

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

**NUKUS STATE PEDAGOGICAL INSTITUTE NAMED AFTER
AJINIYAZ**



**FACULTY OF FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH AND LITERATURE**

**INTEGRATED SKILLS
COURSE 1**

**EDUCATIONAL-METHODICAL
COMPLEX**

NUKUS

O'quv-metodik majmua O'zbekistan Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2017 yil "24" avgustdagi "603"-sonli buyrig'ining 2 ilovasi bilan tasdiqlangan fan dasturi asosida ishlab chiqilgan.

Tuzuvchi:

B.A.Arzieva - NDPI, assistent o'qituvchi

Taqrizchi:

K.I.Babajanova - NDPI, katta o'qituvchi

O'quv-metodik majmua Ajiniyoz nomidagi Nukus davlat pedagogika institut Ilmiy kengashida ko'rib chiqilgan va tavsiya qilingan (2017 yil "28" avgustdagi 1-sonli bayonnoma).

CONTENT

№	Normative documents	Pages
1	Teaching Materials	
2	Materials for Self-Study Work	
3	Glossary	
4	Appendices a) Standard Curriculum b) Subject Syllabus c) Handouts d) Tests e) Assessment Specification	

Listening and Speaking

Lesson plan 1

Course title: Listening and speaking

Topic: Introduction to the course: course syllabus, assessment specs

Level: Pre-intermediate

Materials: Preset curriculum Reform Project

Objectives: Provide students to get information about course syllabus and assessment specs

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher provides students with the appropriate listening methods in the production stage	20 minutes	Whole group	Board, chalks
Pre-activity	Preparation of students for listening	Teacher provides students with the necessary materials that can be applied by them in the while listening stage	20 minutes	Group work	Handout 1: Listening technique models
While activity	Listening for detail	Teacher explains assessment criteria and strategies of listening and speaking	10 minutes	Individual pair work	
Post Activity		Teacher informs speaking and listening text types to students furthermore the teacher hands out	20 minutes	Whole group	
Conclusion	To allow students to face an opportunity for the reflection of the lesson	Homework: To ask students to learn assessment criteria's and syllabus of listening and speaking	10 minutes	Whole group	

PRESETT Curriculum Reform project Assessment specifications: Listening and Speaking 1

LISTENING & SPEAKING 1

Assessment specifications

1. ROLE-PLAY

For the final assessment on the Listening and Speaking course students will have to act a role play in groups of 2-3 for 10 minutes. Each group should receive a separate role card where the situation and the roles will be described. Students will have 15 minutes for preparation. Sample role-play tasks are given here. You will have to prepare a different task for each group or

a pair. The role plays should be based on the topics covered during the semester and require conducting informal and semi-formal conversation.

Sample role-play task 1

In groups of 3 you will have to act out a situation in a restaurant. You can distribute the following roles among yourself: waiter/waitress, customers.

Customers: You are friends and decided to have a dinner together. You haven't seen each other for a long time. You want to order the food but it takes too long for the waiter/waitress to take and then bring your order. Then the meal is cold, not tasty etc. Make a complaint about it to the waiter.

Waiter/waitress: Today you are very busy and tired because you had to work yesterday until late at night. You think you are doing your job to the best of your ability. Try to deal with the complaints as politely as possible.

Sample role-play task 2

In groups of 2 you will have to act out a situation in a train. Both of you are passengers going from Samarkand to Tashkent.

Passenger 1: You are very tired and want to sleep. You are not in a mood to talk to anyone. However another passenger keeps talking to you. Try to deal with the passenger as politely as possible.

Passenger 2: You are very excited by your trip to Samarkand and want to share it with someone. Share your impressions with the passenger sitting next to you, ask his/her name, job, family, reason for visiting Samarkand and others.

Students' performance will be assessed based on the following criteria:

Total score: 10%

Fluency

Is the speech smooth and free of too many pauses?

Is the speed of speech natural?

Does intonation vary when necessary (e.g. while asking questions, showing surprise)

Turn-taking

Is the turn-taking natural?

Are appropriate verbal (phrases) and non-verbal (gestures) signals used to show the beginning or end of the contribution?

Is the speech built on the ideas and contributions of another speaker?

Asking and answering questions

Are questions asked appropriately?

Are questions answered appropriately?

Style

Is the level of formality/informality appropriate to the situation?

Are the chosen grammar and vocabulary appropriate to the addressed conversation partner or dialogue participant (friend, teacher, Manager and so on)?

PRESETT Curriculum Reform project Assessment specifications: Listening and Speaking 1

2. LISTENING TEST

-Listening passages:

-Listening passages of different text types, e.g. monologue, dialogue.

-Each passage should be of 2-3 minutes length

-Focus: listening for main idea, listening for specific information, listening for

identifying a speaker's mood, emotions, attitude; listening for stress, listening for identifying sounds etc.

Tasks:

-Different types of tasks, e.g. multiple choice, sentence/table completion, True/False/Not Given, etc. But for one listening task there should be no more than two different types of tasks.

-20 items (10 items for each listening passage)

-Time: 15-20 minutes

-Before each listening passage 1 minute should be allowed for students to look through the questions

-After each listening passage 3 minutes should be given for students to write/organize their answers on the answer sheet/exam paper.

Sample Task:

Listen to the radio interview and answer the questions Q11-20. You have 1 minute to look through these questions before you start listening.

11-14 Choose the correct answer for each question.

11. 'zines can be read:

- a) on a word-processor
- b) online
- c) in a comic
- d) none of the above

12. Jean has published:

- a) two issues of the 'zine
- b) three issues
- c) four issues
- d) none of the above

13. The 'zine called 'Fill Me In' is sold in:

- a) supermarkets
- b) alternative bookshops
- c) second-hand bookshops
- d) all of the above

14. The publishing team's office is:

- a) at home
- b) in the Design College
- c) in an alternative bookshop
- d) in the front room of a bookshop

15-20 Are the following statements True, False or Not Given?

15. 'zine is shortened from for 'magazine'.

16. 'zines contain everything except controversial topics.

17. Using computers for publishing can reduce the prize of 'zines.

18. Jean is planning to sell 2000 'zines in the next 4 weeks.

19. The publishing team studied at the same college.

20. Jean thinks her 'zine is successful because people like lies in it.

3. DISCUSSION

The discussion might be based on a film or an audio recording. If you choose a film you can watch it in the previous lesson or you can choose an excerpt from it. While listening you can

ask students to take notes focusing on the main idea of the recording (e.g. summarize the message/content of the recording in 150 words), specific information (e.g. note the names of the characters, where they are from, their job, relations etc.). You can ask students to submit their notes for assessment.

PRESETT Curriculum Reform project Assessment specifications: Listening and Speaking 1

Better if you choose one or two volunteers to be facilitators who would make sure the discussion goes well and each of the students could contribute. Based on the film or the audio recording you can give out several questions to the facilitator as a guidance.

Sample guiding questions:

- Choose a character from the film that you sympathize with and give your reasons.
- What do you see as the main message of the film?
- What do you think will happen after the film?
- What would you do if you were in the position of X in the film?
- Do you agree/disagree with ...?

Assessment will be based on the students' notes and on listening and performance during the discussion.

Criteria for assessment:

Ability to listen and understand the main idea of the recording 4%

Ability to catch specific information from the recording 4%

Ability to express his/her opinion and justify the reason 3%

Fluency

Is the speech smooth and free of too many pauses?

Is the speed of speech natural?

Does intonation vary when necessary (e.g. while asking questions, showing surprise) 2%

Asking and answering questions

Are questions asked appropriately?

Are questions answered appropriately? 2%

Total: 15%

4. LISTENING LOG

Every day student is recommended to listen to English and keep a diary to take short notes. Students can listen to songs, audio books and films, audio recordings with conversations, talks, TV/radio news and podcasts. Students write at least one entry every week. The following structure can be used for the 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 _____

Besides the everyday entries the students will have to write 2 reflective pieces of writing at the start of the semester and the end of it.

PRESETT Curriculum Reform project Assessment specifications: Listening and Speaking 1
Reflection on what kind of listener I am?

For this entry you will have to write a reflective paragraph (no less than 100 words) addressing the following issues:

- What do you usually listen to in English?
- How often do you listen to spoken English?
- What difficulties do I have with listening?
- What helps me understand while listening?

Reflection on the listening skills that I have developed

For this entry you will have to write a reflective paragraph of not less than 150 words. Reflect on the listening skills that you have developed during the Listening & Speaking course over the semester. The following might guide you:

- variety of strategies you started using to achieve comprehension (refer to course description)
- benefits to you of regular listening
- plans for further development of your listening skills.

The following criteria will be used to assess the Listening Log:

Completeness 3%

Evidence of regular listening 3%

Ability to self-evaluate your listening skills 3%

Ability to reflect on your listening strategies 3%

Ability to plan further development of your listening skills 3 %

Total: 15%

Please note that although writing skills will not be evaluated for the purposes of this course, students should try to express their ideas clearly in English.

5. INTERVIEW

Note: 1 minute prior the tasks should be spent on warm-up for dealing with anxiety.

These include questions asked by the teacher students' response for which is not assessed

Task type:

Role play – 2 students interview each other based on their role cards

Focus: students' ability to engage in a conversation

Topic: from the range of topics covered through the course.

The prompt sheets for students should include the following information:

- Instructions
- Information they need to play their roles
- Information on how much time is allowed for preparation and for answering

Time: 1 minute for preparation

Assessment criteria:

Fluency

Is the speech smooth and free of too many pauses?

Is the speed of speech natural?

Does intonation vary when necessary (e.g. while asking questions, showing surprise)

Turn-taking

Is the turn-taking natural?

Are appropriate verbal (phrases) and non-verbal (gestures) signals used to show the beginning or end of the contribution?

Is the speech built on the ideas and contributions of another speaker?

Asking and answering questions

Are questions asked appropriately?

Are questions answered appropriately?

Style 1

PRESETT Curriculum Reform project Assessment specifications: Listening and Speaking 1

Is the level of formality/informality appropriate to the situation? (Note for interview students should use more formal style)

Are the chosen grammar and vocabulary appropriate to the addressed conversation partner or dialogue participant (friend, teacher, Manager and so on)?

Total 5%

Sample task: Holiday job

Student A

You own a restaurant.

It is open from 4 pm to 11 pm and only national food is served there.

You want to hire a waiter or a waitress. You invited a person to an interview.

You want to know:

- how did he/she find out about the position
- for how long and in which restaurant(s) he/she worked
- which weekdays and at what time he/she can work
- why he/she thinks he/she is good for this job
- the contact details of the person who would give a recommendation to him/her
- any interesting information he/she wants to share with you

Interview the person. She/he will ask some questions too. You have 5 minutes for this.

Student B

You are a student and your summer holidays have just started. You want to work during the season and earn some money. Your friend told you that a restaurant close to your house wants to hire a waiter/waitress. You think that this is a very good opportunity because you already have an experience of working in your uncle's restaurant for 4 months last year and. So, you decide to try yourself. The owner of the restaurant wants to interview you. Answer his/her questions.

You also want to ask the owner of the restaurant:

- what are the working hours of the restaurant
- what kind of food is served there

You have 5 minutes for this.

6. SELF-EVALUATION TASK

For this task students should record a conversation with their friend and analyse their own performance.

Advise to take the following steps:

1. Find a friend and make arrangements for the recording (on mobile phone, tape recorder, etc.)
2. Hold a conversation for 10 minutes based on the following topics:
 - the current news
 - the film you've seen recently

- your experience studying in the University/Institute.
- 3. Then evaluate your own speech using the form below.
- 4. Write a reflection on your performance (about 150 words) using the following questions:
 - What are my strengths in spoken interaction?
 - What are my weaknesses?
 - What am I going to do to improve my speech?
- 5. Submit the recording, reflective piece of writing and the self-evaluation form.

Criteria for assessment

- Ability to self-evaluate using the criteria 5%
- Ability to analyze own strengths and weaknesses in speaking 5%
- Ability to set realistic plans to improve their speaking 5%
- Total 15%

PRESETT Curriculum Reform project Assessment specifications: Listening and Speaking 1

FORM FOR ASSESSING SPOKEN INTERACTION

Use this form to evaluate your own ability to interact with others – to take part in conversations, interviews, discussions - or ask your peer to evaluate it using this form You can take notes answering the questions and rate your skills from 1 – 5: 5 – *very good*; 4 – *good*; 3 – *satisfactory*; 2 – *not satisfactory*; 1 – *very poor*.

Criteria Score Notes

Fluency

Is the speech smooth and free of too many pauses?

Is the speed of speech natural?

Does intonation vary when necessary (e.g. while asking questions, showing surprise)

Coherence and cohesion

Are the ideas logically linked?

Are the linking words used correctly?

Turn-taking

Is the turn-taking natural?

Are appropriate verbal (phrases) and non-verbal (gestures) signals used to show the beginning or end of the contribution?

Is the speech built on the ideas and contributions of another speaker?

Asking and answering questions

Are questions asked appropriately?

Are questions answered appropriately?

Style

Is the level of formality/informality appropriate to the situation?

Are the chosen grammar and vocabulary appropriate to the addressed conversation partner or dialogue participant (friend, teacher, manager and so on)?

Other (please specify)

7. PAIR DISCUSSION

Task type: pair discussion – two students doing a problem solving task

Focus: students' ability to take part in and sustain a conversation

Topic: from the range of topics covered through the course.

The prompt sheets for students should include the following information:

- Description of the problem
- Each student should have some information his/her partner doesn't have
- Each student should have a hint that his/her partner knows particular information
- Instructions on who starts the conversation
- Information on how much time is allowed for the discussion

Time: 1 minute for preparation, 5 minutes for response

Assessment criteria:

Fluency

Is the speech smooth and free of too many pauses?

Is the speed of speech natural?

Does intonation vary when necessary (e.g. while asking questions, showing surprise)

Turn-taking

Is the turn-taking natural?

PRESETT Curriculum Reform project Assessment specifications: Listening and Speaking 1

Are appropriate verbal (phrases) and non-verbal (gestures) signals used to show the beginning or end of the contribution?

Is the speech built on the ideas and contributions of another speaker?

Asking and answering questions

Are questions asked appropriately?

Are questions answered appropriately?

Style

Is the level of formality/informality appropriate to the situation? (Note for pair discussion students should use more informal style)

Are the chosen grammar and vocabulary appropriate to the addressed conversation partner or dialogue participant (friend, teacher, Manager and so on)?

Ability to justify one's opinion 3

Total: 15%

Sample task:

~~~~~

*Prompt sheet for student A*

You will find below information on two films. Your partner has information on two more films. You and your partner want to buy a DVD of some new comedy film as a present for your friend Rustam. You know that Rustam is interested in comedies and adventure films. Your partner knows how much money you have to spend. Using information you both have, you must decide which film to buy. Make sure you check all information before deciding. When you have finished discussing, you should tell your teacher which film you would buy, and why.

**Wait for the other person to start the conversation. You only have 5 minutes for the discussion.**

**Film A**

**Title:** Super kelinchak

**Starring:** A.Rajabov and others

**Film type:** Comedy

**Where it is made:** Uzbekistan

**When released:** 2008

**Price:** 8,000 soums

**Film B**

**Title:** Slum dog Millionaire

**Starring:** Anil Kapur and others.

**Film type:** Adventure

**Where it is made:** India, Bollywood

**When released:** 2008

**Price:** 11,000 soums

~~~~~  
Prompt sheet for student B

You will find below information on two films, C and D. Your partner has information on two more films A and B. You and your partner want to buy a DVD of some new comedy film as a present for your friend Rustam. You have 10 thousand soums to spend. Your friend knows about Rustam's interests. Using the information you both have, you must decide which film you would buy. Make sure you check all information before deciding. When you have finished discussing, you should tell your teacher which film you would buy, and why.

You must take the responsibility for starting the discussion. You only have 5 minutes for the discussion.

Film E

Title: Death at The Funerals

Starring: S.Johnson

Film type: Comedy

Where it is made: UK

When released: 2006

Price: 10,000 soums

Film F

Title: London to Brighton

Starring: J.Kelly and D.Allen

Film type: Thriller

Where it is made: UK

When released: 2005

Price: 10,500 soums

Lesson plan 2

Course title: Listening and speaking

Topic: People and personalities (horoscopes, stereotypes)

Level: Pre-intermediate

Materials: Craven,M. (2004) Listening Extra. A resourse book of multi level skills activities.
Mick Gamidge (2004) Speaking Extra. A book of multilevel skills activities

Objectives: to develop students' listening strategies

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
----------	-----------	-----------	------	---------------------	-----------

Warm up activity	Introduce the focus of the lesson	Teacher provides students with the appropriate listening methods in the production stage Teacher explains to the students the major role of listening activities	20 minutes	Whole group	Board, chalks, cards
Pre-listening-activity	Preparation of students for listening Listening for specific information	Teacher provides students with the necessary materials that can be applied by them in the while listening stage Teacher gives each card to four students an after completing students check each others answers	20 minutes	Group work	Handout 1: Track 1.Exchanging personal information
While - listening activity	Listening for details	Teacher asks students to listen the track about shapes that describe character and personality of people	10 minutes	Individual pair work	Handout 2: track 2.Unit 1.Personal information: Character and personality test
Post activity Speaking	Exchange personal information	Teacher asks students to interview each other using the questions about their lives and experiences	20 minutes	Whole group	Handout 3:Unit 1.personal information
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of listening skills such as listening through the notes and scanning of texts in the process of listening, dividing each paragraph into aspects Homework: To ask students to describe any group mate of his and practice listening	10 minutes	Whole group	

A

Interview your partner about their experiences. Then write a short title for each answer in the correct place on the life map.

In the beginning

1 What is your earliest memory?

As a child

2 What was your favourite room in the house where you grew up?

3 What was the name of a person you really admired when you were young?

Life experience

4 What is the most interesting place you have ever been?

5 What is the strangest thing you've ever seen or done?

Looking back on your life

6 What is the biggest success that you've had?

7 What was the biggest opportunity that you missed?

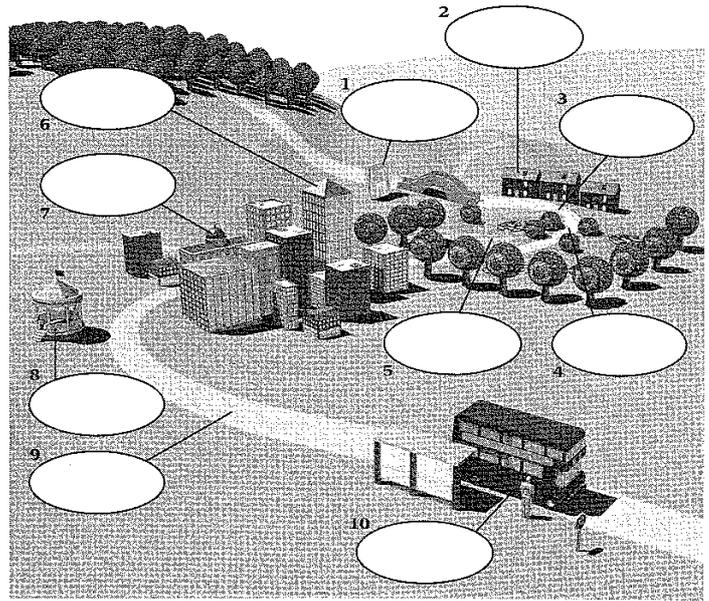
The present

8 Who do you most like spending time with?

9 What do you most enjoy doing?

Your future

10 What do you most want to change about yourself or your life in the future?



B

Interview your partner about their experiences. Then write a short title for each answer in the correct place on the life map.

In the beginning

1 What was the first present you received?

As a child

2 What was the most interesting place in the neighbourhood where you lived as a child?

3 As a child, what was the first job you wanted to do when you grew up?

Life experience

4 Who was the most interesting person you ever met?

5 What is the most dangerous or frightening thing that ever happened to you?

Looking back on your life

6 What do you most regret doing?

7 What are you most proud of?

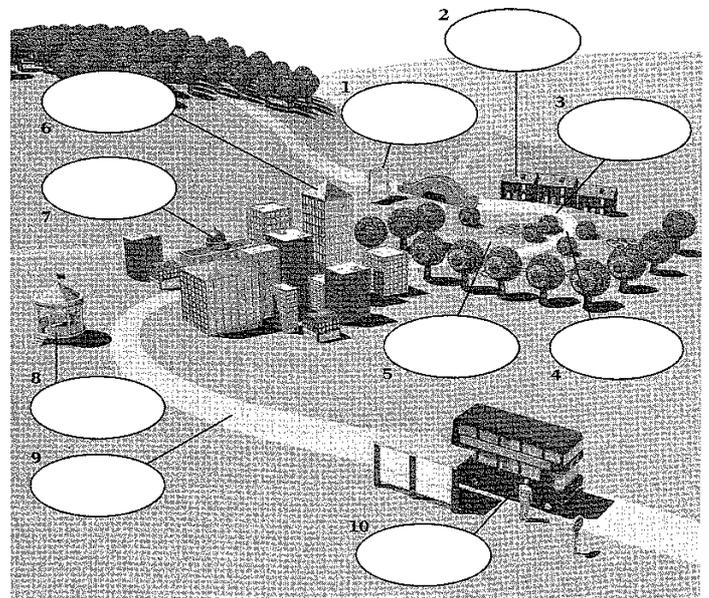
The present

8 Where do you spend most of your time?

9 What is your favourite thing that you own?

Your future

10 What is your biggest dream or ambition?



**INTERNATIONAL
IDENTITY CARD**



STUDENT

Name *James*

Nationality

Place of study

Subject

**INTERNATIONAL
IDENTITY CARD**



STUDENT

Name *Peem*

Nationality

Place of study

Subject

**INTERNATIONAL
IDENTITY CARD**



STUDENT

Name *Simone*

Nationality

Place of study

Subject

**INTERNATIONAL
IDENTITY CARD**



STUDENT

Name *Takeyuki*

Nationality

Place of study

Subject



03 Track 3.wma



04 Track 4.wma

Course title: Listening and speaking

Topic: People and personalities (talents, in born talents)

Level: Pre-intermediate

Materials: Craven, M.(2004)Listening Extra. A resource book of multi level skills activities.

