ask students to develop an action plan and distribute the responsibilities among the group members.

Volunteer students to present their ideas on conducting the project and get the feedback from the teacher and their peers.

Explain the requirements and the criteria for assessment (See assessment specifications).

Round-up (3-5minutes)

Good manners

How **not** to behave badly abroad

by Norman Ramshaw

Travelling to all corners of the world gets easier and easier. We live in a global village, but this doesn't mean that we all behave in the same way.

• Greetings

How should you behave when you meet someone for the first time? An American or Canadian shakes your hand firmly while looking you straight in the eyes. In many parts of Asia, there is no physical contact at all. In Japan, you should bow, and the more respect you want to show, (1) _____ .

In Thailand, the greeting is made by pressing both hands together at the chest, as if you are paying, and bowing your head slightly. In both countries, eye contact is avoided as a sign of respect.

• Clothes

Many countries have rules about what you should and shouldn't wear. In Asian and Muslim countries, you shouldn't reveal the body, especially women, who (2) _____ .

In Japan, you should take off your shoes when entering a house or a restaurant. Remember to place them neatly together facing the door you came in. This is also true in China, Korea, Thailand, and Iran.

• Food and drink

In Italy, Spain, and Latin America, lunch is often the biggest meal of the day, and can last two or three hours. For this reason many people eat a

light breakfast and a late dinner. In Britain, you might have a business lunch and do business as you eat. In Mexico and Japan, (3) _____ . Lunch is a time to relax and socialize, and the Japanese rarely drink alcohol at lunchtime. In Britain and the United States, it's not unusual to have a business meeting over breakfast, and in China it's common to have business banquets, but you shouldn't discuss business during the meal.

• Doing business

In most countries, an exchange of business cards is essential for all introductions. You should include your company name and your position. If you are going to a country where your language is not widely spoken, you can get the reverse side of your card printed in the local language. In Japan, you must present your card with facing the person you are giving it to. In many countries, business hours are from 9.00 or 10.00 to 5.00 or 6.00. However in some countries, such as Greece, Italy, and Spain, (4) _____ then remain open until the evening.

Japanese business people consider it their professional duty to go out after work with colleagues to restaurants, bars, or nightclubs. If you are invited, you shouldn't refuse, even if you don't feel like staying out late.

Read the text *A World Guide to Good Manners*. These lines have been taken out the text. Where do they go?

- a many people prefer not to discuss business while eating
- b some business close in the early afternoon for a couple of hours.
- c for greeting, eating, or drinking
- d the deeper you should bow
- e should wear long-sleeved blouses and skirts below the knee

Extra tips

HERE SOME EXTRA TIPS BEFORE YOU TRAVEL:

1 In many Asian cultures, it is acceptable to smack your lips when you eat. It means that the food is good.

2 In France, you shouldn't sit down in a café until you've shaken hands with everyone you know.

3 In India and the Middle East, you must never use the left hand.

4 In China, your host will keep refilling your dish unless you lay your chopsticks across your bowl.

5 Most South Americans and Mexicans like to stand very close to

the person they're talking to. You shouldn't back away.

6 In Russia, you must match your hosts drink for they will think you unfriendly.

7 In Ireland, social events sometimes end with singing and dancing. You may be asked to sing.

8 In America, you should eat your hamburger with both hands and as quickly as possible. You shouldn't try to have a conversation until it is eaten.

Handout2

- 1 What nationality do you think the people in the pictures are?
- 2 What are the two differences between the American and the Japanese greeting?
- 3 List some of the clothes you think women shouldn't wear in Asian an Muslim countries.
- 4 Is your mum meal of the day the same as in Italy or Spain?
- 5 In which countries do they prefer not to discuss business during meals?
- 6 What are some of the rules about business cards?
- 7 Why is it not good idea to say to your Japanese business colleagues 'I don't feel like staying out late tonight'?
- 8 Which Extra Tips are about food and drink? Which ones are about general behavior?

Lesson 17 Module: Integrated skills II

Topic: Cross-cultural communication: Gestures in communication

Time: 80 minutes

Aims:

- Practice students listening skills.

- Practice students speaking skills.

Materials: video about misunderstanding

Warm up.

Time: 10 minutes

Procedure:

Teacher writes on the blackboard the phrase “Gestures in communication” and Ss must give their ideas what gestures they know.

Activity1. Discussion

Objective: to let students practice speaking skills.

Time: 35 minutes

Materials: video about Gestures in communication

Procedure:

***Before you watch a video about gestures in communication, think about these questions and say are they true or false in your country:

- 1 When we meet someone for the first time, we shake hands.
- 2 Friends kiss on both cheeks when they meet or when they say goodbye.
- 3 We often invite people to our home for a meal.
- 4 If you have arranged to do something with friends, it's ok to be a little late.
- 5 You shouldn't yawn in public.
- 6 We call most people by their first names.