Objectives: to develop students' listening strategies

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher gives information about horoscopes and asks a little questions from students	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Speaking activity	Preparation of students for listening	Students interviews each other on the given questions	20 minutes	Group work	Handout 1.Students questioner on the topic "horoscope"
Listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher divides students into the pairs and distributes the copies of the listening activities	10 minutes	Individual pair work	Handout 2; Tape scripts on the topic "just shopping"
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	Students listen to the text and fill in the gaps furthermore the teacher hands out questions and students have to answer to them after having listened to the text	20 minutes	Whole group	
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	Homework: to listen more dialogues about person and personality	10 minutes	Whole group	Handout 3: Tape scripts on the topic "concept of beauty"

STUDENTA'S QUESTIONS (Do not show to Student B)

1)	Do you believe in horoscopes?
2)	Do you ever check your horoscope?
3)	Who writes horoscopes and how qualified do you think they are?
4)	Is it possible to predict future events just by someone's star sign?
5)	Why is it that the things written in horoscopes are always so boring?
6)	If horoscopes are true, we all follow one of twelve future paths. What do you think of this?
7)	What kind of person is someone with your star sign?
8)	What aren't there horoscopes in serious newspapers?
9)	Do you think it's strange that in the twenty-first century people get paid to write horoscopes?
10)	Do you know anyone who checks his/her horoscope religiously?
1)	What do you think about what is written in horoscopes?
2)	What kinds of people believe in and follow horoscopes?
3)	Do you think there are horoscopes in every country?
4)	Can you think of a typical horoscope prediction?
5)	Why would anyone think the position of the stars and sun can tell us whether or not you'll meet the man/woman of your dreams on Tuesday night?
6)	Do you think horoscope writers believe in what they write and predict
7)	What would you like your horoscope to say?
8)	What does your religion say about horoscopes?
9)	Do you think horoscopes could be dangerous?
10)	What questions would you like to ask a horoscope writer?

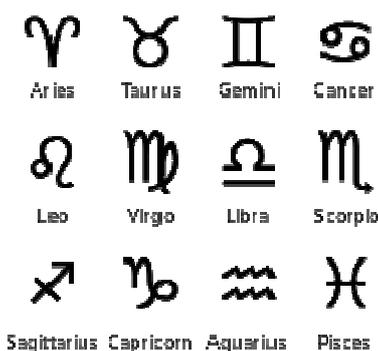
A **horoscope** is an [astrological](#) chart or diagram representing the positions of the [Sun](#), [Moon](#), [planets](#), [astrological aspects](#), and [sensitive angles](#) at the time of an event, such as the moment of a person's [birth](#). The word *horoscope* is derived from [Greek](#) words meaning "a look at the hours" (*horoskopos*, pl. *horoskopoi*, or "marker(s) of the hour.") Other commonly used names for the horoscope in English include **astrological chart**, **astro-chart**, **celestial map**, **sky-map**, **star-chart**, **cosmogram**, **vitasphere**, **radical chart**, **radix**, **chart wheel**, or simply **chart**.

It is used as a method of [divination](#) regarding events relating to the point in time it represents, and it forms the basis of the [horoscopic traditions](#) of astrology. No scientific studies have shown support for the accuracy of horoscopes, and the methods used to make interpretations are generally considered [pseudo-scientific](#).

In common usage, *horoscope* often refers to an [astrologer's](#) interpretation, usually based on a system of [Sun sign astrology](#); or on the calendar significance of an event, as in [Chinese astrology](#). In particular, many newspapers and magazines carry predictive columns based on celestial influences in relation to the [zodiacal](#) placement of the Sun on the day of a person's birth, identifying the individual's [Sun sign](#) or "star sign" based on the [tropical zodiac](#).

Sanskrit term for horo is Hora ([होरा](#)).Horo -Scope is hora - shastra([होरा -शास्त्र](#)). The word [Latin](#) *horoscopus*, ultimately from [Greek](#) ὠρόσκοπος "nativity, horoscope", literally "observer of the hour [of birth]", from ὥρα "time, hour" and σκόπος "observer, watcher". In [Middle English](#) texts from the 11th century, the word appears in the Latin form, and is [anglicized](#) to *horoscope* in [Early Modern English](#). The noun *horoscopy* for "casting of horoscopes" has been in use since the 17th century ([OED](#)). In Greek, ὠρόσκοπος in the sense of "[ascendant](#)" and ὠροσκοπία "observation of the ascendant" is in use since [PtolemyTetrabiblos](#)

The zodiac



☞The **zodiac**, or "circle of animals" is a zone or belt in space projected onto the celestial sphere through which, from our viewpoint, the planets move. A symbolic geometric construction around 15 to 18 degrees wide, it is divided into 12 **signs**, each of 30 degrees longitude (making 360 degrees in all), with the ecliptic, the apparent path of the Sun, as its middle line. The **tropical zodiac** used by most Western astrologers has its beginning at the exact moment that the Sun crosses the [celestial equator](#) and enters the zodiacal sign of [Aries](#). Some Western astrologers use the [sidereal zodiac](#) favoured by Indian ("jyotish") astrologers, which is based more closely on actual positions of constellations in the heavens, as opposed to the tropical zodiac, which is a moveable format based on the seasons.

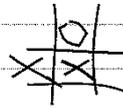
Lecture no. ^a.....

Lecture series: The ^b..... of beauty.

Topic: ^c.....



(Includes female and ^d..... beauty)



The concept of beauty

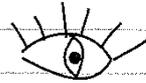
Images of beautiful people ^e in / on / in

Idea of what is 'beautiful' is ^f.....

Lillian Russell (1890s - actress) 'the most beautiful woman in the world' -

^g..... pounds!

Twiggy (1960s - fashion model) ^h..... pounds.



Ways people change their appearance

1. Cosmetic surgery

Started ⁱ..... - aims to 'improve' our physical appearance.

Before v. expensive - now, almost ^j.....

Examples:

men - hair transplant, pec implant

women - facelifts, tummy tucks

We choose to ^k.....

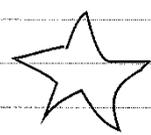
- think beautiful people = better lives.

2. Dieting

Many people worry about their weight.

1950 diet products worth ^l \$..... a year.

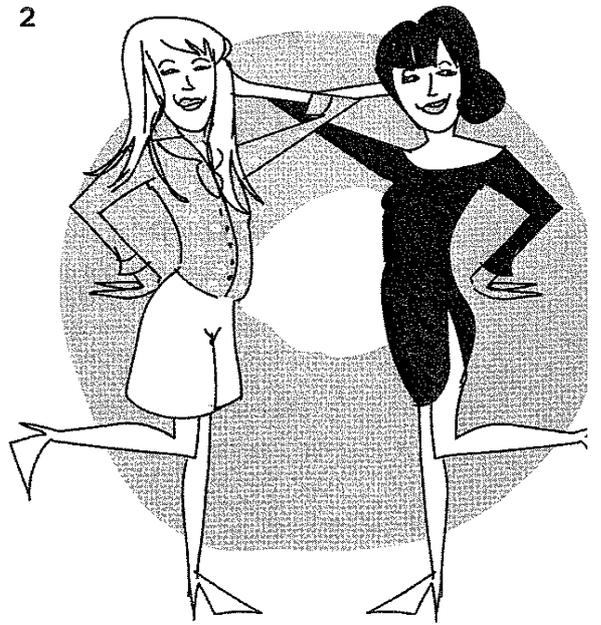
Today, over ^m \$..... a year.



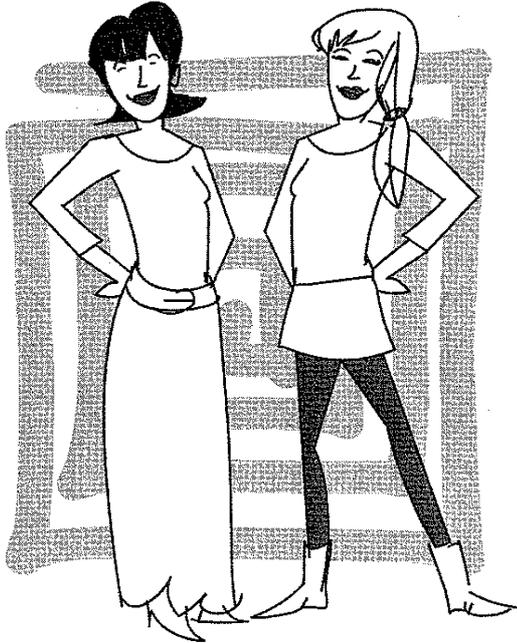
1



2



3



4



Tick (✓) the statements you think are true based on Kay and Sally's conversation.

- | | | | |
|---|--------------------------|---|--------------------------|
| a Sally and Kay don't like each other. | <input type="checkbox"/> | d Sally thinks Kay is unfashionable. | <input type="checkbox"/> |
| b Kay thinks Sally's dress doesn't suit her. | <input type="checkbox"/> | e Kay has lots of money. | <input type="checkbox"/> |
| c Kay and Sally work in the same office. | <input type="checkbox"/> | f Sally doesn't like Kay's shorts. | <input type="checkbox"/> |



28 Track 28.wma



29 Track 29.wma

Lesson plan 4

Course title: Listening and speaking

Topic: Person and Personalities (First impressions, fashion)

Level: Pre-intermediate

Materials: Samuel Nickson, Gabriel Leeds,2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice reading for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms Teacher provides students with the appropriate listening methods in the production stage Teacher explains to the students the major role of listening activities	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-listening Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning Teacher provides students with the necessary materials that can be applied by them in the while listening stage	20 minutes	Group work	Handout 1: cards with word puzzle for describing people
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher divides students into the pairs and distributes the copies of the listening activities Students listen to the text and fill in the gaps	10 minutes	Individual pair work	Handout 2:song of Michel Jackson "Black or White" and activities , done on this lyrics of song
Post Listening Activity	Students perceive the vocabulary they have learned in	Teacher gives to students extracts on different topics, for example "Sports" and reveals how they acquired they	20 minutes	Whole group	

	connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	language, furthermore the teacher hands out questions and students have to answer to them after having listened to the text			
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students revision of the material	To explain to students very essential materials for the development of listening skills such as listening through the notes and scanning of texts in the process of listening, dividing each paragraph into aspects Homework: to listen more dialogues about person and personality and answer the questions	10 minutes	Pair work	Handout 3: Personal ads

Name: _____

Date: _____

Student A

You have seven words that describe appearance, but the letters are not in the correct order. First, work with another “Student A” to arrange the letters to form the correct words. When you have the correct words, write them in the puzzle. All the words go across.

Across

3. AUUSLCMR _ _ _ _ _

4. DANOEMHS _ _ _ _ _

6. DEERYLL _ _ _ _ _

8. THOEVEWRIG _ _ _ _ _

11. KRAD _ _ _ _ _

12. LTAL _ _ _ _ _

13. RETPYT _ _ _ _ _

Name: _____

Date: _____

Student B

You have seven words that describe personality, but the letters are not in the correct order. First, work with another “Student B” to arrange the letters to form the correct words. When you have the correct words, write them in the puzzle. All the words go down.

Down

- 1. EOUNRVS _ _ _ _ _
- 2. NOTHES _ _ _ _ _
- 4. GHNAIRKDROW _ _ _ _ _
- 5. DENYLFRI _ _ _ _ _
- 7. IUQET _ _ _ _ _
- 9. TTAALVIEK _ _ _ _ _
- 10. SYMES _ _ _ _ _

Answer Key

Across Down

- 3. MUSCULAR 1. NERVOUS
- 4. HANDSOME 2. HONEST
- 6. ELDERLY 4. HARDWORKING
- 8. OVERWEIGHT 5. FRIENDLY
- 11. DARK 7. QUIET
- 12. TALL 9. TALKATIVE
- 13. PRETTY 10. MESSY

When you finish, pair up with a “Student B” to find all the words that go down.

Personal ads

Pair interview 15–20 minutes

Photocopy one sheet of personal ads for each student. Have students form pairs. Give each student a sheet. Tell them to read through the sample personal ads and deal with any unknown vocabulary that may arise. Students should take turns interviewing each other to learn more about their partner. Explain that the task is to write a personal ad for this person. Hang the personal ads around the classroom, and ask students to guess which student each ad describes.

Copyright © Cambridge University Press

Name: _____

Date: _____

1. Read the following personal ads.

Romance and Relationships:

Active and Intelligent

I’m 25, good-looking, fit, intelligent, sensitive, and caring, with brown hair and blue eyes. I’m open-minded and outgoing, financially and emotionally stable. I play lots of sports, and I love animals and music. I hope to meet a nice person, 20–30 years old, slim to medium build, attractive, and intelligent. You must be active and love animals. If this sounds interesting, please reply to. Romance and Relationships:

Looking for a Quality Person

I’m well-educated, humorous, and shy, with blonde hair and brown eyes. I really enjoy evenings at home with good food and good conversation. I also like to watch movies and go dancing. I am looking for a quality person. You must be employed, healthy, 25–35 years old, sincere, loyal,

kind, loving, and romantic. I would like to be friends first and see where it leads. Still interested?
Reply to Box #820.

2. Now it's your turn. Use the following questions as a guide to interview your partner.

Then write a personal ad for your partner. Don't forget to give the ad a title.

1. What three adjectives would you use to describe your physical appearance?
2. What three adjectives would you use to describe your personality?
3. What are your hobbies and interests?
4. What physical characteristics are you looking for in an ideal mate?
5. What five personality traits are most important to you in an ideal mate?
6. (Create one question of your own.)

Pair interview

15–20 minutes

Photocopy one sheet of personal ads for each student. Have students form pairs. Give each student a sheet. Tell them to read through the sample personal ads and deal with any unknown vocabulary that may arise. Students should take turns interviewing each other to learn more about their partner. Explain that the task is to write a personal ad for this person. Hang the personal ads around the classroom, and ask students to guess which student each ad describes

1. Put the following nationalities in order of appearance:

- () Native American
- () Thai
- () Russian
- () African (from Kenya or Tanzania)
- () Indian

2. Match the different kinds of hair with the faces:

- | | |
|-------------------------------------|---------------------------------------|
| Long dark hair with a pony-tail | Asian man / fat / brown eyes |
| Very short dark hair (x2) | Black woman / slim / brown eyes |
| Long dark hair with dreadlocks | White woman / blue eyes / red lips |
| Short dark hair (x3) | Indian woman / brown eyes / red lips |
| Red wavy hair | Black man / strong-built / brown eyes |
| Long dark hair in a lock | Asian woman / brown eyes |
| Dark hair in a bun | White man / brown eyes |
| Short blonde hair | Asian woman / brown eyes |
| Long dark curly hair | Latino man / brown eyes / moustache |
| Short fair hair | White man / greyish eyes |
| White woman / green eyes / red lips | Black woman / brown eyes |



408-michael_jackson-black_or_white.mp3

Lesson plan 5

Course title: Listening and speaking

Topic: National Identities of Uzbekistan and English speaking countries
National Anthem of two countries

Level: Intermediate

Materials: Samuel Nickson, Gabriel Leeds, 2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice reading for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-activity Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning	20 minutes	Group work	Handout 1: cards with new words
While activity	Students have a great opportunity to explore the material and listen to the	Teacher divides students into the pairs and distributes the copies of the listening activities	10 minutes	Individual) pair work	Handout 2; listening tasks Conversation and
Post Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodologica	Teacher gives to students extracts on different topics, for example “National Anthems” and reveals how they acquired	20 minutes	Whole group	
Conclusion	To allow students to face an opportunity for the reflection of the lesson	Homework: To ask students to learn by heart national anthems of two countries America and Uzbekistan	10 minutes	Whole group	Handout 3: Tape scripts on the topic “National Anthem”

American Symbols

The American flag is often called "The Stars and Stripes", it is also called "Old Glory". It represents the growth of the nation. It has 13 horizontal stripes, red and 6 white which stand for the original 13 states. In the top left hand corner there are 50 white stars on a blue background: one star for each state.

The national anthem of the United States is "The Star Spangled Banner". The words written during the Anglo- American war of 1812—1814 and set to the music of an old song. Every state has its own flag, its own emblem and its own anthem too. The eagle became the national emblem of the country in 1782. It has an olive branch (a symbol of peace) and arrows (a symbol of strength). You can see the eagle on the back of a

dallier bill. The Statue of Liberty is the symbol of American democracy. It stands on Liberty Island in New York. It is one of the first things people see when they arrive in New York by sea. This National Monument was a present from France to the USA. France gave the statue to America in 1884 as a symbol of friendship. Liberty carries the torch of freedom — in her right hand. In her left hand she is holding a tablet with the inscription "July 4, 1776" — American Independence Day.

Questions:

1. What do people often call American flag?
2. What are the colours of the American flag?
3. How many stripes has the flag got?
4. What is the national emblem?
5. Where is the statue of Liberty placed?
6. What country did gift to the USA?

Vocabulary:

to represent — представлять

background — фон

anthem — гимн

eagle — орел

olive branch — оливковая веточка

to arrive — прибывать

torch — факел

Teaching with Primary Sources Quarterly

PROCEDURE (CONT'D)

7. Next, keep the image on display while bringing students' attention back to the classroom's flag as well. Working with the entire class, guide students through a comparison of the two flags.

Possible questions include:

- How is this flag (the image) different from our classroom's flag? How is it the same?
- How many stripes are on this flag? How many stripes are on our flag? (count aloud)
- How many stars are on this flag? How many stars are on our flag? (count aloud)

8. Share the history of the American flag as a national symbol. Explain that both flags are American flags but the one with fewer stars is older; it was made many years ago after the Civil War ended. While the American flag itself is a national symbol, the stars and stripes on it are

symbols, too. Tell students that as a nation, we decided to keep the number of stripes the same to honor the original 13 colonies. But we have added a new star to the flag every time a new state joins the union.

- How many states made up the United States long ago when the older flag was created? (i.e., 36 stars = 36 states)
- How many states make up the United States today?

9. Conclude by asking students to think about the following questions:

- How do you think the American flag might change in the future?

10. (Optional) Distribute copies of the National Symbols Chart. Working with the entire class, guide students in completing the row labeled “American Flag” with information from the class analysis and discussion.

11. Students may complete the Flag Work sheet in class or as a homework assignment.

EXTENSION

- Share and analyze with students the portrait of Francis Scott Key and Key’s “The Star-Spangled Banner” manuscript.
- Each day of the week, repeat the process of using the Analysis Sheet to analyze a different national symbol (e.g., Statue of Liberty) from the National Symbols Chart. When the charts are complete, ask students to choose the national symbol they think is most important and explain their choices using information from their charts.

EVALUATION

- Observation of student participation during discussions.
- Evaluation of the completed Analysis Sheet.
- Evaluation of the completed Flag Worksheet.

Analysis Sheet

Draw a detailed picture of the symbol.

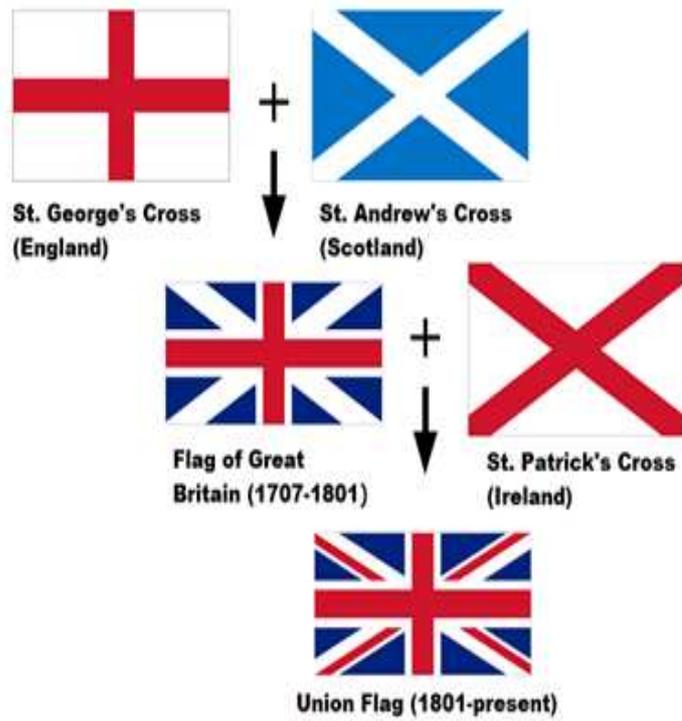
What do you see?

What do you think you know about this symbol?

What would you like to find out about this symbol?

The American Flag

Tell why the American Flag is an important national symbol.



Lesson plan 6

Course title: Listening and speaking

Topic: National customs and traditions

Level: Pre-intermediate, Intermediate

Materials: Samuel Nickson, Gabriel Leeds, 2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice reading for specific Information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-activity Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning	20 minutes	Group work	Handout 1: cards with new words Listening technique models
While activity	Students have a great opportunity to explore the material and listen to the scripts	Teacher divides students into the pairs and distributes the copies of the listening activities	10 minutes	Individual pair work	Handout 2; listening tasks Conversation and dialogues
Post - Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools	Teacher gives to students extracts on different topics, for example "Foreign authorities" and reveals how they acquired	20 minutes	Whole group	
Conclusion	To allow students to face an opportunity for the reflection of the lesson	Homework: To make a project work	10 minutes	Whole group	Handout 3: Tape scripts on the topic "Authority"

The symbols of England



National anthem of Uzbekistan

My sunny free land, happiness and salvation to your people,
 You are a warmhearted companion to your friends!
 Flourish forever with learning and creativity,
 May your glory shine as long as the world exists!

These golden valleys – dear Uzbekistan,
The courageous spirit of your ancestors is with you!
When the great power of the people raged,
(You were) the country that charmed the world!

The faith of an open-hearted Uzbek does not die out,
The young free generation is a strong wing for you!
Beacon of independence, guardian of peace,
Lover of truth, motherland, flourish forever!

These golden valleys – dear Uzbekistan,
The courageous spirit of your ancestors is with you!
When the great power of the people raged,
(You were) the country that charmed the world!

National anthem of Uzbekistan

Written by Abdulla Oripov and composed by Mutal Burkhanov

My country, sunny and free, salvation to your people,
You are a warmhearted companion to the friends
Flourish eternally with knowledge and invention,
May your fame shine as long as the world exists!

Refrain:

These golden valleys-dear Uzbekistan,
Manly spirit of ancestors is companion to you!
When the great power of people became exuberant
You are the country that amazes the world!
Belief of generous Uzbek does not die out,
Free, young children are a strong wing for you!
The torch of independence, guardian of peace,
Just motherland be eternally prosperous!

Refrain:

These golden valleys-dear Uzbekistan,
Manly spirit of ancestors is companion to you!
When the great power of people became exuberant
You are the country that amazes the world!

What do you see?

What do you think you know about this symbol?

What would you like to find out about this symbol?

What do you see?

What do you think you know about this flag?

What do you want to know?

Lesson plan 7

Course title: Listening and Speaking

Topic: National holidays. American Homes

Level: Pre-intermediate, Intermediate

Materials: www.englishlistening.com

Objectives: to provide students with the opportunity to practice reading and speaking for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-activity Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning	20 minutes	Group work	Handout 1: cards with new words Listening
While activity	Students have a great opportunity to explore the material and listen to the scripts	Teacher divides students into the pairs and distributes the copies of the listening activities	10 minutes	Individual pair work	Handout 2; listening tasks Conversation and dialogues
Post Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools	Teacher gives to students extracts on different topics, for example “Foreign flags” and reveals how they acquired	20 minutes	Whole group	
Conclusion	To allow students to face an opportunity for the reflection of the lesson	Homework: To ask students to listen to the abstract from the text “Famous people”	10 minutes	Whole group	Handout 3: Tape scripts on the topic “Famous People”

British symbols

1. 1. British Symbols
2. 2. The United Kingdom of Great Britain and Northern Ireland
3. 3. Northern Scotland Ireland England Wales
4. 4. Each country in Britain has its own patron saint and floral emblem
5. 5. Heraldic floral badges of the United Kingdom.
6. 6. The Tudor rose is the national floral emblem of England. It symbolizes the end of the Wars of the Roses. England

7. 7. Scotland The national flower of Scotland is the thistle Thistle is a prickly-leaved purple flower which was first used in the 15th century as a symbol of defence. The thistle has been a Scottish symbol for more than 500 years. It was found on ancient coins and coats of arms.
8. 8. The national flower of Wales is the daffodil, which is traditionally worn on Wales St. David's Day.
9. 9. The national flower of Northern Ireland is the shamrock, a three-leaved plant similar to clover. It is Northern a symbol of trinity Ireland
10. 10. Flags of the UK
11. 11. the Union Jack The United Kingdom flag was officially adopted on January 1, 1801.
12. 12. The flag of the UK is a combination of the flags of England (the cross of St. George),Scotland (the cross of St. Andrew), and Ireland (the cross of St. Patrick).
13. 13. the Union Jack
14. 14. the Union Jack
15. 15. The flag of Scotland -St Andrew's Cross Dating to the 12th century, the historic cross of St.Andrew was first hoisted in 1512. Also known as theSaltire, it is one of the oldest country flags. The Saltire is a flag with a diagonal cross whose arms extend to the corners of the flag
16. 16. The flag of England -St George's Cross The flag of Ireland - St Patrick Cross
17. 17. The Welsh flag This flag was officially adopted in 1959, but the red dragon (possibly Roman in origin) has been associated with Wales for many centuries. The green and white back ground stripes represent the House of Tudor, a Welsh dynasty that once held the English throne.
18. 18. Flag of Ulster Flag of Northern Ireland
19. 19. Royal Banner of the King or Queen of the United Kingdom Today.
20. 20. The Royal Banner of England
21. 21. Scottish Royal banner The Royal Flag of Scotland, or Rampart Lion, features a traditional red lion on a gold field. It is widely used as a second national flag.
22. 22. The Royal Standard of Scotland The Royal Standard of Scotland, a banner showing the Royal Arms of Scotland, is also frequently to be seen, particularly at sporting events involving a Scottish team. Often called the Lion Rampant (after its chief heraldic device), it is technically the property of the monarch and its use by anybody else is illegal, although this is almost universally ignored, and never enforced.
23. 23. The Royal Arms of Scotland The Royal Arms of Scotland is a coat of arms symbolising Scotland and the Scottish monarchs.
24. 24. Tartan is a specific woven textile pattern that often signifies a particular Scottish clan, as featured in a kilt.
25. 25. The gold harp Davids Harp was the National Banner of Ireland for Many Centuries
26. 26. UK Royal Coat-of-Arms
27. 27. In The Royal Sealwe see the Lions, and the Unicorn. The Harp of David, and the standing Red Lion. Lions with royal crowns.The words: "DIEU ET MON DROIT" which are Latin and mean: "God And My Right"
28. 28. Unofficial Coat of Arms The "Three Lions" is the unofficial crest of England and was first used by Richard I (Richard the Lionheart) in the late 12th century.
29. 29. St Andrew Saint Andrew is the patron saint of Scotland. St Andrews Day, the 30 November, is the national day with the St. Andrews Day Bank Holiday (Scotland) Act 2007, designating the day to be an official bank holiday.
30. 30. Saint George Saint George is the patron saint of England.

31. 31. Saint Patrick is the patron saint of Ireland along with Saints Brigid and Columba.
32. 32. Saint David is the patron saint of Wales.
33. 33. The unicorn is used as a heraldic symbol of Scotland.
34. 34. National Animal of England – The Lion Because the lion is symbolic of bravery, it was frequently used to depict the courageous warriors of medieval England. Today, it remains the national animal of the country and is used extensively in sports' team names, logos, icons, and so on. One of the great bronze lions at the base of Nelson's Column in London Trafalgar Square
35. 35. The Red Dragon part of the national flag design, is also a popular Welsh symbol

England's National Symbols

National symbols are defined as the symbols or icons of a national community (such as England), used to represent that community in a way that unites its people. This unity is based on a common pride, which is incited by different representations; i.e. visual (e.g. the national flower), verbal (e.g. the national anthem) and iconic (e.g. the flag). These symbols are then used in national events and celebrations, inspiring patriotism as they include every member of that particular community, regardless of color or creed.

One of the great bronze lions at the base of Nelson's Column in London's Trafalgar Square.

England enjoys many national symbols, which are used extensively in political, social, cultural and even religious spheres, to represent this diverse land. These include:

The Flag The flag of England is represented by a red cross on a white background. This is known as St George's Cross and has its origins in the Crusades (12th and 13th centuries), when soldiers were identified by this red-coloured cross on their white tunics. St George was claimed to be the Patron Saint of England at the time, so the cross became associated with him.

The National Floral Emblem . The Tudor Rose. The Tudor Rose, also known as The Rose of England, was adopted as a symbol of peace and merges a white rose (representing the Yorkists) and a red rose (representing the Lancastrians). During the War of the Roses, these two sides fought over the control of the royal house.

The Royal Banner of England. This banner is also known as the Banner of the Royal Arms, amongst its other names. It is the official English banner of arms and represents the sovereignty of the rulers of England (as opposed to loyalty to the country itself). It comprises three horizontally positioned gold lions, which face the observer. Each has a blue tongue and blue claws and is set against a deep red background.

The Royal Arms of England.

With much the same design as the Royal Banner, this is a coat of arms that is used in representation of the country as well as of its monarchs. St Edward's Crown This is one of the senior British Crown Jewels. It is the official coronation crown and is used in the coronation of English, British, and Commonwealth monarchs. It is also used as an image on various items, such as coats of arms and badges.

National Animal . The Lion. Because the lion is symbolic of bravery, it was frequently used to depict the courageous warriors of medieval England. Today, it remains the national animal of the country and is used extensively in sports. team names, logos, icons, and so on.

National Flower . The Rose England is usually represented by a red rose, but other colours can and have also been used. National Tree. The Oak Tree The oak tree represents strength, beauty and survival through trials. As such, it is the perfect representation of this enduring country. King Charles II escaped parliamentarians after his father was executed and hid in an old oak tree. Since then, this escape has been called the Royal Oak and is a well-known account for many locals.

National Food . Fish .n Chips All over the world, people associate fish and chips with England. There are many fabulous eateries that offer this dish. The fish (usually a white, flaky, mild-flavoured fish) is battered and deep-fried, and served with potato chips (often sprinkled liberally with salt and vinegar).

National Drink . Tea Tea has been linked to England for centuries. Although these herbal infusions come in a variety of flavours and makes, the favoured norm remains Ceylon and red bush teas.

Lesson plan 8

Course title: Listening and speaking

Topic: Great ancestors. New York

Level: Pre-intermediate, Intermediate

Materials: www.ello.org

Objectives: to provide students with the opportunity to practice reading and speaking for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Brainstorming	Introduce the focus of the lesson	Students discuss and give their opinions about a new topic.	20 minutes	Whole group	Cards

Pre-listening Vocabulary tasks Preparation of students for listening	To work with vocabulary; To prepare students for the listening part of the lesson.	Students work with a new material on the acquired topic. They work on a new vocabulary. Teacher explains the unknown parts of the topic and prepares students for the listening part of the lesson.	20 minutes	Whole group	Handout 1: <i>Cards with the vocabulary according to the topic</i>
While listening activity	Students listen to the material and listen to the scripts in accordance with the texts.	Students have to listen the recording on the topic: "NEW YORK" from "www.ello.org" and they complete the text.	10 minutes	Individual pair work	Handout 2; Cards with instructions
Post listening activity	Students discuss the listened material Teacher works with the weak points of the students and makes a correction on mistakes	Students do the exercises. Then they share their ideas, after teacher divide them into 2 groups and they prepare role play on an acquired topic.	20 minutes	Group work/ pair work.	Posters
Concluding	To review the acquired topic; To have a summary in order to use speaking skills.	Teacher works with the weak points of students Home task To be ready on Round-table discussions	10 minutes	Whole group	Handout 3: Cards

1. ROUND-TABLE DISCUSSIONS

Procedure:

- Teacher or students choose a topic for round-table discussion based on the syllabus, for example, *How to improve students' motivation.*
- If in the group there are more than 8-9 people you can divide them into two groups and have 2 round-table discussions in turns on the same or different topic.
- One of the group members is nominated as a moderator, whose task is to chair the discussion, to simulate the discussion and keep it on track, to prevent conflicts between the members, to make sure that every member has a chance to speak up.

- The moderator introduces the problematic issue and invites suggestions from the group members.
- The discussion lasts for 30 minutes.
- At the end the moderator summarizes the discussion.



Lesson plan 9

Course title: Listening and speaking

Topic: Food “Fast food junk food”

Level: Pre-intermediate

Materials: Samuel Nickson, Gabriel Leeds, 2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice reading for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials

Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms Teacher provides students with the appropriate listening methods in the production stage Teacher explains to the students the major role of listening activities	20 minutes	Whole group	Computer with Internet access Large index cards (one per student) Materials to create postcards (markers, paint, colored pencils, glue, scissors poster board)
Pre-listening Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning Teacher provides students with the necessary materials that can be applied by them in the while listening stage	20 minutes	Group work	Handout 1: Track about salad. Listening technique models
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher divides students into the pairs and distributes the copies of the listening activities Students listen to the text and fill in the gaps	10 minutes	Individual pair work	Handout 2; listening tasks Conversation and dialogues
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	Teacher gives to students extracts on different topics, for example “Food” and reveals how they acquired they language, furthermore the teacher hands out questions and students have to answer to them after having listened to the text	20 minutes	Whole group	
Listening Skills	To allow students to face an	To explain to students very essential materials for the	10	Whole group	Handout 3: Tape scripts on

	<p>opportunity for the reflection of the lesson</p> <p>To reveal and prepare a feedback on students avulsion of the material</p>	<p>development of listening skills such as listening through the notes and scanning of texts in the process of listening, dividing each paragraph into aspects</p> <p>Homework: To ask students to make presentation about the dish which they like.</p>	minutes		<p>the topic "Learning English diet"</p>
--	--	---	---------	--	--



Learn English 60 - Diet.avi



23 Track 23.wma



Learn English 60 - Diet.avi

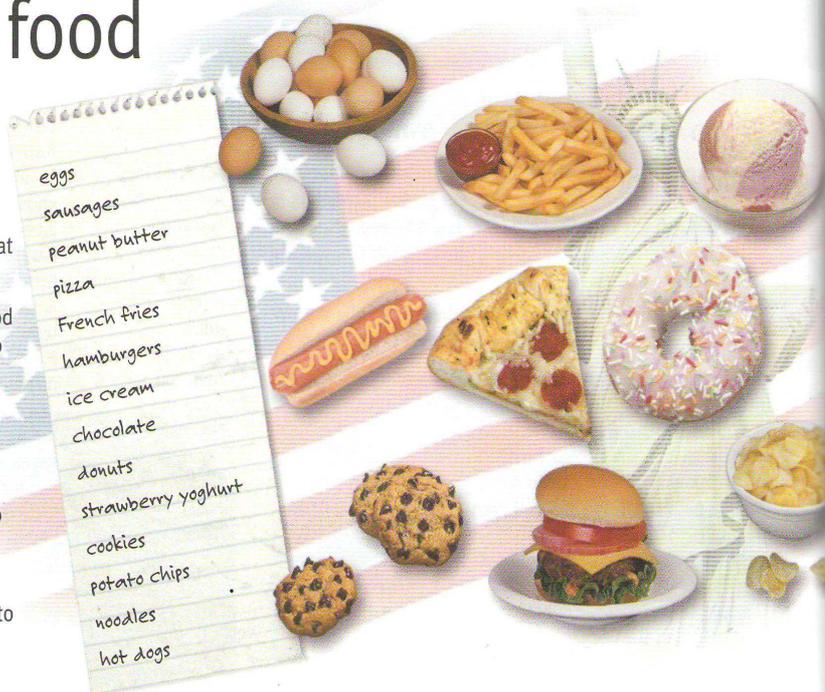
6A | Junk food

VOCABULARY: food

- 1 Look at these items of food from America. Tick (✓) the items on the shopping list that you can see.
- 2 How often do you eat the food on the list? Which of them do you think are 'junk food'?

READING

- 1 Look at the picture of Elvis Presley. What sort of food do you think he liked?
- 2 Now read the book review. While you read, put a ! next to the facts you find most surprising.



Eating the Elvis Presley Way

David Adler Blake Publishing

There are more than 400 books about Elvis Presley. There are books about his music, his films, his life, his death, his religion - and his food. There is the *Presley Family Cookbook*, the *Elvis Presley Cookbook*, *Elvis' Favorite Recipes*, and now *Eating the Elvis Presley Way*. What makes this book different? To begin with, this is not a cookbook. You can find recipes here, but this book is the story of Elvis' life. It is the story of the food that he ate and the people who cooked it for him. And an extremely interesting life it was, too.

The food in the first two or three chapters is quite normal - baby food, boring school dinners, army meals when he was doing his military service, that sort of thing. But later, when Elvis was rich and famous, it is a very different story. With all the money in the world, Elvis chose to eat like a child. Elvis got up late and his first meal of the day was breakfast at five o'clock in the afternoon: bacon and eggs, or sausage and eggs. After that, it was snacks: pizza and hot dogs, hamburgers and fries, chocolate and cakes - all day and every day. Elvis even had a fridge in his bedroom for his favorite snacks.

As the years passed, Elvis' eating problems became really serious. One day, when Elvis was going to the White House to meet the President, he was feeling a bit hungry and ate 250g of chocolate and then 12 donuts in his taxi. Another time, he ordered a large ice cream for breakfast. He ate it quickly, ordered a second, a third, a fourth and a fifth before falling asleep again. Elvis' last meal before he died was four scoops of ice cream with six chocolate cookies.



Elvis was an extremely unhappy man. His food and the drugs that he took made him feel good, but killed him in the end. It's a fairly sad story, but a fascinating one, too.

Recommended ★★★★★

3 Read the review again and say if the sentences are true (T) or false (F).

- 1 This is the first book about Elvis Presley and food.
- 2 It is different from the other books about Elvis and food.
- 3 His eating problems started when he was a child.
- 4 He had breakfast early in the morning.
- 5 He ate a lot of junk food.
- 6 He had food in his bedroom.
- 7 The President gave him a large box of chocolates.
- 8 Elvis didn't like ice cream very much.

4 Complete the definitions with an adjective from the review.

- 1 When someone is f____, a lot of people know their name.
 - 2 A f____ story, place or person is very interesting.
 - 3 Your f____ thing or person is the one that you like best.
 - 4 You feel h____ when you want to eat.
 - 5 When you are unhappy, you feel s____.
 - 6 When you have a s____ problem, you are very worried about it.
- 5 What else do you know about Elvis Presley? Why do you think that Elvis had eating problems?

GRAMMAR: modifiers

We can make an adjective stronger or weaker with a modifier. We put this before the adjective.

Weak

a bit hungry

Medium

quite _____

fairly _____

Strong

very _____

really _____

extremely _____

SEE LANGUAGE REFERENCE PAGE 64

1 Underline examples of modifiers before adjectives in the book review. Use them to complete the examples in the language box.

2 Put the modifiers in the correct place in the sentences.

- 1 Burger Paradise is always busy. (*very*)
- 2 I like The New York Donut Shop but the service is slow. (*a bit*)
- 3 I think that the chicken burgers at The Alabama Chicken are good. (*really*)
- 4 The fast food shops on Main Square are expensive. (*fairly*)
- 5 The hot dogs at The Happy Sandwich are nice. (*quite*)
- 6 The Magic Hamburger in my town is popular. (*extremely*)

3 Make six sentences about places where you can eat out in your town. Use modifiers and adjectives. Here are some more adjectives that you can use.

cheap dirty fashionable friendly healthy
lively small unhealthy

SPEAKING



1 Do you know any 'theme' restaurants like the Hard Rock Café or Planet Hollywood? What is special about them?

Have you ever been to a 'theme' restaurant? What was it like?

2 Work in pairs. Plan your own 'theme' restaurant. Use these questions to help you.

- What is the theme of your restaurant? (sport, music, cinema, a famous person, a country, a historical period, etc)
- What is the name of your restaurant?
- What kind of food and drink do you serve?
- What does the restaurant look like?
- Do the waiters and waitresses wear uniforms? What kind?
- What kind of music do you play?
- How much does a meal cost in your restaurant?

3 Describe your restaurant to other students in the class. Decide which restaurant is the best.

Lesson plan 10

Course title: Listening and speaking

Topic: Food “Healthy food, keeping diet ”

Level: Pre-intermediate

Materials: Samuel Nickson, Gabriel Leeds, 2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice listening for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms Teacher provides students with the appropriate listening methods in the production stage Teacher explains to the students the major role of listening activities	20 minutes	Whole group	Computer with Internet access Large index cards (one per student) Materials to create postcards (markers, paint, colored pencils, glue, scissors poster board)
Pre-listening Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning Teacher provides students with the necessary materials that can be applied by them in the while listening stage	20 minutes	Group work	Handout 1: track. "What is cooking" Listening technique models
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher makes students speak to improve their speaking skills.	10 minutes	Individual) pair work	Handout 2; conversation and dialogs about cooking

Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	Teacher explains best essential golden rules while speaking.	20 minutes	Whole group	
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of listening and speaking skills such as listening through the notes and scanning of texts in the process of listening, dividing each paragraph into aspects Homework: To ask students to relisten to the abstract and work at home on their pronunciation.	10 minutes	Whole group	Handout 3: debate about genetically modified food.



FOOD AROUND THE WORLD

For 99% of human history, people took their food from the world around them. They ate all that they could find, and then moved on. Then about 10,000 years ago, or for 1% of human history, people learned to farm the land and control their environment.

The kind of food we eat depends on which part of the world we live in, or which part of our country we live in. For example, in the south of China they eat rice, but in the north they eat noodles. In Scandinavia, they eat a lot of herrings, and the Portuguese love sardines. But in central Europe, away from the sea, people don't eat so much fish, they eat more meat and sausages. In Germany and Poland there are hundreds of different kinds of sausages.

In North America, Australia, and Europe there are two or more courses to every meal and people eat with knives and forks.

In China there is only one course, all the food is together on the table, and they eat with chopsticks.

In parts of India and the Middle East people use their fingers and bread to pick up the food.

Nowadays it is possible to transport food easily from one part of the world to the other. We can eat what we like, when we like, at any time of the year. Our bananas come from the Caribbean or Africa; our rice comes from India or the USA; our strawberries come from Chile or Spain. Food is very big business. But people in poor countries are still hungry, and people in rich countries eat too much.



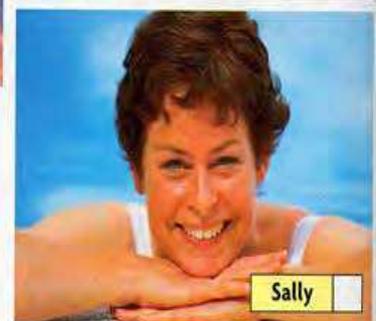
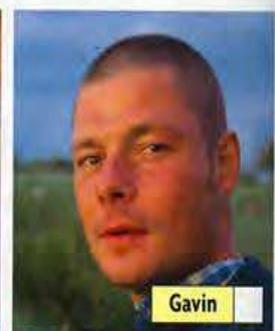
LISTENING AND SPEAKING

My favourite food

- 1 Look at the photographs of different food. Where is it from? Which do you like?



- 2 **T 9.7** Listen and match each person with their favourite food.



- 3 Answer these questions about the people.

Who ... ?

- travels a lot
- likes sweet things
- had her favourite food on holiday
- prefers vegetables
- likes food from his own country

- 4 What's your favourite food? Is it from your country or from another country?

Course title: Listening and speaking

Topic: Food “Cooking recipes”

Level: Pre-intermediate

Materials: Samuel Nickson, Gabriel Leeds, 2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice listening for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to discuss national food. Teacher provides students with the appropriate listening methods in the production stage Teacher explains to the students the major role of listening activities	20 minutes	Whole group	Computer with Internet access Large index cards (one per student) Materials to create postcards (markers, paint, colored pencils, glue, scissors poster board)
Pre-listening Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning Teacher provides students with the necessary materials that can be applied by them in the while listening stage	20 minutes	Group work	Handout 1: track "That seems delicious" Listening technique models
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher distributes the copies of the listening activities Students listen to the text and fill in the gaps	10 minutes	Individual) pair work	Handout 2; listening tasks; track 2 "Eat for better health"

Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	Teacher asks what they have understood from these two tracks and students should make some notes while post listening.	20 minutes	Whole group	
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of listening and speaking skills such as making debate. Homework: To ask students to write essay on national food.	10 minutes	Whole group	Handout 3: debate 'If you were invited to the best food of the world competition what would you cook national one or foreign one"



25 Track 25.wma



26 Track 26.wma

Handout 1. *Create your menu using these words.*

Parts of menu and Foods

Dessert, Lamb, last course, Ice cream, Starter, cake, biscuits, Main course, mushrooms, Drinks, spaghetti, first course, second course, Paella, water, tea, coffee, juice, coke, chicken soup,
--

CREATE MENU

1. _____
X
X
2. _____
X
X
3. _____
X
X

Activity 2 Working with adjectives (10 min).