*** Ss watch the video then they answer on these questions:

1. What Gestures in communication are common in our town?
2. What pros and cons of those gestures?

Activity2 Cultural misunderstanding

Objective: to let students practice listening and writing skills.

Time: 25 minutes

Materials: Handout 1, video about Cultural misunderstanding

Procedure:

- Distribute Handout 1 and after the episode students must try to answer on the following questions which they have in Handout 1.

Round-up (5-10minutes)

Handout 1

LISTENING LOG

Date _____

What have I listened to? _____

For how long? _____

How much could I understand? _____

I listened to get (please tick the appropriate and give some details)

a. main idea _____

b. specific information _____

What helped me to understand?

What did I like about the recording?

Other comments

Lesson 18 Module: INTEGRATED SKILLS II

Topic: Cross-cultural communication

Time: 80 minutes

Aims: to let students present their **Gestures (poster presentation) or role play.**

Lesson preparation

Several days earlier an announcement about poster presentation about gestures or role play should be prepared. Groups should present their posters based on the various types of gestures.

Students, teachers, authorities, poster makers (if possible) are invited.

If needed, a team of interpreters should be formed from selected Ss to translate from English to Russian/Uzbek or reverse.

A classroom with necessary equipment is prepared for this lesson. If needed, special seating arrangement is made.

Small prizes are prepared for the winner team and other participants (if it is supported by the administration).

Lead in: (5-10 minutes)

- Give a short presentation about the project (stating the purpose of conducting it/ describing briefly project procedures, etc).
- Emphasize that spectators will be asked to give their feedbacks about the sketch and they will help to identify the winner team, which will be awarded a special prize.
- Invite everyone for presentation.

Project viewing (80-90 minutes)

- Ask each group to make a short introduction to their sketch, what message they wanted to deliver by it, how they worked on it, how they feel about it.
- Ask groups to present their sketch.
- After demonstration of each sketch, initiate a discussion by asking the spectators' opinions about the sketch. Students are also encouraged to give their feedback.

Round up (5-10 minutes)

- Identify the winning team by voting (open or closed).
- Give out the prizes, thank the students and the audience.
- Remind students to submit their written reflections.

Written reflections

Name _____
_____ Group _____ Date _____

1. What new vocabulary have you learnt this month?
 2. Which of these new words can you use with confidence?
 3. Which of these new words do you feel unsure about?
 4. What can you say/do this month that you couldn't say/ do last month?
 5. What have you learnt about the language that you didn't know before this month?
 6. What have you read this month?
 7. What have you listened this month?
 8. What have you written about this month?
 9. What have you spoken about this month?
- What homework have you done this month?
Any comments



Lesson 19 Module: INTEGRATED SKILLS II

Revision

Specifications for Reflective Writing

Ss write a reflection about the work they have done in each project stating what they have learned, what caused difficulty, and what were their individual contributions. This reflective writing should be assessed at the end of a semester.

Sample Task for Reflective Writing

Write a piece of reflection (600-550 words) focusing on the following questions:

1. What have you learned from the projects? What else? (language, transferable and intercultural awareness skills)
2. What problems have you faced during the work?
3. How have you contributed to the completion of the work?
4. How well have you worked as a team member?
5. In what ways has your knowledge and awareness of the target culture increased at the end of the course compared to the beginning of the course?
6. How have your attitudes and perceptions changed?

Assessment criteria:

- Task fulfillment (appropriate writing style, keeping to word limit, degree of frankness)
- Adequate support with examples
- Quality of reflection (signs of critical thinking and ability to self-evaluate)

USED LITERATURE:

1. Fried-Booth, D. L. (2002) *Project Work*. Oxford: Oxford University Press
2. Emma Pathare & Gary Pathare, *Skillfull Listening and Speaking 2*, Macmillan 2013
3. Kate Pickering, *Communicate 1*, Macmillan 2012
4. Kate Pickering, *Communicate 2*, Macmillan 2012

Suggested newspapers and magazines:

National Geographic

Newsweek

The Economist

The New Scientist

Uzbekistan Today

UzTEA Newsletter

Suggested web sites:

www.silkpress.vrc.uz/archive/silkroad/2-2004/uzbekistan.shtml

www.sairamtour.com/uzbekistan/uzbek-national-dress.html

www.macmillanenglish.com/readers

www.businessenglishonline.net

www.bbc.co.uk/radio

www.climatercrisis.net

www.friendsreunited.co.uk

www.encyclopedia.com

www.guide2womenleaders.com

<http://wikipedia.org>

<http://info.britannica.co.uk>

<http://liveearth.org>

<http://wonderclub.com>