T asks to look at the pairs of adjectives, which can all be used to describe food.

SS should put adjectives in the correct box. Some adjectives can be used more.

Handout 2

Put these adjectives in the correct box. Some can go in more than one box.

1 People	2 Fish	3 Meat	4 Vegetables	5 Dessert
a,b				

Adjectives

- a terrible/beautiful
- b boring/interesting
- c tasteless/tasty
- d burnt/undercooked
- e too spicy/just right
- f too sweet/just right
- g off/fresh

Suggested answer (handout 2)

- 1 a,b
- 2 a,c,d,e,g
- 3 a,c,d,e,g
- 4 a,c,d,e,g
- 5 a,b,c,d,f,g

Activity 3. Filling the gap (10 min)

T distributes handouts and asks to complete each sentence with one adjective from activity one.

Handout 3. Complete each sentence with one adjective from handout 2

1. The person next to me was boring, so I moved.
2. The fish was _____, so I ate it all.
3. The meat was _____ because they forgot it was in the oven.
4. The vegetables were _____, so I asked for more.
5. The dessert was _____ because _____.

Suggested answer (handout 3)

2. beautiful/tasty/just right/fresh
3. terrible/tasteless/burnt
4. beautiful/tasty/just right/fresh
5. terrible/because the cream was off

Activity 4 Writing (10min)

T explains the top tips for writing.

T distributes handout. SS should add commas and rewrite them on the line below. **Handout 4**

Check your writing: punctuation - commas

Add commas to these sentences and rewrite them on the line below.

1. To cook spaghetti you'll need spaghetti tomatoes meat and some cheese.

2. Noriko can speak Japanese English Chinese French and a little Arabic.

3. On Monday we study Science Math and English. On Tuesday we have sports all day and on Wednesday we have English Music and History.
_____ I
love playing team sports like football basketball cricket baseball or even rugby. I don't like individual sports like golf tennis or badminton but I love running.

Activity 5 Choosing correct verb form (5 min)

T organizes pair work and distributes handouts. SS should identify using of verb forms in the text of a recipe.

Handout 5

Check your writing: multiple choice - verb forms

Circle the correct verb form to complete these sentences.

1. *Cut / Cutting / Cuts* the carrots and onions into small pieces, then *added / adding / add* them to the salad.
2. *Cook / Cooked / Cooking* the meat for about 12 minutes.
3. *Boil / Boiled / Boiling* the water for 5 minutes, then *add / adding / added* the pasta.
4. Don't forget to *washed up / washing up / wash up* after you have finished eating.

Activity 6 Listening (10 min)

T distributes handout. Ss will listen track and number the words in the box. Ss should Write 1 by the things which Neil ate for a starter. Write 2 by the things he ate for a main course. Put a cross x by the things he does not talk about and SS should write the ingredients which they have heard.

Handout 6. Neil tells you about his meal at the Khmer Café. Listen and number the words in the box. Write 1 by the things he ate for a starter. Write 2 by the things he ate for a main course.

Put a cross x by the things he does not talk about.

Then write the ingredients and preparing of the food which you have heard.

<i>Chicken ...</i>	<i>Coriander ...</i>	<i>Beef ...</i>	<i>Chicken curry parcel ...</i>
<i>Mushroom soup ...</i>	<i>Rice ...</i>	<i>Tomatoes ...</i>	<i>Fish sauce ...</i>
<i>Curry ...</i>	<i>Noodles ...</i>	<i>Coconut milk ...</i>	<i>Lemon grass ...</i>
<i>Ginger ...</i>	<i>Egg ...</i>	<i>Lime leaves ...</i>	<i>Mushroom ...</i>

Then write the ingredients and preparing of the food which you have heard.

INGREDIENTS

METHOD

1. _____
2. _____
3. _____
4. _____

Lesson plan 12

Course title: Listening and speaking

Topic: Food “Eating outside”

Level: Pre-intermediate

Materials: <http://www.bbc.co.uk/news/education-2150613>,
<http://medicalxpress.com/news/2013-02-urban-environment-ability-tasks>.

Objectives: to provide students with the opportunity to practice listening for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary about catering. Teacher asks the meaning of words and their synonyms. Teacher provides students with the appropriate listening, speaking methods in the production stage. Teacher explains to the students the major role of listening activities.	20 minutes	Whole group	Computer with Internet access Large index cards (one per student) Materials to create postcards (markers, paint, colored pencils, glue, scissors poster board)
Pre-speaking	Preparation of students for speaking	Students watch presentation. Teacher provides students	20 minutes	Group work	Handout 1: watch presentation "Eating healthy while dining out" and discuss it.

Vocabulary tasks		with the necessary materials that can be applied by them in the while listening stage			
While speaking activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher distributes the copies of the listening activities Students listen to the text and fill in the gaps	10 minutes	Individual) pair work	Handout 2; video about catering. Then they discuss what they prefer to buy while shopping.
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of food and vegetables conducted by a teacher in the process of lesson delivery	Teacher gives to students extracts on different topics, for example “Eating out” and reveals how they acquired the language, furthermore the teacher hands out questions and students have to answer to them	20 minutes	Whole group	

Speaking Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of speaking skills such as making dialogs. Homework: To ask students to write essay about shopping.	10 minutes	Whole group	Handout 3: making dialogs pretending customer and shop assistant
------------------------	--	--	------------	-------------	--

Glossary:



Learn English 07 - Catering.avi

- Vinegar
- Mustard
- Herbs
- Cinnamon
- Ginger
- Parsley
- Rosemary

Eating Healthy on the Go!

Laura McCammack, MS, CHES
Clarian Health



READING AND LISTENING

Unusual places to eat

- 1 Are there lots of places to eat and drink in your town? What are they? Where did people in your country eat and drink hundreds of years ago?
- 2 Read the introduction. Look at the pictures and the Fact Files. What's unusual about the three restaurants?
- 3 Work in three groups.

Group A Read about *Dinner in the Sky*.

Group B Read about *Ithaa Undersea Restaurant*.

Group C Read about *'s Baggers Restaurant*.

Answer the questions about your restaurant.

- 1 Where is the restaurant?
 - 2 In what ways is it unusual?
 - 3 When did it open?
 - 4 What's on the menu? Is it good?
 - 5 How expensive is it?
 - 6 Are there any problems?
- 4 Find a partner from the other two groups and compare the restaurants.

Listening

- 5 **T 4.7** Listen to people who visited the restaurants.

Answer these questions after each person.

- Which restaurant did they visit? Who with?
- What was good about it?
- What wasn't so good?
- What do they say about the other guests?

Alexander



Hans



Lucy



What do you think?

- Which do you think is the *most* unusual restaurant?
- Which would you like to visit? Why?
- Do you eat out? How often? What's your favourite restaurant?
- Do you know any unusual restaurants? Tell the class.

No ordinary place to eat!

Dinner in the Sky



FACT FILE

- 50m up in the air
- a table 9m x 5m
- diners hang from a crane
- there isn't a loo

Dinner in the Sky is for

people who want more than a little excitement when they go out to eat.

They sit at a huge table which hangs from a crane fifty metres in the air. It's not a good idea for people who are afraid of heights or for those who don't have much money. It costs £10,000. The twenty-two diners wear seat belts and relax and enjoy the views while the chefs prepare the finest food in front of them. The restaurant opened in Belgium in 2006, but now has branches in Paris, Dubai, Florida, and Las Vegas.

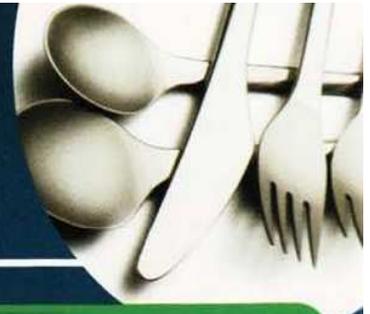
David Ghysels, the Belgian organizer says, 'We realized that people were bored with going to the same old restaurants. They wanted to try something different. The sky's the limit with us!'

The crane is checked carefully before every sitting.

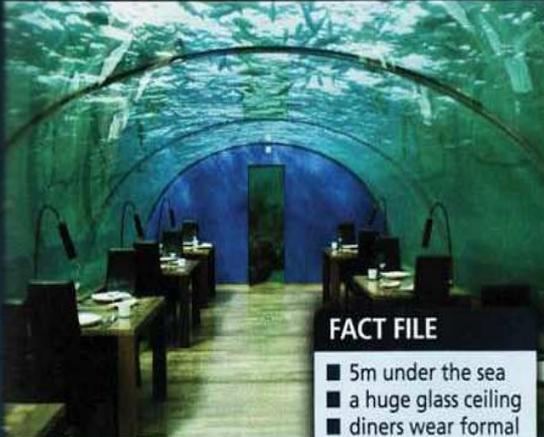
The table is 9m x 5m and weighs six tonnes. In the centre there is a sunken platform for the chef and two waiters. The food is delicious, but most guests don't feel like eating until after a few drinks! Then they also get the courage to look down at the ground where tiny people are looking up in amazement and waving.

Dinner in the Sky is very exciting and the food is good, but there are problems. For example, even in quiet weather conversation is difficult because of the wind. Guests shout to each other across the table. Also, the loo. You can't go to the loo until the table descends again. Difficult for some! But later, back on earth, after a visit to the loo, the guests have a great experience to talk about.

For hundreds of years when tired travellers stopped on their journeys, there were only a few places to eat and drink. Nowadays, streets are lined with restaurants, cafés, and snack bars, but some people want something more unusual.



Ithaa Undersea Restaurant



FACT FILE

- 5m under the sea
- a huge glass ceiling
- diners wear formal clothes
- they eat face-to-face with sharks

Welcome to the Maldives and the first underwater restaurant in the world. The *Ithaa Undersea*

Restaurant on Rangali Island sits five metres below the Indian Ocean. Ithaa means 'pearl' in the Maldivian language and the guests are like pearls in a glass oyster.

It's not cheap – about £160 for dinner – and there aren't many seats, only a dozen, so it's not easy to get a reservation even if you've got enough money. However, it is easy to get to. You don't need to be a swimmer or a scuba diver, but you do have to wear formal clothes. You simply descend to the restaurant down some spiral stairs.

The manager, Carlton Schieck says, 'We have used aquarium technology to put diners face-to-face with the fish. Our guests are speechless at the colour and beauty of the underwater world. They can enjoy the views and the fine food and not get their feet wet.'

The views are spectacular. In the crystal-blue sea, a few metres from your head, there are sharks, sting rays, turtles, and thousands of tropical fish looking at you as you eat. There is also a fabulous coral garden to add to the colour. The experience is both romantic and magical – and you can guess what's on the menu!

The restaurant opened in 2004 and cost over £3 million to build. In April 2010 it also became a hotel. If you want more excitement and would like to sleep underwater with the fish, you can do this for just £7,500 a night!

However, an underwater building can't last forever. It is thought that it will have a life of about twenty years.

's Bagger's Restaurant



FACT FILE

- no waiters
- food lands from above
- email as you eat
- eat now, pay later
- no tips

Germany likes to call itself *The Land of Ideas* and *'s Bagger's Restaurant* in Nuremberg is

certainly an amazing idea. It's a restaurant with no waiters to serve you. You do everything for yourself with touch-screen TVs and computers. It opened in 2007 and is the first automated restaurant in the world.



When you arrive you pick up an *'s Bagger's* credit card and go to sit at a big, round table with three or four computer screens. You put your card into the computer and order your meal by touching the pictures on the screen.

You don't see the chefs. They are in the kitchen high above you. They're real men, not machines (at least not yet). The food is all freshly cooked and when it is ready it is put in a pot and sent down a spiral tube where it lands on the table in front of you. This gives a new meaning to fast food! The TVs are connected to the Internet, so if you get bored while waiting, you can send and receive emails and text messages.

A businessman called Michael Mack had the idea for *'s Bagger's*. He decided that waiters were unnecessary and too expensive. 'You don't need waiters to run to and from customers taking orders to the kitchen and back.' Mack is planning to open more restaurants and now has the patent for the idea.

The meals are not too expensive – about €8 (£6) a portion. And if you want you can pay by direct debit at the end of the month. And something else that saves money – there is, of course, no need to leave a tip!

Course title: Listening

Topic: Health

Level: Pre-intermediate

Materials: Samuel Nickson, Gabriel Leeds, 2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice reading for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms Teacher provides students with the appropriate listening methods in the production stage Teacher explains to the students the major role of listening activities	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-listening Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning Teacher provides students with the necessary materials that can be applied by them in the while listening stage	20 minutes	Group work	Handout 1: cards with new words Listening technique models
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher divides students into the pairs and distributes the copies of the listening activities Students listen to the text and fill in the gaps	10 minutes	Individual) pair work	Handout 2; listening tasks Conversation and dialogues
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a	Teacher gives to students extracts on different topics, for example “visiting a doctor” and reveals how they acquired they language, furthermore the teacher hands out questions	20 minutes	Whole group	

	variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	and students have to answer to them after having listened to the text			
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of listening skills such as listening through the notes and scanning of texts in the process of listening, dividing each paragraph into aspects Homework: To ask students to listen to the text "visiting a doctor" and answer the questions	10 minutes	Whole group	Handout 3: Tape scripts on the topic „Health”



handout.health.pdf



listening.health.mp3

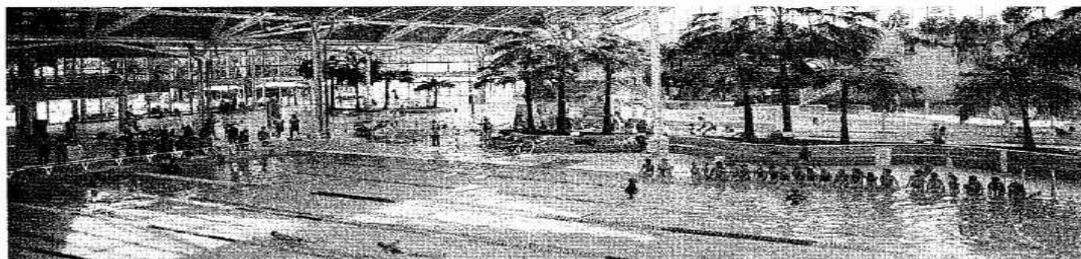
A

Work in two groups. Make a list of activities that people can do in a gym or health club. Then write down them on the board comparing with other group's list.

Ex. *aerobics*
swimming

B.

You are going to listen a conversation between two people you should decide where the conversation takes place and who the people are.



SWIMMING POOL

(Closed on Tuesday afternoons for cleaning.)

Classes

Swim for fitness: 2 pm Mondays, Wednesdays, Thursdays

Water aerobics: 10 am Tuesdays, Thursdays

All classes are 45 minutes.

FITNESS CLASS TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
9.30 am	Yoga for beginners	Running	Dance for fitness	Yoga for beginners	Aerobics
10.30 am	Dance for fitness	Intermediate yoga	Aerobics	Cycling	Intermediate yoga
11.30 am	Kids club	Weight watchers	Cycling	Kids club	Running

Opening times

Monday–Friday
6.00 am to 10.00 pm
Saturday, Sunday
8.00 am to 10.00 pm

Additional facilities

Free car parking
Individual showers
Bar

Membership

Gold: any time, any day
Silver: Weekdays only
Bronze: Weekdays 9.00 am to 5.00 pm

Payment

Joining fee – £50
Gold membership – £59 per month
Silver membership – £40 per month
Bronze membership – £32 per month

Put the expressions in bold (1-10) in the correct box (A-D)

- What should I do?**
- If I were you, I'd** try to stop smoking gradually.
- I don't think that'll work.**
- I think you should** buy an electronic cigarette.
- I'm not sure.** I think they're bad for me too.
- Why don't you** try nicotine chewing gum or patches?
- Ok, **that's a good idea.**
- You could try** hypnosis.
- Hmmm, maybe not.** I think I'll try the nicotine chewing gum.
- I recommend** giving up gradually

Asking for advice.

Giving advice.

Accepting advice.

Rejecting advice.

Course title: Listening and speaking

Topic: Health Illnesses and human body

Level: Pre-intermediate

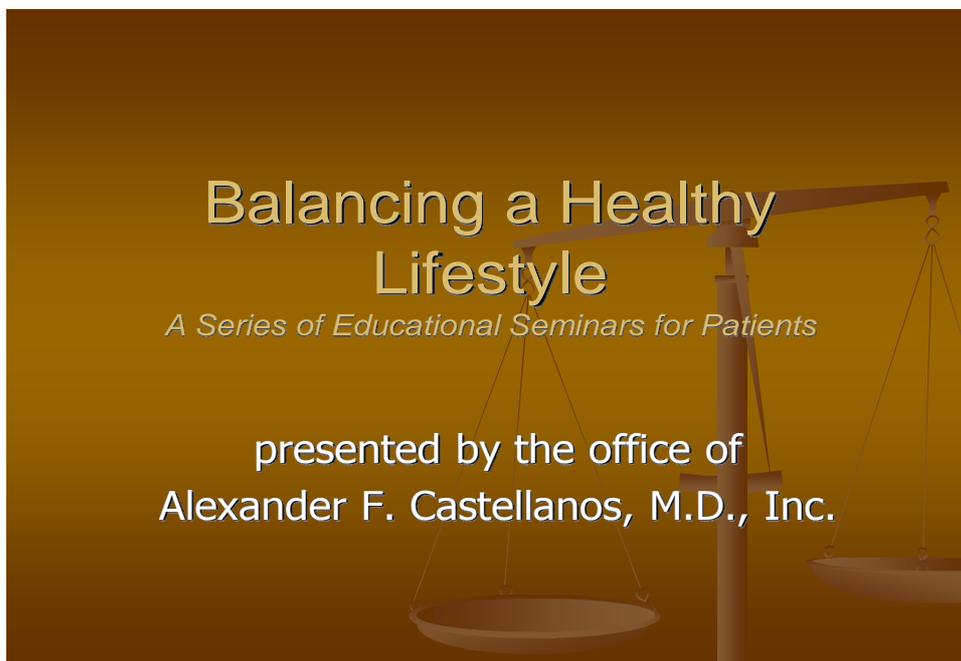
Materials: Samuel Nickson, Gabriel Leeds,2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice reading for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms Teacher provides students with the appropriate listening methods in the production stage Teacher explains to the students the major role of listening activities	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-listening Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning Teacher provides students with the necessary materials that can be applied by them in the while listening stage	20 minutes	Group work	Handout 1: cards with new words Listening technique models
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher divides students into the pairs and distributes the copies of the listening activities Students listen to the text and fill in the gaps	10 minutes	Individual) pair work	Handout 2; listening tasks Conversation and dialogues
Post Listening Activity	Students perceive the vocabulary they have learned	Teacher gives to students extracts on different topics, for example “visiting a	20 minutes	Whole group	

	in connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	doctor” and reveals how they acquired they language, furthermore the teacher hands out questions and students have to answer to them after having listened to the text			
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of listening skills such as listening through the notes and scanning of texts in the process of listening, dividing each paragraph into aspects Homework: To ask students to listen to the text ”visiting a doctor” and answer the questions	10 minutes	Whole group	Handout 3: Tape scripts on the topic „Health”



handout.pdf



Dieting.mp3

Paralysed Man Takes Hopeful First Steps (22nd May, 2011)

[A medical breakthrough has given hope to millions of people who are unable to walk. Doctors pioneered a special procedure that electrically stimulated the spine of ex-athlete Rob Summers.](#)

Mr Summers, 25, was paralysed below the chest in a hit-and-run car accident in 2006. Professor Susan Harkema, of the Kentucky Spinal Cord Injury Research Center gave the revolutionary treatment to “dead” nerves in Mr Summers’ spinal cords. He was able to move his legs and toes and take a few steps with the help of a walking frame. DrHarkema said: "This is a breakthrough. It opens a huge opportunity to improve the daily functioning of...individuals...but we have a long road ahead.” She said this is "going to have a major impact" on people with disabilities. The treatment is called epidural stimulation. It has taken over three decades of research to get to this stage. The process works when electrical signals bypass the brain to tell the spinal cord what to do. The signals allow the limbs to function independently of the brain. Mr Summers said the treatment has been life-changing. "This procedure has completely changed my life. For someone who for four years was unable to even move a toe, to have the freedom and ability to stand on my own is the most amazing feeling," he said. He added: “My sense of well-being has changed. My physique and muscle tone has improved greatly. Most people don't even believe I'm paralysed." Five other patients are also taking part in the trial.

1. DISABILITY:Walk around the class and talk to other students about disability. Change partners often. Sit with your first partner(s) and share your findings.

2. CHAT:In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

medical / breakthroughs / pioneered / stimulated / revolutionary / long road ahead / treatment / research / electrical signals / life-changing / well-being / physique / trial

Have a chat about the topics you liked. Change topics and partners frequently.

3. DISABILITY: Complete this table with your partner(s). Change partners and share what you wrote. Changeandshareagain.

Disability	What we know about it	How it affects well-being
Paralysis		
Autism		
Blindness		
Stroke		
CerebralPalsy		
Alzheimer’s		

4. BREAKTHROUGHS:Students A **strongly**believe scientific breakthroughs will one day enable all paralysed people to walk again; Students B **strongly**believe the opposite. Change partners again and talk about your conversations.

5. WELL-BEING:Which is most important to you? Rank these and share your rankings with your partner. Put the best at the top. Change partners and share your rankings again.

- | | |
|------------------------|---------------|
| walking | running |
| seeing | tastingthings |
| feelingwithyourfingers | thinking |
| hearing | feelinghappy |

5. **SPINE:** Spend one minute writing down all of the different words you associate with the word 'spine'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

LISTENING

1. TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

- | | |
|--|-------|
| a. A new medical development allowed a paralysed man to walk a little. | T / F |
| b. The breakthrough is a special drug that stimulates the spinal cord. | T / F |
| c. The man who was paralysed hit a car while he was running. | T / F |
| d. A professor was happy that the man walked down a long road. | T / F |
| e. The research behind the breakthrough has taken 30 years. | T / F |
| f. Electrical signals moved the man's legs independently of his brain. | T / F |
| g. The man doubts if the treatment will impact his life so much. | T / F |
| h. He said a lot of people are now surprised to hear he's paralysed. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article.

- | | |
|-----------------|----------------|
| 1. breakthrough | a. triggered |
| 2. pioneered | b. people |
| 3. stimulated | c. goaround |
| 4. spine | d. armsandlegs |
| 5. individuals | e. development |
| 6. stage | f. feeling |
| 7. bypass | g. test |
| 8. limbs | h. backbone |
| 9. sense | i. step |
| 10. trial | j. innovated |

3. PHRASE MATCH: (Sometimes more than one choice is possible.)

- | | |
|----------------------|---------------------------|
| 1. A medical | a. belowthechest |
| 2. Doctorspioneered | b. well-being |
| 3. paralysed | c. a majorimpact |
| 4. "dead" nervesin | d. ofresearch |
| 5. goingtohave | e. breakthrough |
| 6. overthreedecades | f. beenlife-changing |
| 7. electricalsignals | g. inthetrial |
| 8. thetreatmenthas | h. a specialprocedure |
| 9. Mysenseof | i. bypassthebrain |
| 10. takingpart | j. MrSummers' spinalcords |

Lesson plan 15

Course title: Listening and Speaking

Topic: Health. Healthy life style

Level: Pre-intermediate

Materials: Malcolm Mann, Steve Taylore-Knowles, 2011 Listening and Speaking. Skills for the First Certificate. www.youtube.com, www.englishlistening.com, www.speakingskills.com.

Objectives: to provide students with the opportunity to practice reading for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher introduces the material on the topic: "Health" Teacher explains the meaning of the topic and gives new vocabulary.	20 minutes	Whole group	Board, chalk, pictures, cards
Pre-listening Vocabulary tasks	Preparation of students for listening	Students work with a new material on the acquired topic. Teacher explains the unknown parts of the topic and prepares students for the listening part of the lesson.	20 minutes	Whole group	Power Point presentation "How to create an article"
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher divides students into the pairs and asks them to write down new words for them.	10 minutes	Individual pair work	Video materials "Healthy lifestyle, keeping diet"
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	Teacher invites students to discuss the meaning of new words and checks their comprehension of the video	20 minutes	Whole group	Board, chalk
Listening Skills	To review the acquired topic; To have a debate in order to use speaking skills.	Teacher works with the weak points of students Homework: To work on a new material and prepare a presentation on the topic "how to	10 minutes	Whole group	Power Point presentation "healthy foods"



Healthy Eating Blue Sky Thinking



Blood doping.mp3



handout.pdf

Listening

Listen to Katy get advice about giving up smoking from Joanne and Ian and answer the questions.

1. What methods does Joanne recommend?
2. What methods does Ian recommend?

Which method does Katy decide to try?

FIT

The cheerful Mr Pickwick, the hero of the novel by Charles Dickens, is always shown in illustrations as someone who is plump – and happy. He is also one of Dickens' wittiest creations. But nowadays being overweight no longer has such positive connotations. ¹ _____

OR FAT?

However, doctors are worried that despite these dangers, more and more British people are seriously overweight. What's worse, the number of children who are overweight before they reach their teens is growing rapidly. ² _____

Going on a diet seems the obvious answer, but is it? Not according to England's chief medical officer, Sir Liam Donaldson. ³ _____ And the Health Secretary John Reid even said that not being active is as dangerous for your heart as smoking.

So, how much exercise should you do? According to Sir Liam Donaldson, at least 30 minutes of moderate activity five days a week. Is going to the gym the answer? According to a sports psychologist, Professor Biddle, gyms 'are not making the nation fit'. And experts at the Health Development Agency believe that physical activity that fits into people's lives may be more effective. ⁴ _____

Indeed, there's new scientific evidence that too much exercise may actually be dangerous ⁵ _____ The only people who should push their bodies to that level of exercise on a regular basis are trained athletes.

One final thought. How come people in the past didn't have gym facilities and yet were leaner and fitter than people today?

READING SKILLS

1 Read the article. Fill gaps 1–5 with sentences a–f. There is one extra sentence.

- a He says that physical activity is the key to reducing the risks of obesity, cancer and heart disease.
- b Scientists at the University of Ulster have found that if you are not used to aerobic exercise, it may actually be bad for your health.

- c The problem is so serious that even the government has decided it has to take responsibility for this expanding problem.
- d They suggest taking the stairs rather than the lift, playing active games with your children, dancing or gardening.
- e So, it's probably best to choose which diet is best for you.
- f Instead, being overweight might mean an increased risk of many diseases, like heart disease or strokes.

Lesson plan 16

Course title: Listening and Speaking

Topic: Health, Smoking, alcohol drinking, drug addiction.

Level: Pre-intermediate

Materials: Samuel Nickson, Gabriel Leeds,2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice listening for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms Teacher provides students with the appropriate listening methods in the production stage Teacher explains to the students the major role of listening activities	20 minutes	Whole group	Computer with Internet access Large index cards (one per student) Materials to create postcards (markers, paint, colored pencils, glue, scissors poster board)
While activity	Preparation of students for listening, speaking.	Students work independently. Teacher observes the lesson	20 minutes	Group work	
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	Teacher invites students to discuss the meaning of new words and checks their comprehension of the video	20 minutes	Whole group	Board, chalk
Listening Skills	To review the acquired topic; To have a debate in order to use speaking	Teacher works with the weak points of students Homework: To work on a new material and prepare a presentation on the topic " <i>how to live</i> "	10 minutes	Whole group	Power Point presentation "healthy foods"

	skills.				
--	---------	--	--	--	--

Eating Healthy on the Go!

Laura McCammack, MS, CHES
Clarian Health

 Clarian Health



Love Drug.mp3



Love Drug.pdf

Case study

Health!

There are several types of diseases, flu, tuberculosis, Aids, cancer, etc. Nowadays there are many chemical junk foods, or beverages. They are colorful, so sweet they get people's attention. Scientists and doctors in the world made conclusion that cancer becomes from chemical junk foods and beverages. Moreover who has immune deficiency also can be any type of cancer. Unfortunately Cancer is incurable disease!

How doctors can treat this disease?

Why they can not find the pill or medicine?

Lesson plan 17

Course title: Listening and Speaking

Topic: Family value (Relationship)

Level: Pre-intermediate

Materials: www.bbclearningenglish.comhttp://www.bbc.co.uk/worldservice/learning/english/general/sixminute/2010/12/101230_6min_english_families.shtml

Objectives: to provide students with the opportunity to practice listening for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms Teacher provides students with the appropriate listening methods in the production stage Teacher explains to the students the major role of listening activities	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards, Power Point presentation.
Pre-listening Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning Teacher provides students with the necessary materials that can be applied by them in the while listening stage	20 minutes	Group work	Handout, cards with new words Listening technique models
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher divides students into the pairs and distributes the copies of the listening activities Students listen to the text and fill in the gaps	10 minutes	Individual work	Handout ; listening tasks
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools conducted by	Teacher gives to students extracts on different topics, for example “Family” and reveals how they acquired they language, furthermore the teacher hands out questions and students	20 minutes	Whole group	

	a teacher in the process of lesson delivery	have to answer to them after having listened to the text			
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of listening skills such as listening through the notes and scanning of texts in the process of listening, dividing each paragraph into aspects Homework: To ask students to make power point presentations about their own families.	10 minutes	Whole group	Handout 2: Tape scripts on the topic 'Family'

Upfront - open, honest, truthful

pawned - temporarily exchanged for money

cautious - careful, wary

hobbies - things that people do in their spare time for enjoyment

adopted - someone who is adopted was taken into the home of another family and legally became their child

consequences - things that happen as a result or effect of something you do

skeletons in the closet - secrets, information that people do not want others to know about

single parents - people who are the only parent to their child or children

Families

1. Listen to the conversation and fill in the gaps with missing words:

Yvonne: Hello, I'm Yvonne...

Rob: And I'm Rob....

Yvonne: And this is 6 Minute English! Now lots of people have been getting together with their relatives for Christmas and the New Year, so we thought we'd talk about families today.

Rob: Now BBC radio in the UK has had a family week. They surveyed their listeners and web users to find out how they feel about their families.

Yvonne: And - they got some really interesting results! Before we hear them, I have a question for you Rob. Are you ready?

Rob: Of course.

Yvonne: People in the UK were asked, at what age should their children be able to go to school on their own. Can you guess what most people thought was an acceptable age, Rob? 5, 8 or 11 years old?

Rob: Hmm – I know people are quite _____ these days so I'd say, 11 years old.

Yvonne: Umm - as usual I won't tell you the answer now, but we'll find out what the answer is at the end of the programme. Now recently, there's been a lot of attention given to the _____ of traditional British families.

Rob: The _____ of families – that's when parents get divorced or separate.

Yvonne: And lots of children are brought up by _____

Rob: _____ – just one parent, either a mother or a father

Yvonne: There's also been a lot of talk about people needing to be better parents – or even attending parenting classes. But despite the negative view of families we might read about in the newspapers, most people said that their families made them happy.

Rob: People were asked which of the following things made them most happy – family, friends, job or _____.

Yvonne: Now families came in at almost 80%, friends just over 60%, next came hobbies and last on the list of the things that make people happy were their jobs. Only about 25% of the people surveyed said their jobs make them happy!

Rob: Umm - interesting!

Yvonne: Hmm. One of the most surprising things was reading about how people felt about staying together if they were unhappy in their marriage but they had children. Would they stay together?

Rob: _____ – if you do something _____ something – you're not doing it for yourself, you're putting other people's needs and feelings first, even if you're suffering.

Yvonne: Here's Radio 5 Live's Chris Warburton:

Chris Warburton/Quiz contestant **How many people say they would stay together for the sake of the children?**

Woman: 40% **Nearly two thirds of you think it's better not to stay together for the sake of the kids.**

Yvonne: So Chris Warburton says two thirds of people from the survey think they shouldn't stay in unhappy relationships just for the sake of the children.

Rob: Perhaps that's because there are many happy single parent families. It is not unusual for children to grow up in single parent families. It's socially acceptable in modern Britain.

Yvonne: Now here's an interesting statistic: a large majority of people said they'd report a relative to the police if they found out their relative had committed a crime. Here's more from Radio 5 Live's Chris Warburton:

Chris Warburton

A big majority of people said that they would report to the police if they thought they had committed a serious crime. 84 per cent of people are prepared to do that even if the consequences were pretty tough.

Yvonne: 84 percent of people said they were prepared to tell the police if they found out their relative had committed a crime – even if the _____ were pretty tough.

Rob: Pretty tough – that's relatively severe, like having a large fine or going to prison

Yvonne: People were also asked about their family secrets. You may have heard the phrase: '_____',

Rob: Those are uncomfortable secrets which people try their very best to hide.

Yvonne: Ha ha – and most families have a few skeletons in the closet. The BBC's Stephen Chittendon found out about some of the secrets people knew about their family, but, would rather others didn't know. Rob, you may have to help us out here with some of the words and phrases we hear.

Stephen Chittendon

1. My brothers and sisters don't know I'm_____.

2. My brother in-law pawned his Mum's engagement ring.

3. My Nan – this not all from the same person (woman: that's a relief to hear) – My nan votes

Tory.

Yvonne: So, we heard: 'my brothers and sisters don't know I'm adopted'

Rob: OK, well if you're_____, you don't live with your biological parents – other people become your new parents.

Yvonne: And – 'my brother-in-law _____his Mum's engagement ring'

Rob: The sister's husband – my brother-in-law - gave his mother's precious engagement ring to a pawn shop in return for money

Yvonne: And this one was odd: 'My nan votes Tory'

Rob: (Ha ha) That person's grandmother voted for the Conservative Party! Of course, that wouldn't be a secret for all families.

Yvonne: OK, thanks very much, Rob. Now, do you have any skeletons in your closet?

Rob: Nothing at all. I'm very honest and_____. No secrets at all.

Yvonne: Umm, I don't know if I believe you Rob!

Rob: I wouldn't tell you anyway; it's a secret!

Yvonne: (Ha, ha). And the answer to our question - what age do most people think it's appropriate for children to go to school on their own?

Both: Goodbye!

2. Vocabulary: Match the terms with their definitions:

Upfront, pawned, cautious, hobbies, adopted, consequences, skeletons in the closet, single parents

_____careful, wary

_____people who are the only parent to their child or children

_____things that people do in their spare time for enjoyment

_____things that happen as a result or effect of something you do

_____secrets, information that people do not want others to know about

_____someone who is adopted was taken into the home of another family and legally became their child

_____temporarily exchanged for money

Lesson plan 18

Course title: Listening and Speaking

Topic: marriage, family and the home

Level: Pre-intermediate

Materials: www.bbclearningenglish.com<http://www.dailyesl.com>, Vocabulary in Use for intermediate Cambridge University Press.

Objectives: to provide students with the opportunity to practice listening for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms Teacher provides students with the appropriate listening methods in the production stage Teacher explains to the students the major role of listening activities	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards, Power Point presentation.
Pre-listening Vocabulary task	Preparation of students for listening	Students do the range of tasks that facilitate their prediction and better comprehension of upcoming listening material. (table completion, small talks, true/false questions, synonym match, unscrambling).	20 minute	Pair work	Handout (tasks: 1,2,3,4) Listening technique models
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts and new words in the context	Teacher divides students into the pairs and distributes the copies of the listening activities Students listen to the article and fill in the gaps	10 minutes	Individual work	Handout: listening tasks
Home		Students are tasked to			

work:		write an opinion giving essay on the topic divorce in which they are to provide 5 top reasons of divorce or break-up and suggest best ways to recover from spiritual breakdown.			
--------------	--	---	--	--	--

Breaking Relationships

1) **Chat.** Translate and explain these words in English. What associations do you have with these words? *relationships / rocky patches / break-ups / low points / wisdom / strain / a brave face / dealing with problems / masculine / drugs / dependent / divorce / ups and downs\to cope with.*

MEN & WOMEN: Who's better at what? Complete this table with your partner(s).

Betterat...	Who?	Why?
Romance		
Driving		
Parenting		
Savingmoney		
Teaching		
Beinghonest		

2) **Coping:** Who do you consider is better at coping with relationship break-ups men or women? Which of these are best for dealing with emotional pain? Rank them and share your rankings: *talking to someone, listening to music, drinking alcohol, spending time alone, watching a movie, pretending it isn't there, going shopping, drugs.*

Masculine: Spend one minute writing down all the words you associate with the word 'masculine'.

True / False: Read the headline and suppose if they are true (T) or false (F).

- a. An article suggested men are hurt more in mountaineering accidents. T / F
- b. The study looked at details of more than 1,000 relationship break-ups. T / F
- c. The lead researcher said men are very insensitive. T / F
- d. The researcher said men try to cover up their real emotions. T / F
- e. Women deal with problems through tears and chats. T / F
- f. Men drink alcohol when they want to make emotional pain disappear. T / F
- g. The researcher said there is no link between break-ups and drug use. T / F
- h. The research said divorced men are more sensitive. T / F

3) **SYNONYM MATCH:** Match the following synonyms and synonym phrases from the article.

Affected	talking more	when a relationship hits	face on problems
Rocky	overstated	a new study on over	on alcohol or drugs
Coping	coped with	men have a much	we often think
Exaggerated	shaky	men are more sensitive than	the ups and downs
Brave	conscious	men often put a brave	the bottle
Dealt	influenced	how differently men and women	a rocky patch
Masculine	needy	turn to	abuse
Dependent	managing	become dependent	1,000 break-ups
Opening up	manly	substance	harder time
Aware	courageous	more sensitive to	dealt with problems

4) Unscrambling. Rearrange the following words into two sentences. Capital letters and full stops are to signal you about the first and the last words in the sentences:

Men when hits relationship in rocky affectedrelationships. Most morethink women people are more a hurt a rocky patch.

5) Gap fill: Write the headline _____ and insert the words.

Most people think women are more _____ when a relationship hits a rocky patch. According to a new study on over 1,000 break-ups, it is the _____. Research from the Wake Forest University in the USA suggests men have a much harder time _____ with the low _____. Researchers say women have a harder time coping with a break-up. Lead researcher Robin Simon said: "Common _____ says that women are more hurt by problems in a relationship, but we found that the...disadvantages of _____ are exaggerated for the men." She added: "Men are more sensitive than we often think they are." Simon and her co-researchers discovered that men often put a _____ face on problems they have with their partner but _____, they feel more emotional pain than women.

The research also showed how _____ men and women dealt with problems. Women show their feelings more by _____ and talking about how they feel. Men find this hard to do because they need to be '_____' and men don't cry. Instead, they turn to the bottle or look for _____ by using drugs. Ms Simon said the more relationship problems a guy went through, the more _____ he was to become dependent on alcohol or drugs. They make the pain go away _____ substance abuse rather than talking. Simon said things are changing and that more and more men are _____ up. She said guys these days are more likely to have divorced parents "and this might make them more _____ to the ups and downs of a relationship" and be more emotionally aware.

6) Discussion: Express your point of view on the following disputable issues

1. What is your general impression about the article? How much do you agree with the findings of the research?
2. What are 5 top reasons of divorce or break-up to your mind?
3. When two decide to split up is it sensible, in your view, of third party (parents, friends, or relatives, etc.) to interfere in order to save their relationships?
4. What is your attitude to divorce? Is it a tragedy or salvation? Consider the issue from psychological, religious, and social perspectives.

5. Are there cases from your life experience or from your friends\relatives experience when the divorce is inescapable or contrariwise inadmissible?
6. What would you personally recommend to those who for all that divorced? What are the best ways to recover from spiritual breakdown?
7. What do you think are the keys of a happy, close-knit and lasting marriage?

TRUE / FALSE:

- a. F b. T c. F d. T e. T f. T g. F h. F

SYNONYM MATCH:

- | | |
|----------------|----------------|
| 1. Affected | a. influenced |
| 2. Rocky | b. shaky |
| 3. Coping | c. managing |
| 4. Exaggerated | d. overstated |
| 5. Brave | e. courageous |
| 6. Dealt | f. Coped |
| 7. masculine | g. Manly |
| 8. dependent | h. Needy |
| 9. openingup | i. talkingmore |
| 10. aware | j. conscious |

PHRASE MATCH:

- | | |
|----------------------------------|------------------------|
| 1. when a relationship hits | a. a rocky patch |
| 2. a new study on over | b. 1,000 break-ups |
| 3. men have a much | c. hard time |
| 4. Men are more sensitive than | d. we often think |
| 5. men often put a brave | e. face on problems |
| 6. how differently men and women | f. dealt with problems |
| 7. turn to | g. the bottle |
| 8. become dependent | h. on alcohol or drugs |
| 9. substance | i. abuse |
| 10. more sensitive to | j. the ups and downs |

Lesson plan 19

Course title: Listening and Speaking

Topic: Generation gap, upbringing children.

Level: Pre-intermediate

Materials: www.dailystep.com, www.englishlistening.com

Objectives: to provide students with the opportunity to practice Listening for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to brainstorm their ideas about 'Family Activities'	20 minutes	Whole group	Board, power Point presentation
Pre-listening	Preparation of students for listening	Students answer the range of multiple-choice questions that facilitate their prediction and better comprehension of up-coming listening material.	20 minutes	Group work	Handout 1: cards with new words Listening technique models
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Students listen to the text and fill in the gaps	10 minutes	Individual (pair) work	Handout 3; listening task
Post Listening Activity	Students in practice apply what have learned in connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	Teacher tasks students to role-play a similar dialogue to what they have listened to.	20 minutes	Whole group	
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion	To explain to students very essential materials for the development of listening skills such as listening through the notes and scanning of texts in the process of listening, dividing each paragraph into aspects	10 minutes	Whole group	Handout 3: Tape scripts on the topic "Family activities"

	of the material	Homework: Students are tasked to write a descriptive essay about the family they have listened to trying to describe their features and habits.			
--	-----------------	--	--	--	--

clubbing

going for a run

playing the guitar

skateboarding

snowboarding

swimming

football

going to the gym

rollerblading

skiing

surfing the Internet

yoga

Family Activities

1. Starting point. Think of some activities that unite a family and share them with your partner. Make a list of 5 top family activities that to your mind bring family members together.

2. Pre-listening. Answer the following questions and try to predict what you are going to listen to.

1. In addition to paper books, what did the little girl make with paper at school?

A. an animal B. a person C. a building

2. What thing did she NOT talk about when making the object in Question 1?

A. paper B. glue C. scissors

3. What did the girl do after school?

A. She rode her bicycle. B. She watched television. C. She went to the store.

4. Who did she meet and play with at the junior high school?

A. her teacher B. her cousins C. her father

5. Where does this conversation most probably take place?

A. at a house B. at school C. at a park

3. Fill in the gaps with missing words:

Emily: Welcome home, Dad. Dad: Oh, Emily. How are you ⁽¹⁾ ? Emily: Fine.

Dad: Good. And how was ⁽²⁾ today? Emily: Really fun. Dad: Good. And what did you do? Emily: We made things. Emily: Welcome home, Dad. Dad: Oh, Emily. How are you

⁽¹⁾ ? Emily: Fine. Dad: Good. And how was ⁽²⁾ today? Emily: Really fun. Dad: Good. And what did you do? Emily: We made things. Dad: Like what

⁽³⁾ of things did you make? Emily: We made books. Dad: You made books! Okay. And what else? Emily: We . . . we made paper kangaroos. Dad: You made paper

kangaroos? Okay, and what did you need to make your paper kangaroos? What kind of
 (4) did you need? Emily: We used crayons, papers, glue, and we had to
 (5) directions. Dad: Well good. And what did you do after school? Emily: We went
 home, played (6) . Dad: And did . . . Mom said you went to the junior high school.
 Emily: I (7) my bike in the tennis court. Dad: Did you go by yourself? Emily: I
 went with the whole (8) , and we went with Nathan, Sara, Racheal. Dad: You went
 with your (9) . Emily: And my mom. Dad: Well, that's great. Well, let's get
 (10) for dinner. Emily: Okay.

3. Role-play a similar dialogue with partners.

Script:

Emily: Welcome home, Dad. **Dad:** Oh, Emily. How are you today? **Emily:** Fine. **Dad:** Good. And how was school today? **Emily:** Really fun. **Dad:** Good. And what did you do? **Emily:** We made things. **Dad:** Like what types of things did you make? **Emily:** We made books. **Dad:** You made books! Okay. And what else? **Emily:** We . . . we made paper kangaroos. **Dad:** You made paper kangaroos? Okay, and what did you need to make your paper kangaroos? What kind of supplies did you need? **Emily:** We used crayons, papers, glue, and we had to follow directions. **Dad:** Well good. And what did you do after school? **Emily:** We went home, played games. **Dad:** And did . . . Mom said you went to the junior high school. **Emily:** I rode my bike in the tennis court. **Dad:** Did you go by yourself? **Emily:** I went with the whole family, and we went with Nathan, Sara, Racheal. **Dad:** You went with your cousins. **Emily:** And my mom. **Dad:** Well, that's great. Well, let's get ready for dinner. **Emily:** Okay.

Lesson plan 20

Course title: Listening and Speaking

Topic: Family celebration

Level: Pre-intermediate

Materials: www.bbclearningenglish.com, www.dailystep.com, www.englishlistening.com
www.esl-lab.com,

Objectives: to provide students with the opportunity to practice listening for Specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials

Warm up activity	Introduce the focus of the lesson	Teacher asks students to walk around the class and find as many people who have the same habits as they do and share their findings with a class.	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards, Power Point presentation.
Pre-listening	Preparation of students for listening	Students answer the range of multiple-choice questions that facilitate their prediction and better comprehension of upcoming listening material.	20 minutes	Pair work	Handout (2) Listening technique models
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts and new words in the context	Students listen to the article and fill in the gaps	20 minutes	Individual work	Handout (2): listening task
Post-listening	Students in practice apply what have learned in connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	Students are divided into groups and tasked to think of some effective strategies or ways to get rid of bad habits and then present them to the group.	20 minutes	Group work	Handout (2): listening task
Homework		Students are tasked to take a listening test.			

Compound family terms

1 Match the family members on the left with the definitions on the right.

- | | |
|------------------------------------|---|
| 1. Your great-aunt is _____ | a. Your father's or mother's grandmother. |
| 2. Your granddaughter is _____ | b. Your mother's or father's aunt. |
| 3. Your sister-in-law is _____ | c. Your son's or daughter's daughter. |
| 4. Your great-grandmother is _____ | d. Your wife's or husband's sister, or your brother's wife. |

2 Which of the family members in the box can be combined with a prefix or suffix in the chart? Complete the chart with a partner. What does each term mean?

Aunt daughter mother niece son
Brother father nephew sister uncle

Great- grand- great-grand- in-law
Aunt daughter mother sister

E Family reunion

1 T61 Listen to Victor tell a friend about his family reunion. What were they celebrating at the reunion?



2 T61 Listen again. In addition to immediate family, what other relatives of Victor's were there? Check (✓) the people you hear mentioned.

- 1. his grandfather
- 2. his uncle's cousin
- 3. his brother
- 4. his sister in-law
- 5. his niece
- 6. his son
- 7. his mother-in-law
- 8. his cousin
- 9. friends of the family

Listening. Fill in the words/phrases from the passage you listen to.

What _____? I think everyone has bad habits. Not everyone _____ are. Some smokers don't think smoking is a bad habit. Young people _____ is a bad habit. In Japan, slurping your noodles _____ that you enjoy your food, _____. Have you ever tried to break your _____.

bad habits? I _____ smoking and have stopped leaving things lying _____ house. I wish other people would stop their bad habits. I get annoyed when people _____ meetings or talk loudly on their phones in public. I also think _____ need to think about their driving habits. Perhaps I should _____ their bad habits.

Term II. Lesson plan 1

Course title: Listening and speaking.

Topic: Comparison of educational system

Level: Intermediate

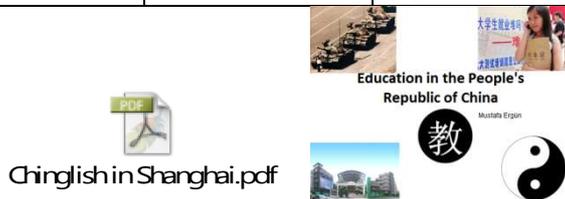
Materials: Samuel Nickson, Gabriel Leeds, 2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice reading for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-activity Vocabulary	Preparation of students for listening	Students listen to new words and try to guess their meaning	20 minutes	Group work	Handout 1: cards with new words Listening techniques
While activity	Students have a great opportunity to explore the material and listen to the scripts	Teacher divides students into the pairs and distributes the copies of the listening	10 minutes	Individual) pair work	Handout 2; listening tasks Conversation and dialogues

Post Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation	Teacher gives to students extracts on different topics, for example “Comparison of educational systems”	20 minutes	Whole group	
Conclusion	To allow students to face an opportunity for the reflection of the lesson	Homework: To ask students to make a presentation on a given topic	10 minutes	Whole group	Handout 3: Slide show on the topic “English classroom”



Listening

- 1 You are going to listen to five people talking about a school. Before you listen, talk about what the people might mention.

The head teacher: *exam results? achievements?*

A pupil: *lessons? favourite teachers?*

A teacher: *students? lessons?*

The caretaker: *cleaning? damage?*

A parent: *exam results? their child?*

Focus on FCE: Listening Part 3

- 2 Listen to five people talking about a school. For questions 1-5, choose from the list (A-F) what each person says about the school. Use the letters only once. There is one extra letter you do not need to use.
- A This school doesn't have such good sports teams. Speaker 1 ___
- B Someone is planning to leave the school. Speaker 2 ___
- C Pupils don't have to do too much work at home. Speaker 3 ___
- D This school doesn't cover modern subjects much. Speaker 4 ___
- E People contact me when they have a problem. Speaker 5 ___
- F This school is better than a lot of others.

Speaking

- 1 Complete the phrases using the words in the box.

Useful Phrases

out • as • second • least • of • as

- X is not useful Y because ...
- The most useful all is Z because ...
- of these ideas, X is most useful because ...
- After X, Y is the best idea because ...
- Z is probably the useful idea because ...



stress (1)

Read the phrases below and decide which words you think are stressed the most. Underline them. Listen and check.

As far as I'm concerned, ...

In my opinion, ...

If you ask me, ...

To my mind, ...

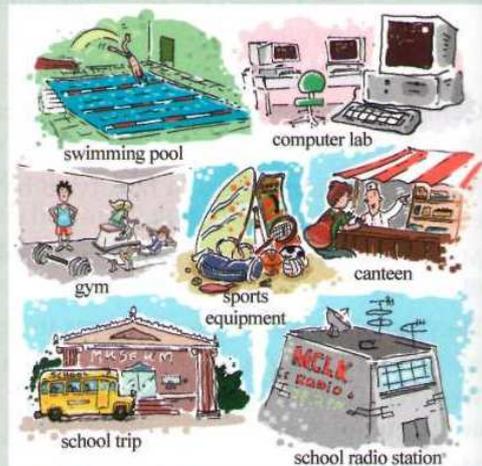
From my point of view, ...

} home education is a great idea.

Focus on FCE: Speaking Part 3

- 2 In pairs, do the task. Use the phrases from exercise 1 to help you make suggestions.

- How useful do you think these things would be?
- Which three would you recommend?



I'd like you to imagine that your school has some extra money. Talk about how useful you think these things would be and decide which three you would recommend.

See *Speaking database* on page 158.

Use of English

Relative pronouns and prepositions

➔ Look at *Grammar database* page 183 before you do the exercises.

- 1 Match to make complete sentences.
- 1 They had corporal punishment at the school which
 - 2 The day which my dad left school
 - 3 Yesterday I saw the old head teacher of the school where
 - 4 Our school is throwing a big party, to which
 - 5 The day when my dad met my mum
 - 6 Every year, we have a school play, which
- a my mum and dad went.
 - b was the school Sports Day.
 - c my parents went to.
 - d all parents are invited to.
 - e all parents are invited.
 - f on was his sixteenth birthday.

Word patterns

- 2 Complete these phrases with the correct preposition.
- 1 fond 5 refer
 - 2 keen 6 complain
 - 3 aware 7 interested
 - 4 concentrate

Focus on FCE: Use of English Part 1

- 3 For questions 1-10, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

SUMMERHILL SCHOOL

What would you do if your teacher said you could either stay to have your (0) *lesson* or you could go home? Well, just imagine a school where attendance wasn't (1) at all! In Suffolk, in the United Kingdom, that school (2) Summerhill School was founded in 1921 by a man called A.S. Neill. Neill was (3)



..... of the kinds of problems many children have at school and he believed that the only solution was to give (4) complete freedom.

Children at Summerhill are under no (5) at all to attend lessons. Most of them do, (6) Often, they come from schools at (7) they were unhappy and (8) to do any work at all. After a while, though, they settle down and usually decide that attending lessons is more interesting.

The other unusual thing about Summerhill is the weekly meeting. All teachers and students decide the school rules democratically, with one (9) each. If a student wants to (10) about a teacher or a teacher wants to tell everyone about a student's bad behaviour, they can do so in the meeting.

Life at Summerhill is full of all kinds of challenges, but most of the people there agree that it's a very special place.

- | | | | | |
|----|--------------|----------------|------------|-------------|
| 0 | A subject | B work | C lesson | D timetable |
| 1 | A necessary | B compulsory | C needed | D forced |
| 2 | A is | B runs | C exists | D opens |
| 3 | A interested | B concentrated | C expert | D aware |
| 4 | A them | B these | C those | D their |
| 5 | A stress | B rules | C pressure | D control |
| 6 | A although | B however | C yet | D despite |
| 7 | A that | B there | C where | D which |
| 8 | A refuse | B object | C deny | D oppose |
| 9 | A choice | B vote | C count | D decision |
| 10 | A refer | B mention | C discuss | D complain |

- 4 What do you think of Summerhill School? Would you like to go to a school like that?

Lesson plan 2

Course title: Listening and Speaking.

Topic: School life students' life

Level: Intermediate

Materials: Samuel Nickson, Gabriel Leeds, 2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice reading for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms	20 minutes	Whole group	Board,,chalks, pictures, diagrams,cards
Pre-activity Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning	20 minutes	Group work	Handout 1: cards with new words Listening technique models
While activity	Students have a great opportunity to explore the material and listen to the scripts	Teacher divides students into the pairs and distributes the copies of the listening	10 minutes	Individual) pair work	Handout 2; listening tasks Conversation and dialogues

Post Activity	- Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools	Teacher gives to students extracts on different topics, for example “Where to study” and reveals how they acquired	20 minutes	Whole group	
Conclusion	To allow students to face an opportunity for the reflection of the lesson	Homework: To ask students to make a presentation on a given topic	10 minutes	Whole group	Handout 3: Slide show on the topic “Narrating”

Campus Life

Vocabulary

anchovy small salted fish

antique a very old or ancient object

eschew avoid; stay away from

exuberance lively; energetic

deliberately carefully; slowly

deplorable very bad

guidance advice or information aimed at solving a problem

lubricity improper; evil

matriculation enrolling or entering a university for study

nude without clothing

pastiche a medley; a picture made of many different views

quadrangle a four-sided courtyard enclosed by buildings

riotous wild; loud; uncontrolled

tenuous thin; small; weak

twilight the period of soft light in the evening as the sun sets

wraith ghost or ghostly appearance

Pre-Text Discussion

1. How would you describe your life in the university culture now that you have begun your third year of study?
2. Did any family members or friends give you advice before you entered the university? If so, what kind of advice did you receive?

3. Is there a place on your university campus where students gather to talk, relax, or share news?
4. If you were asked to give advice to a new student entering the first year courses, would you first give warnings or encouragement?

Check Comprehension

1. With what event did he consider his Oxford life to begin?
2. How did he become acquainted with Sebastian?
3. What accommodations did he take?
4. Why was his cousin Jasper against his taking ground floor rooms?
5. What were the rules of conduct he was to follow according to his cousin Jasper?
6. What trouble did he have while studying art?
7. Who had an impact on his style of dress?

Vocabulary Practice

Many words can be used as different parts of speech by simply changing the suffix. Change the vocabulary words below to the part of speech indicated in brackets [], then write a sentence using each word in its new form. The new sentences should be related to the subject of university education. Use a dictionary to check your work and/or to help find the correct form.

1. quadrangle [adj] _____
2. deplorable [adv] _____
3. matriculation [v] _____
4. riotous [n] _____
5. guidance [n] _____
6. deliberately [adj] _____
7. antique [n] _____
8. exuberance [adj] _____

Speaking Practice

Exercise 1: Comment on the meaning of these sentences.

1. I met your future warden at the Athenaeum. I wanted to talk about Etruscan notions of immortality; he wanted to talk about extension lectures for the working class; so we compromised and talked about you.
2. You want either a first or a fourth.
3. Time spent on a good second is time thrown away.
4. I kept a tenuous connection with the history school.
5. But for the chance of his getting drunk one evening in my college and of my having ground floor rooms in the front quadrangle, I might have never met him.
6. But for the bad weather we might have spent the whole day in the country.
7. But for my violent headache yesterday I might have taken part in the party.
8. "I toyed with the idea of giving you six hundred", said my father, snuffing a little.
9. I modified my own style of dress until it approximated to what my cousin Jasper would have thought suitable for country house visiting.

Lesson plan 3

Course title: Listening and Speaking

Topic: Studying abroad

Level: Intermediate

Materials: Samuel Nickson, Gabriel Leeds, 2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice reading for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-activity Vocabulary	Preparation of students for listening	Students listen to new words and try to guess their meaning	20 minutes	Group work	Handout 1: cards with new words Listening techniques
While activity	Students have a great opportunity to explore the material and listen to the <i>series</i>	Teacher divides students into the pairs and distributes the copies of the listening activities	10 minutes	Individual) pair work	Handout 2; listening tasks Conversation and dialogues
Post Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological	Teacher gives to students extracts on different topics, for example “Exchange students” and reveals how they acquired	20 minutes	Whole group	
Conclusion	To allow students to face an opportunity for the reflection of the lesson	Homework: To ask students to make a presentation on a given topic	10 minutes	Whole group	Handout 3: Slide show on the topic “Describing”

Use of English

- I For questions 1-10, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

- 0 **A** believed **B** tried **C** wondered **D** seen

Choosing Boarding School

Have you ever (0)^C what it would be like to live away from home while you attend school? Would you like to have the (1) of living and studying with students from different countries around the world? Cranbrook Kingswood School is one of the few schools that can offer you this kind of remarkable opportunity! Cranbrook's green, wooded campus is a beautiful and safe living and learning (2) A freshwater lake and (3) sculptures by the famous artist Carl Milles awaken the imagination! The many buildings of Cranbrook were designed by world-renowned architect Aliel Sarineen and are both beautiful and (4) In fact, all of the furniture, woodwork, window glass and tapestries at the school were specially designed for the school and made by hand. Each room and building was created to please and (5)

The students of Cranbrook Kingswood are very (6) Their studies are (7) and prepare them for some of the best universities around the world. But it's not all hard work at Cranbrook! Students (8) in a rich programme of athletics, music and art courses. Clubs and other activities keep the students happy and busy during the year.

If you are (9) boarding school, consider Cranbrook. Call now to arrange a visit and we'll be happy to show you (10) the school.

- | | | | | |
|----|---------------------|----------------------|----------------------|-----------------------|
| 1 | A need | B experience | C subject | D exploration |
| 2 | A expression | B environment | C attitude | D surround |
| 3 | A few | B lots | C very | D several |
| 4 | A unique | B unfit | C united | D usual |
| 5 | A inquire | B intend | C invest | D inspire |
| 6 | A jealous | B selfish | C competitive | D mean |
| 7 | A impressive | B challenging | C depressing | D hard-working |
| 8 | A attend | B study | C follow | D participate |
| 9 | A thinking | B wondering | C considering | D going |
| 10 | A around | B to | C at | D off |

Writing

- 1 Read this letter and number the parts 1-8 in the correct order.

Take care!
Pat

You asked about the educational system here in the USA. Young kids often go to nursery school from 2-4, and then they go to kindergarten when they're five.

It was great to hear from you again! Hope you passed your German exam.

Well, I hope that helps! Ask if there's anything else. I've got to go practise piano now.

Dear Andrea,

PS Say hello to Georgia!

Each school year is divided into two terms and we take tests at the end of each term. When we have passed all the tests, we can graduate. We don't have one big exam at the end of high school.

After kindergarten, we go to elementary school. After elementary school, there's intermediate school, which is sometimes called junior high school. After that, it's four years of high school! When you finish that, you're ready for college or university.

- 2 Find informal phrases in the letter that mean the same as these formal phrases and write them on the line given.

- 1 Yours sincerely,
- 2 I was very pleased to receive your letter.
- 3 Please contact me if you require further information.
- 4 I hope that you now have the information you require.
- 5 Please send my regards to Miss Georgia Brown.

- 3 Tick (✓) the phrases you can use to end an informal letter/email.

- 1 See you later!
- 2 Sincerely yours,
- 3 Take care.
- 4 Love,
- 5 Yours faithfully,
- 6 Yours truly,
- 7 Lots of love,

Listening CD Track 12

- 1 You will hear five different people talking about teachers. For questions 1-5, choose from the list (A-F) what each person says about their teacher. Use the letters only once. There is one extra letter which you do not need to use.

- A She didn't know the subject very well.
- B She treated us like adults.
- C She made us do too much work.
- D She had a problem with some students.
- E She made difficult things easy to understand.
- F She never lost her temper.

Speaker 1	<input type="checkbox"/>	1
Speaker 2	<input type="checkbox"/>	2
Speaker 3	<input type="checkbox"/>	3
Speaker 4	<input type="checkbox"/>	4
Speaker 5	<input type="checkbox"/>	5

Lesson plan 4

Course title: Listening and Speaking

Topic: Schools, Irish school

Level: Intermediate

Materials: Samuel Nickson, Gabriel Leeds, 2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice reading for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-activity Vocabulary	Preparation of students for listening	Students listen to new words and try to guess their meaning	20 minutes	Group work	Handout 1: cards with new words Listening technique
While activity	Students have a great opportunity to explore the material and listen to the scripts	Teacher divides students into the pairs and distributes the copies of the listening activities	10 minutes	Individual) pair work	Handout 2; listening tasks Conversation and dialogues
Post Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools	Teacher gives to students extracts on different topics, for example “Studying abroad, adult learning” and reveals how they acquired	20 minutes	Whole group	
Conclusion	To allow students to face an opportunity for the reflection of the lesson	Homework: To ask students to make a presentation on a given topic	10 minutes	Whole group	Handout 3: Slide show on the topic “Deducing and solving”

2B | Irish schools

SPEAKING

- 1 Work in pairs. Discuss these questions.
 - Are there any big differences between the schools in your town? Are some schools better than others? If so, why?
 - What is your idea of a good school?

VOCABULARY: education

- 1 Complete the sentences with a word from the box.

age certificate compulsory
punishment results sex system

- 1 Some schools in England are for boys and girls and some are single _____.
 - 2 In the English education _____, there are private schools and state schools.
 - 3 Some subjects, like English and maths, are _____ until the age of sixteen in England.
 - 4 English children must sometimes stay in class at break as a _____.
 - 5 The minimum leaving _____ in England is sixteen, but most students continue for another two years.
 - 6 There is no leaving _____ in England, but many students take 'A level' exams when they are eighteen.
 - 7 School students in England get their exam _____ in the summer holidays after they leave school.
- 2 1.21 Listen to the recording to check your answers.
 - 3 Change the sentences in exercise 1 so that they are true for your country.

READING

- 1 Read a magazine article about education in Ireland. Match the paragraphs 1-4 to the headings a-d below.

1 = b

- a Rich and poor, boys and girls
- b A success story
- c School subjects
- d Traditional teaching

18 |

Schools in Europe

This month we take a look at schools in:

The Republic of Ireland



- (1) _____
Ireland now has one of the best education systems in the world. Class sizes are small, exam results are good and most children are happy to stay at school after the minimum leaving age of sixteen. It is easy to forget that the picture used to be very different.
- (2) _____
- 5 For years, Ireland had one of the most complicated education systems in the world. There were many different kinds of school, but most of them had a lot in common. Classes were large and the teaching was very traditional. As in many countries, teachers used to hit the children if they made mistakes (the government banned corporal punishment in 1982).
- (3) _____
- 10 Parents used to pay for their children's education and, as a result, there were schools for the rich and schools for the poor. Boys and girls went to different schools and studied different subjects. Nowadays, most schools are free and only about half the schools are single-sex. In many ways, education is now a woman's world. Girls do better than boys in their
- 15 exams, more girls go to university and most teachers are women.
- (4) _____
At the end of secondary school, students take their final exams (the 'Leaving Certificate'). Compulsory subjects are maths, history, Irish and a foreign language. In addition, they must choose two or three extra subjects. Some of these, like Business Organization, help to prepare
- 20 them for the world of work. This is very different from the past when Latin, Greek and Religion used to be the most important subjects.



2D | Which school?

SPEAKING

- 1 Work in pairs. You and your partner win first prize in a competition. Read the information and decide which city you both want to study in.

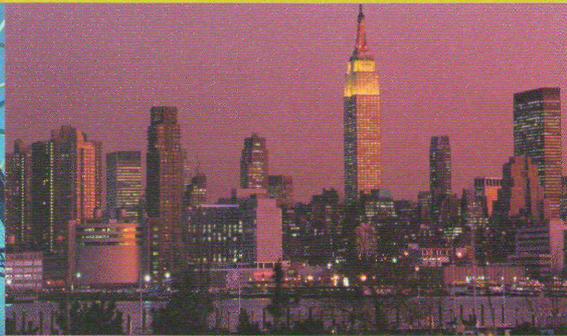
First Prize

English Study Tour for Two



Two weeks all inclusive
(flight, accommodation, school fees)





England: London • Scotland: Edinburgh
 Republic of Ireland: Dublin • America: New York
 Australia: Sydney • New Zealand: Christchurch
 South Africa: Cape Town

VOCABULARY: school facilities

- 1 Look at the advertisement for an English school. Match the words in **bold** to the definitions below.

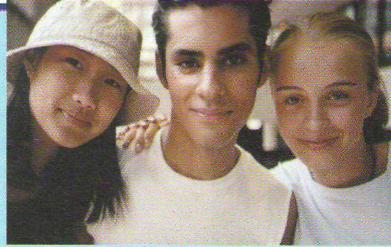
1 = *library*

- 1 a place to borrow or read books
- 2 a restaurant/café in a place of work
- 3 money you pay for a professional service
- 4 place or position
- 5 teaching
- 6 that you can change
- 7 they have done this job a lot
- 8 they have professional exams/qualifications

- 2 List three important things for you in choosing a language school.

- 3 Work in pairs and compare your lists.

22 |



VICTORIA SCHOOL OF ENGLISH SYDNEY

The Victoria School has a central **location** near the Opera House. Our **qualified** and **experienced** teachers provide top quality **tuition** with **flexible** timetables. The school has an ultra-modern multi-media centre with 20 PCs, a language laboratory and a **library**. The school has its own **cafeteria** and an exciting social programme. Special **fees** for international students.

Lesson plan 5

Course title: Listening and Speaking

Topic: Learning habits and traditions

Level: Intermediate

Materials: Samuel Nickson, Gabriel Leeds,2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice listening for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-activity Vocabulary	Preparation of students for listening	Students listen to new words and try to guess their meaning	20 minutes	Group work	Handout 1: cards with new words Listening technique
While activity	Students have a great opportunity to explore the material and listen to the scripts	Teacher divides students into the pairs and distributes the copies of the listening activities	10 minutes	Individual) pair work	Handout 2; listening tasks Conversation and dialogues
Post - Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools	Teacher gives to students extracts on different topics, for example “Studying abroad, adult learning” and reveals how they acquired	20 minutes	Whole group	
Conclusion	To allow students to face an opportunity for the reflection of the lesson	Homework: To ask students to make a presentation on a given topic	10 minutes	Whole group	Handout 3: Slide show on the topic “Deducing and solving”

2 Match the sentences.

- 1 You must be out of your mind!
- 2 It's always best to keep an open mind about things.
- 3 I can't get that book I just read out of my mind.
- 4 That's been at the back of my mind for a long time.
- 5 He's got it in his mind that he's the best in our class.
- 6 I can't stop thinking about what I just read.
- 7 I've been thinking about that for a long time.
- 8 I think you're crazy!
- 9 We should try not to judge other people and things.
- 10 He really believes that he is the cleverest student.

Grammar 2

Relative pronouns with prepositions

- 1 Circle the words that could replace the words in bold. There may be more than one correct answer for each sentence.
- 2 The day **on which** we started school was grey and rainy.



- A when B that C where
- 2 The town **in which** I spent most of my school years is near the sea.
A which B where C that
- 3 The place **that** I love to study in is my own room.
A which B where C when
- 4 We decided to visit the school **to which** my father had gone as a child.
A that B when C where
- 5 That was the moment **at which** I knew I had failed the test.
A that B who C when

2 Rewrite each sentence twice using the words given. Add any other necessary words.

- 1 Boarding schools are schools at which students can live while they study.
where
that
- 2 The day on which the school year ended was a beautiful summer's day!
when
that
- 3 That's the locker in which you can keep your books.
where
that
- 4 Across the hall is the room where we have singing lessons.
which
that
- 5 Friday is the day when we finish school an hour earlier.
which
that

Use of English

- I For questions 1-10, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

- 0 **A** believed **B** tried **C** wondered **D** seen

Choosing Boarding School

Have you ever (0)^C what it would be like to live away from home while you attend school? Would you like to have the (1) of living and studying with students from different countries around the world? Cranbrook Kingswood School is one of the few schools that can offer you this kind of remarkable opportunity! Cranbrook's green, wooded campus is a beautiful and safe living and learning (2) A freshwater lake and (3) sculptures by the famous artist Carl Milles awaken the imagination! The many buildings of Cranbrook were designed by world-renowned architect Aliel Sarineen and are both beautiful and (4) In fact, all of the furniture, woodwork, window glass and tapestries at the school were specially designed for the school and made by hand. Each room and building was created to please and (5)

The students of Cranbrook Kingswood are very (6) Their studies are (7) and prepare them for some of the best universities around the world. But it's not all hard work at Cranbrook! Students (8) in a rich programme of athletics, music and art courses. Clubs and other activities keep the students happy and busy during the year.

If you are (9) boarding school, consider Cranbrook. Call now to arrange a visit and we'll be happy to show you (10) the school.

- | | | | | |
|----|---------------------|----------------------|----------------------|-----------------------|
| 1 | A need | B experience | C subject | D exploration |
| 2 | A expression | B environment | C attitude | D surround |
| 3 | A few | B lots | C very | D several |
| 4 | A unique | B unfit | C united | D usual |
| 5 | A inquire | B intend | C invest | D inspire |
| 6 | A jealous | B selfish | C competitive | D mean |
| 7 | A impressive | B challenging | C depressing | D hard-working |
| 8 | A attend | B study | C follow | D participate |
| 9 | A thinking | B wondering | C considering | D going |
| 10 | A around | B to | C at | D off |

Writing

- 1 Read this letter and number the parts 1-8 in the correct order.

Take care!
Pat

You asked about the educational system here in the USA. Young kids often go to nursery school from 2-4, and then they go to kindergarten when they're five.

It was great to hear from you again! Hope you passed your German exam.

Well, I hope that helps! Ask if there's anything else. I've got to go practise piano now.

Dear Andrea,

PS Say hello to Georgia!

Each school year is divided into two terms and we take tests at the end of each term. When we have passed all the tests, we can graduate. We don't have one big exam at the end of high school.

After kindergarten, we go to elementary school. After elementary school, there's intermediate school, which is sometimes called junior high school. After that, it's four years of high school! When you finish that, you're ready for college or university.

- 2 Find informal phrases in the letter that mean the same as these formal phrases and write them on the line given.

- 1 Yours sincerely,
- 2 I was very pleased to receive your letter.
- 3 Please contact me if you require further information.
- 4 I hope that you now have the information you require.
- 5 Please send my regards to Miss Georgia Brown.

- 3 Tick (✓) the phrases you can use to end an informal letter/email.

- 1 See you later!
- 2 Sincerely yours,
- 3 Take care.
- 4 Love,
- 5 Yours faithfully,
- 6 Yours truly,
- 7 Lots of love,

Listening CD Track 12

- 1 You will hear five different people talking about teachers. For questions 1-5, choose from the list (A-F) what each person says about their teacher. Use the letters only once. There is one extra letter which you do not need to use.

- A She didn't know the subject very well.
- B She treated us like adults.
- C She made us do too much work.
- D She had a problem with some students.
- E She made difficult things easy to understand.
- F She never lost her temper.

Speaker 1	<input type="checkbox"/>	1
Speaker 2	<input type="checkbox"/>	2
Speaker 3	<input type="checkbox"/>	3
Speaker 4	<input type="checkbox"/>	4
Speaker 5	<input type="checkbox"/>	5

Lesson plan 6

Course title: Listening and Speaking

Topic: City and country life

Level: Pre-intermediate

Materials: Samuel Nickson, Gabriel Leeds, 2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice listening for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	<p>Teacher asks students to get to know the vocabulary</p> <p>Teacher asks the meaning of words and their synonyms</p> <p>Teacher provides students with the appropriate listening methods in the production stage</p> <p>Teacher explains to the students the major role of listening activities</p>	20 minutes	Whole group	<p>Computer with Internet access</p> <p>Large index cards (one per student)</p> <p>Materials to create postcards (markers, paint, colored pencils, glue, scissors, poster board)</p> <p>Map of Europe (with scale large enough to show river Seine)</p> <p><i>City Life in Europe</i> video and VCR (or DVD and DVD player)</p>
Pre-listening Vocabulary tasks	Preparation of students for listening	<p>Students listen to new words and try to guess their meaning</p> <p>Teacher provides students with the necessary materials that can be applied by them in the while listening stage</p>	20 minutes	Group work	<p>Handout 1: track "traffic trouble in the cities"</p> <p>Listening technique models</p>

While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher distributes the copies of the listening activities Students listen to the text and fill in the gaps	10 minutes	Individual) pair work	Handout 2; listening tasks; a song by Mattafix "Big city life"
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	Teacher gives to students extracts on different topics, for example "Sports" and reveals how they acquired they language, furthermore the teacher hands out questions and students have to answer to them after having listened to the text	20 minutes	Whole group	
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of listening skills such as listening through the notes and scanning of texts in the process of listening, dividing each paragraph into aspects Homework: To ask students to make presentation about the city where they want to go.	10 minutes	Whole group	Handout 3: Tape scripts on the topic "BBC countries"

Big City _____,
Me try to get by,
Pressure nah ease up no matter how hard me try.
Big City Life,
Here my heart have no base,
And _____ now Babylon de pon me case.

_____ in a show,
All lined in a row.
We just _____ on by,
It's funny,
How hard we try.

Take a moment to _____.
Before you do anything rash.

Don't you wanna know me?
Be a friend of mine.
I'll share some _____ with you.
Don't you ever get lonely,
From time to _____
Don't let the system get you down

[Chorus:]

Soon our work is _____,
All of us one by one.
Still we live our lives,
As if all this _____ survives.

Don't you wanna know me?
Be a _____ of mine.
I'll share some wisdom with you.
Don't you ever get _____,
From time to time
Don't let the _____ get you down

[Bridge:]

The Linguist across the seas and the _____,
A permanent Itinerant is what I've chosen.
I find myself in Big City prison, arisen from the vision of mankind.
Designed, to keep me discreetly neatly in the _____,
you'll find me with the flora and the _____ and the hardship.
Back yard is where my heart is
Still I _____ it hard to depart this Big City Life.



BRICcountries.pdf

Lesson plan 7

Course title: Listening and Speaking

Topic: City and country life: “Home towns”

Level: Pre-intermediate

Materials: Samuel Nickson, Gabriel Leeds, 2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice listening for Specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms Teacher provides students with the appropriate listening methods in the production stage Teacher explains to the students the major role of listening activities	20 minutes	Whole group	Computer with Internet access Large index cards (one per student) Materials to create postcards (markers, paint, colored pencils, glue, scissors poster board) Map of Europe (with scale large enough to show river Seine) <i>City Life in Europe</i> video and VCR (or DVD and DVD player)
While activity	Preparation of students for listening, speaking.	Students work independently. Teacher observes the lesson .	20 minutes	Group work	
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools conducted by a teacher in the	Teacher gives to students extracts on different topics, for example “sightseeings” and reveals how they acquired they language, furthermore the teacher hands out questions	20 minutes	Whole group	

	process of lesson delivery	and students have to answer to them after having listened to the text			
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of speaking skills. Homework: To ask students to write essay about historical places on their town.	10 minutes	Whole group	Handout 3: Discussion and dialogs

3c | Home town

VOCABULARY: towns

1 Look at the words in the box.

art gallery bar bus cinema crime
flat house library metro nightclub
park pollution restaurant studio theatre
traffic tram

Put the words into these groups.

- public transport
- types of accommodation
- nightlife, culture
- other

Can you add any other words to the groups?

2 Imagine that you are going to live somewhere new. Which things are most important for you?

READING

1 Imagine that you are going to live in Montreal. Read the webpage. Choose which area (Verdun, Outremont or Old Montreal) you would prefer to live in. Why?

Work in pairs and compare your answers.

2 Read the webpage again. Which part of Montreal do the sentences refer to: Verdun (V), Outremont (O) or Old Montreal (OM)?

1 = OM

- 1 There are a lot of cars.
- 2 It doesn't cost a lot to live here.
- 3 It has the best places to eat.
- 4 It isn't dangerous.
- 5 It's a good place for outdoor sport.
- 6 There isn't much to do in the evening.
- 7 There are a lot of cultural activities.
- 8 There isn't much cheap accommodation.

The screenshot shows a web browser window with the URL <http://www.livinginmontreal.com>. The page title is "livinginmontreal.com". The navigation menu includes: Home, Mini guide, Choosing an area, Find out from the people who live there (highlighted with a mouse cursor), Public transport, Eating, Health, and Services. A sidebar image shows "Harbor and waterfront".

Verdun
We live down by the river. It's a poor area and there's a lot of crime, but the shops are good and there are a few good restaurants. The shopping area is not very attractive, but it is changing. Public transport is excellent and we're near the city centre. In the summer, Verdun is the place to be. The river here is really beautiful and you can have picnics in the park. There isn't enough nightlife for us, so we go to the area near the university for that. Accommodation is cheap!!
BRIGITTE GOFFIN & BERNARD YIP (students)

Want to know more? Click here

Outremont
Outremont has many advantages. The best restaurants in town, the most beautiful park and the biggest houses. You feel safe here. You meet interesting, important people and it's good for business. There are not many Japanese restaurants and we do very well. When we're not working, we like having a coffee outside one of the cafés. We don't have much time to enjoy the area, but we like going up to the park at Mount Royal sometimes. The only problem, really, is that you need to speak French in this part of town (and we don't!).
K.INAMOTO (restaurant owner)

Want to know more? Click here

Shop Stop What's Related

Marie Reine du Monde Cathedral

Old Montreal

True, there are *too many* tourists and there's *too much* traffic. The metro doesn't take you into the centre of Old Montreal. There is a *little* crime in the area, but not *too much*. But why am I being so negative? Old Montreal is the *only* place to be. There are a *lot of* good bars and restaurants. There are excellent museums (if you like that kind of thing), an IMAX cinema, an interesting park to go *rollerblading in the summer or ice-skating in the winter*. What more do you want? Just one big problem: *not enough* cheap flats. I found the last one!

Mr. J. B. LAZARIDIS (computer programmer)

Want to know more? Click here

Rue Saint Paul
Old Montreal

GRAMMAR: quantifiers

- 1 Look again at the text about Montreal. Find the expressions in the table below and complete the examples with nouns from the text.

quantifiers with plural countable nouns	quantifiers with uncountable nouns
<i>too many</i> <u>tourists</u>	<i>too much</i> <u>traffic</u>
<i>a lot of</i> _____	<i>a lot of</i> _____
<i>many</i> _____	<i>not much</i> _____
<i>not many</i> _____	<i>a little</i> _____
<i>a few</i> _____	<i>not enough</i> _____
<i>not enough</i> _____	

SEE LANGUAGE REFERENCE PAGE 34

- 2 Here is some more information about these places. Choose the correct expression to complete the sentences.

Verdun

- There are a *lot of* / *much* cheap flats.
- There are *not many* / *not much* hotels for tourists.
- There are a *little* / *a few* big factories.

Outremont

- There's *not many* / *not much* crime.
- There are a *lot of* / *too much* French speakers.
- There is *not many* / *not much* unemployment.

Old Montreal

- There are *too many* / *too much* cars.
- There are *many* / *too much* things to do for children.

- 3 Write six sentences about your town. Use a different quantifier in each sentence.

SPEAKING

- Turn to page 127 and complete column A.
- Work in pairs. Ask questions about your partner's town. Write the answers in column B on page 127.

Useful language

What is the name of your town?
How much ... is there?
How many ... are there?

- 3 Compare your answers.

If you described the same town as your partner, did you have the same answers?

If you described a different town, which town is the better place to live?

Course title: Listening and Speaking

Topic: Best place to live

Level: Pre-intermediate

Materials: Samuel Nickson, Gabriel Leeds, 2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice listening for Specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms Teacher provides students with the appropriate listening methods in the production stage Teacher explains to the students the major role of listening activities	20 minutes	Whole group	Computer with Internet access Large index cards (one per student) Materials to create postcards (markers, paint, colored pencils, glue, scissors poster board) Map of Europe (with scale large enough to show river Seine) City Life in Europe video and VCR (or DVD and DVD player)
While activity	Preparation of students for listening, speaking.	Students work independently. Teacher observes the lesson .	20 minutes	Group work	
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools	Teacher gives to students extracts on different topics, for example “sightseeings” and reveals how they acquired they language, furthermore the teacher hands out questions and students have to answer to them after having listened to the	20 minutes	Whole group	

	conducted by a teacher in the process of lesson delivery	text			
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of speaking skills. Homework: To ask students to write essay about historical places on their town.	10 minutes	Whole group	Handout 3: Discussion and dialogs



My kind of holiday

She travels for her job, but when it's her own holiday, Karen Saunders stays at home.

Karen Saunders has her own travel agency in Mayfair, London that sends people all over the world on their dream holidays. She needs to know where she's sending them, so she goes on working holidays four or five times a year.

My ideal holiday
My ideal holiday has a little bit of everything. I like lazing on a beach with a pile of books, but then I get bored and I need to do something. I love exploring new places, especially on foot, and nosing around in churches, shops, museums, and restaurants. I'm very into cooking, so I love going around markets and food stores.

However, I must confess that my favourite 'holiday resort' is home. I travel so much in my job that just waking up in my own bed is heaven. I potter around the house in my pyjamas, read the paper, do some gardening, shop for some food, then make a delicious meal in the evening.

My business holidays
I have three trips coming up. I'm looking forward to going to Canada soon, where I'm staying for four nights at the Ice Hotel. This is a giant igloo situated in Montmorency Fall Park, just 20 minutes from downtown Quebec. It is made from 4,500 tons of snow and 250 tons of ice, and it takes 5 weeks to build. It will stay open for three months. When the spring arrives, it will melt. Then it will be built again for next year – maybe in a different place! Each room is supplied with a sleeping bag made from deer skins. The hotel has two art galleries featuring ice sculptures, and an ice cinema. It also has a bar where all the drinks come in glasses made of ice. Of course I'll visit them all!

In complete contrast to the Ice Hotel, I'm going to Dubai the following month, to stay a few days at the spectacular Burj al-Arab, which means the Arabian Tower. It's shaped like a giant sail, and it rises dramatically out of the Arabian Gulf. Each room has sea views.

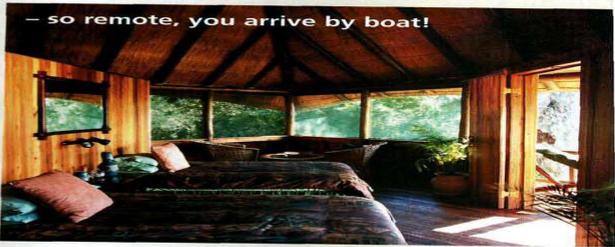
I really want to try the restaurant in the tube at the top next to the helipad. Other must-dos include shopping in the markets, called *souks*. (You can buy designer clothes, perfumes, and spices, but what I want is some gold jewellery.) I'm also going to visit the camel races.

The next trip, different again, is to Baobab Rivers, in Selous, Tanzania, for a seven-day safari and I'm looking forward to a few days of...

AFRICA | HOTELS 33

THE BAOBAB RIVERS LODGE IN SELOUS, TANZANIA

— so remote, you arrive by boat!



WHAT TO SEE Each tree-top room has views over the vast forested banks of the Rufiji River, which runs through one of the largest game reserves in Africa

WHAT TO DO Safari by Land Rover in search of elephants, rhinos, and lions; or by boat along the Rufiji River in search of crocodiles, hippos, and rare birds

43

LISTENING AND VOCABULARY

A weather forecast

1 Complete the chart with words from the box.

sunny	snowing
windy	fog
snowy	stormy
ice	blowing
wind	icy
cloud	rain
snow	cloudy
shining	raining
foggy	rainy
sunshine	
(thunder)storm	

	Adjective	Noun	Verb		Adjective	Noun
	It's <u>sunny</u> .	_____	The sun's _____		It's _____	_____
	It's _____	_____	It's _____		It's _____	_____
	It's _____	_____	It's _____		It's _____	_____
	It's _____	_____	The wind's _____		It's _____	_____

2 Look at the map of Western Europe. Can you name the countries 1–10?

1 _____ 3 _____ 5 _____ 7 _____ 9 _____
 2 _____ 4 _____ 6 _____ 8 _____ 10 _____

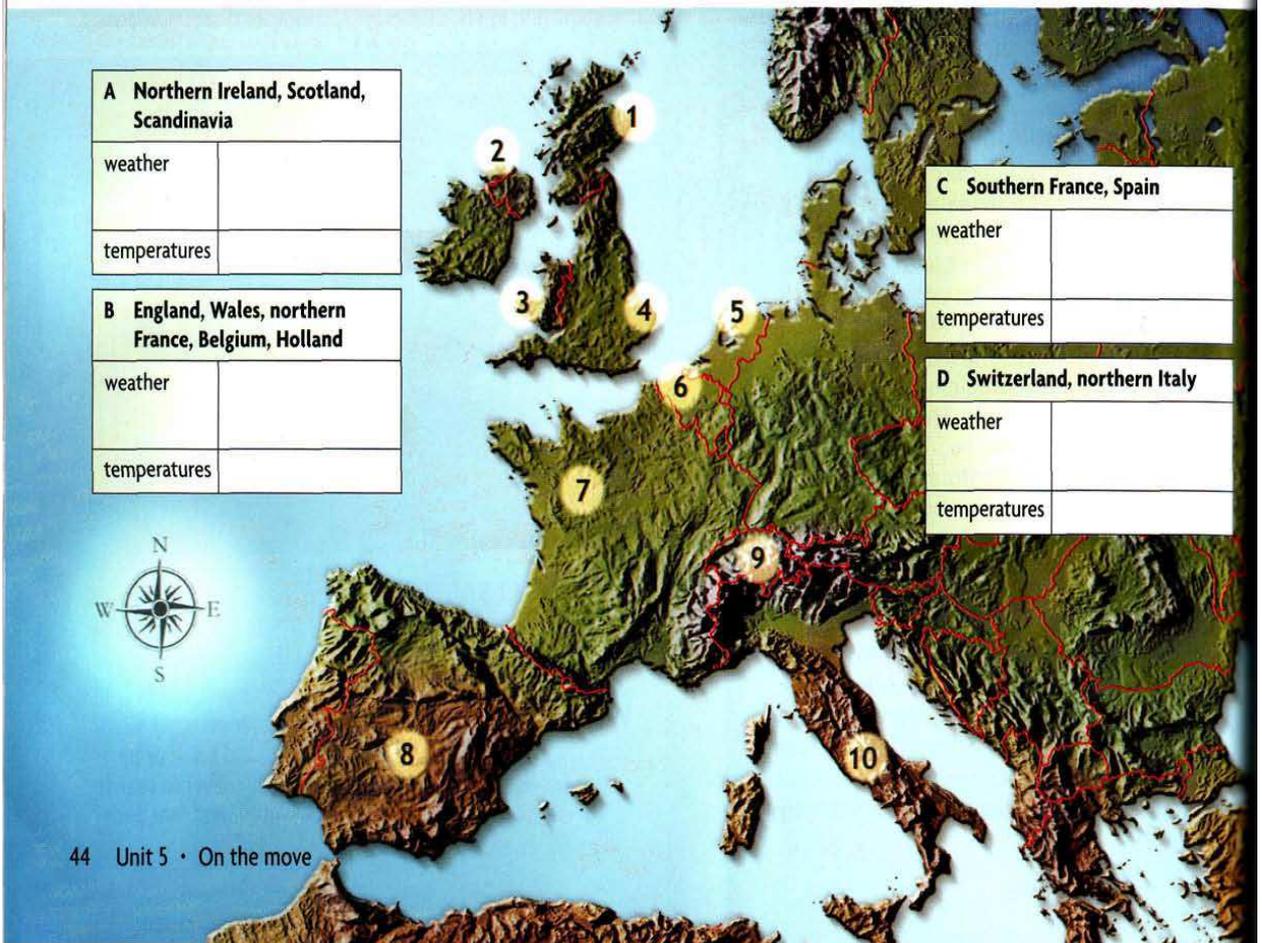
Which countries make up Scandinavia? Find them on the map.

In pairs, choose two of the countries and talk about:

- the climate
- the capital city
- geographical features

3 **T 5.6** Work in four groups A–D. Listen to the weather forecast and make notes about your part. When you have finished, swap information.

4 Work with a partner. What's the weather like where you are today? What do you think it will be like tomorrow? Write a forecast and read it to the class.



A Northern Ireland, Scotland, Scandinavia	
weather	
temperatures	

B England, Wales, northern France, Belgium, Holland	
weather	
temperatures	

1
2
3
4
5
6
7
8
9
10

C Southern France, Spain	
weather	
temperatures	

D Switzerland, northern Italy	
weather	
temperatures	

44 Unit 5 • On the move

Course title: Listening and Speaking

Topic: Problems of big cities “Transportation”

Level: Pre-intermediate

Materials: Samuel Nickson, Gabriel Leeds, 2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice listening for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms Teacher provides students with the appropriate listening methods in the production stage Teacher explains to the students the major role of listening activities	20 minutes	Whole group	<ul style="list-style-type: none"> • Computer with Internet access • Large index cards (one per student) • Materials to create postcards (markers, paint, colored pencils, glue, scissors poster board) • Map of Europe (with scale large enough to show river Seine) • <i>City Life in Europe</i> video and VCR (or DVD and DVD player)
Pre-listening Vocabulary tasks	Preparation of students for listening	Students debate about advantages and disadvantages of cities and countries. Teacher provides students with the necessary materials that can be applied by them in the while listening stage	20 minutes	Group work	Handout 1
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher distributes the copies of the listening activities Students listen to the text and fill in the gaps	10 min	Individual pair work	Handout 2; : listening track about Ali who studies at university. Listening technique models

Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	Teacher gives to students extracts on different topics, for example “Sports” and reveals how they acquired the language, furthermore the teacher hands out questions and students have to answer to them after having listened to the text	20 minutes	Whole group	
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of listening skills such as listening through the notes and scanning of texts in the process of listening, dividing each paragraph into aspects Homework: To ask students to write essay about migration	10 minutes	Whole group	Handout 3: Tape scripts on the topic “City tour’



AliGoesToUniversity.pdf



AliGoesToUniversity.mp3

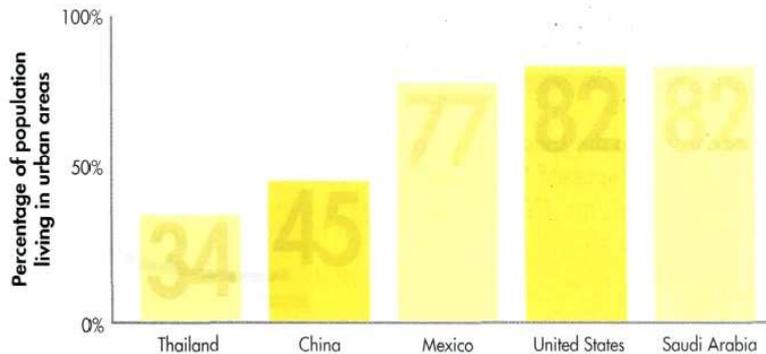
Urban sprawl

Before you listen

- 1 What big cities can you think of? What are some of their common features?

One big city I can think of is ...
Big cities all have ...

- 2 Look at the graph. What does it show?



- 3 Which country in the chart do you think is most similar to yours? Which is the most different?

My country is most similar to ... because ...
My country is probably least like ... because ...

Global listening

1.13 Listen to *Urban sprawl* and circle the correct answer in each sentence.

- 1 Urban sprawl is an old / new concept.
- 2 Urban sprawl happens mostly in Europe / all around the world.
- 3 Urban sprawl began in Babylon / the United States.
- 4 Cities have doubled / decreased in land size.
- 5 Urban sprawl happens when the population in inner cities increases / decreases.

Close listening

LISTENING FOR TIME SIGNALS

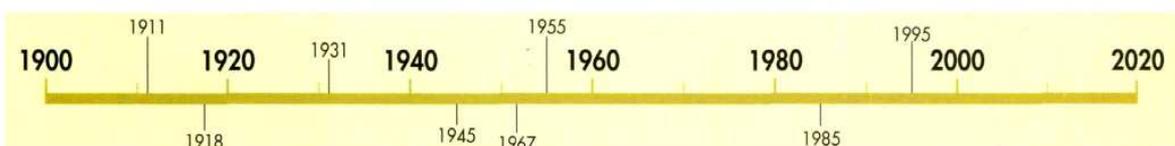
Speakers often use time signals, especially when they are giving the history or timeline of events. Sometimes the times are specific and easy to hear:

In the 20th century ... During the 1970s ... After ...

Sometimes other signal words are used that give you a sense of the time:

after, before, during, later, now, soon, then, today, tomorrow, yesterday

Timelines are a good note-taking tool to make a visual record of dates. You can write notes about the events above or below the dates.

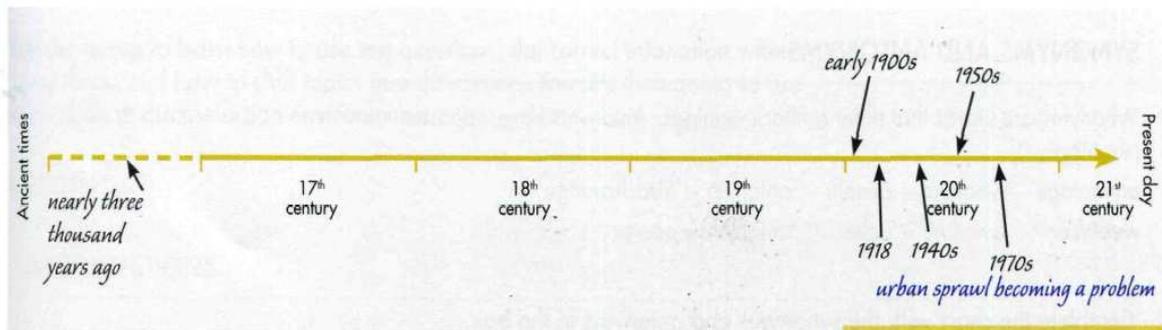


THINK ABOUT:

entertainment transport
 living space work space
 population



1 1.13 Listen to the lecture again. Insert details on the timeline.



2 Use the timeline to answer the questions.

- 1 When did urban sprawl start?
 - a ancient times b Roman times c in the 17th century d 1950s
- 2 Where did urban sprawl spread in the 17th and 18th centuries?
 - a London b Paris c Rome d Atlanta
- 3 Where was urban sprawl first seen?
 - a Rome b China c Europe d United States
- 4 When did the government loan programs affect urban sprawl?
 - a 1900s b 1918 c 1920s d 1940s and 1950s
- 5 When did urban sprawl become a social phenomenon in the United States?
 - a 1920s b 1940s c 1950s d 1970s

ACADEMIC KEYWORDS

- concept (n) /'kən,sept/
 evolve (v) /i'vɒlv/
 extend (v) /ɪk'stend/

Developing critical thinking

1 Discuss these questions in a group.

- 1 If you could choose between living in a suburb and living in a city, which would you choose? Why?

*I would choose to live in a ... because ...
 Living in a ... would be better because ...*

- 2 What advantages and disadvantage are there to urban sprawl?

2 Think about the ideas from *Work space* and *Urban sprawl* and discuss these questions in a group.

- 1 What kind of office space do you think people in cities and people from the suburbs would like best? Why?

*I think ... would prefer ... because ...
 I believe ... might like ... better since ...*

- 2 Work and living spaces change over time. What predictions can you make about how we will work and live in the future?

THINK ABOUT:

- crime
 community
 environment
 job opportunities

THINK ABOUT:

- location
 people we live or work with
 size
 technology



Lesson plan 10

Course title: Listening and Speaking

Topic: Famous cities in the world “Historical places”

Level: Pre-intermediate

Materials: Samuel Nickson, Gabriel Leeds, 2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice listening for Specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	<p>Teacher asks students to get to know the vocabulary</p> <p>Teacher asks the meaning of words and their synonyms</p> <p>Teacher provides students with the appropriate listening methods in the production stage</p> <p>Teacher explains to the students the major role of listening activities</p>	20 minutes	Whole group	<p>Computer with Internet access</p> <p>Large index cards (one per student)</p> <p>Materials to create postcards (markers, paint, colored pencils, glue, scissors poster board)</p> <p>Map of Europe (with scale large enough to show river Seine)</p> <p><i>City Life in Europe</i> video and VCR (or DVD and DVD player)</p>
Pre-listening	Preparation of students for listening	<p>Students listen to new words and try to guess their meaning</p> <p>Teacher provides students with the necessary materials</p>	20 minutes	Group work	<p>Handout 1: cards with new words</p> <p>Listening technique models</p>

Vocabulary tasks		that can be applied by them in the while listening stage			
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher distributes the copies of the listening activities Students listen to the text and fill in the gaps	10 minutes	Individual) pair work	Handout 2; track; "When moving in"
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodologica l tools conducted by a teacher in the process of lesson delivery	Teacher gives to students extracts on different topics, for example "sightseeings" and reveals how they acquired they language, furthermore the teacher hands out questions and students have to answer to them after having listened to the text	20 minutes	Whole group	
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of speaking skills. Homework: To ask students to write essay about historical places on their town.	10 minutes	Whole group	Handout 3: Discussion and dialogs



FutureEurope.mp3



FutureEurope.pdf

Visit to historical place of UK

Vocabulary

acquainted aware of; familiar

advantageous beneficial; favorable

canoes small, narrow boat with pointed ends

existed was; had being

founded began, originated, established

rowing boats boats that move on manpower not by motor or sail

yachts small, pleasure ships

Pre-reading Discussion

1. Which would you prefer, a holiday exploring historical sights, in a peaceful small town, or a big city? Explain your choice.
2. Name some popular tourist destinations in Europe and in Asia.

Visit the Queen at Windsor

Did you know that Windsor is one of the most popular town in England for foreigners? It is because the Queen often stays there at her castle and because Windsor itself is one of the oldest towns in England. The people in Windsor always know when the Queen is at the castle because a special flag is put up to tell everybody. The river at Windsor is neither as wide nor as busy as it is in London. There are no big cargo ships sailing away to other countries and there are no big bridges with thousands of cars and buses crossing them every day. Instead, there are rowing boats on the river, canoes, and sailing yachts. Windsor, in fact, is a very good place to go if you are interested in boats. Windsor is also a very good place to go if you are interested in fishing. The river Thames is the longest river in England (210 miles long): there are at least ten important kinds of fish that you can catch... if you are lucky!

A mile up river from Windsor is the little town of Eton. The most important building here is Eton College, one of England's best-known public schools (English state schools give free education, but some people like to send their children to a public school, although they have to pay). King Henry VI founded it in 1440 when he was only eighteen. Today, there are about a thousand boys at the school. Because Eton is so popular it is very difficult for parents to get a place for their sons. Some parents put their sons' names on the waiting list while they are still babies!

Check Comprehension

1. How is Windsor different from London?
2. What are two particular features of Windsor?
3. How would you spend your time on holiday in Windsor and Eton?
4. What is the difference between state and public schools in England?
5. Why do you think public schools are so popular?

Traveling the Silk Road

The "Great Silk Road" has *existed* for more than 14 centuries and runs through the heart of Uzbekistan. This country has always had an *advantageous* geographical location on the ancient trade routes connecting the cities of China to the Mediterranean ports of Tyre and Sidon. Long trips aimed to get *acquainted* with the life of other nations and to buy goods not available in domestic markets promoted the development of international tourism in Uzbekistan from the fifth century until today. There were more than 700 caravan routes lying in Uzbekistan, making possible commercial and tourist trips to all parts of Asia.

Check Comprehension

What advantages has the Great Silk Road brought to Uzbekistan throughout history and in modern times? Explain *why* these are considered advantages.

Exercise: Complete the sentences with the verbs in brackets using Present Perfect / Past Perfect or Present Perfect Continuous / Past Perfect Continuous

1. It is already 9:30 pm and I (wait) _____ here for over an hour. If John does not get here in the next five minutes, I am going to leave.
2. I was really angry at John yesterday. By the time he finally arrived, I (wait) _____ for over an hour. I almost left without him.
3. Did you hear that Ben was fired last month? He (work) _____ for that import company for more than ten years and he (work) _____ in almost every department. Nobody knew the company like he did.
4. I (see) _____ many pictures of the pyramids before I went to Egypt. Pictures of the monuments are very misleading. The pyramids are actually quite small.
5. Sarah (climb) _____ the Matterhorn, (sail) _____ around the world, and (go) _____ on safari in Kenya. She is such an adventurous person.
6. Sarah (climb) _____ the Matterhorn, (sail) _____ around the world and (go) _____ on safari in Kenya by the time she turned twenty-five. She (experience) _____ more by that age than most people do in their entire lives.
7. When Melanie came into the office yesterday, her eyes were red and watery. I think she (cry) _____.

Vocabulary Practice

Exercise: Complete the advertisement for a holiday getaway choosing one of the following words:

resort luxury picturesque yacht remote lounging cuisine facilities
range self-catering brochure cruise spectacular overseas excursions
accommodations inclusive

Welcome to the wonderful world of Portland Holidays! In our latest 1 _____ we are sure you'll find the widest 2 _____ of holidays on the market. You can pamper yourself at the five-star Portland Sheraton in the well-known 3 _____ of Los Reyes, where 4 _____ for sports and nightlife are second to none. Or you can 5 _____ around the island on a 6 _____, 7 _____ on deck in the warm Mediterranean sunshine, and admiring the 8 _____ scenery. Alternatively you might prefer to take a 9 _____ apartment in one of the 10 _____ fishing villages. Here you can sample the authentic local. 11 _____ with its famous seafood specialties, and go on a variety of 12 _____ to places of cultural and archaeological interest. Our prices are 13 _____ of all flights and 14 _____ and represent an excellent value. Book now!

Lesson plan 11

Course title: Listening and speaking

Topic: Leisure and sports

Level: Pre-intermediate

Materials: Samuel Nickson, Gabriel Leeds, 2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice reading for Specific information

Time: 80 min

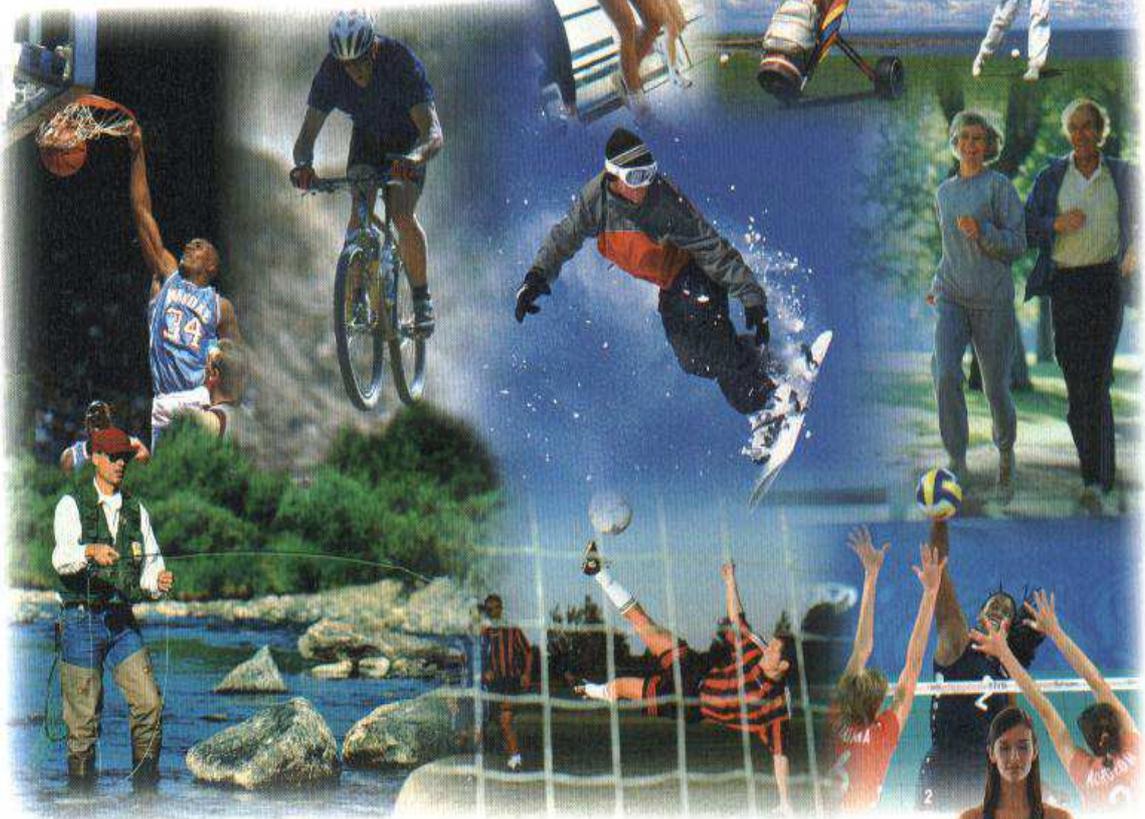
Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms Teacher provides students with the appropriate listening methods in the production stage Teacher explains to the students the major role of listening activities	20 minutes	Whole group	Board ,chalks, pictures, diagrams, cards
Pre-listening Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning Teacher provides students with the necessary materials that can be applied by them in the while listening stage	20 minutes	Group work	Handout 1: Listening comprehension Understanding sport on TV
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher divides students into the pairs and distributes the copies of the listening activities	10 minutes	Individual) pair work	Handout 2; listening tasks Conversation “Marathon running”

Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	Teacher gives to students extracts on different topics, for example “Sport” and reveals how they acquired they language, furthermore the teacher hands out questions and students have to answer to them after having listened to the text	20 minutes	Whole group	
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of listening skills such as listening through the conversation Homework: To ask students to listen to the conversation concerning to the sport and act role play.	10 minutes	Whole group	Handout 3: Tape scripts on the topic “Swimming”

VOCABULARY AND LISTENING

Sport and leisure

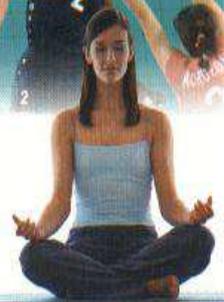
- 1 Make a list of as many sports and leisure activities as you can think of. Use the pictures to help you.



- 2 Write *play, go, or do*.

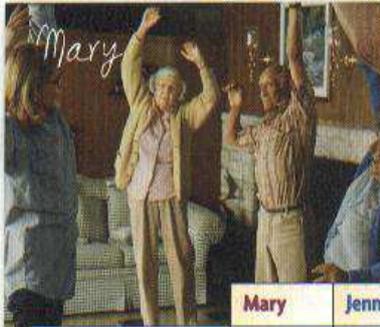
_____ snowboarding _____ aerobics _____ volleyball _____ fishing _____ golf
 _____ jogging _____ basketball _____ football _____ yoga _____ mountain biking

- 3 Choose some of the sports or leisure activities from your list and complete the chart. Use a dictionary to look up any new words that you need.



Sport / Activity	People	Place	Equipment and clothes
go snowboarding	snowboarder	ski resort / dry ski slope	snowboard / boots / helmet / goggles / waterproof jacket and trousers

4 **T 2.7** Listen to three people talking about a sport or activity they enjoy and take notes.



	Mary	Jenny	Thomas
Which sport / activity are they talking about?			
How often do they do it?			
Where do they do it?			
What equipment and clothes do they need?			
Are they good at it?			



5 Ask and answer questions with a partner.

- What sports do you play?
- How often ... ?
- Where ... ?
- What equipment ... ?
- Are you good at ... ?

WRITING: Letters and emails

▶▶ Go to p104

EVERYDAY ENGLISH

Numbers and dates

1 Say the numbers.

15 50 406 72 128

90 19 850 36 1,520

247 5,000 100,000
2,000,000

T 2.8 Listen and practise.

2 Say the numbers.

Money

£400 50p €9.40 €47.99 ¥5,000 \$100

Fractions

$\frac{1}{4}$ $\frac{3}{4}$ $\frac{2}{3}$ $\frac{7}{8}$ $12\frac{1}{2}$

Decimals and percentages

6.2 17.25 50% 75.7% 100%

Dates

1995 2020 1789 15/7/94 30/10/02

Phone numbers

01865-556890 800 451-7545 919 677-1303

T 2.9 Listen and practise.

3 **T 2.10** Listen to the conversations. Write the numbers you hear.

1 fifteenth _____

2 _____

3 _____

□□□□ □□□□ □□□□ □□□□

4 _____

5 _____

Discuss what each number refers to with a partner.

The 15th is a date.

4 Work with a partner. Write five numbers that are important in your life and explain why.

Topic: Leisure and sports sport events

Level: Pre-intermediate

Materials: Craven, Extra listening for multi level students (2004)

Objectives: to provide students with the opportunity to practice listening for details

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher provides students with the appropriate listening methods in the production stage Teacher explains to the students the major role of listening activities	20 minutes	Whole group	Board,,chalks, pictures, diagrams,cards
Pre-listening Vocabulary tasks	Preparation of students for listening	Students listen to the text and try to guess answer Teacher provides students with the necessary materials that can be applied by them in the while listening stage	20 minutes	Group work	Handout 1: Listening comprehension Tape script on the topic"eye on the world"
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the	Teacher divides students into the pairs and distributes the copies of the listening activities	10 minutes	Individual) pair work	Handout 2; listening tasks Tape script on the topic "movie stars"

	context				
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery		20 minutes	Whole group	
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of listening skills such as listening through the conversation Homework: To see any interesting movie and retell it	10 minutes	Whole group	Handout 3: Tape scripts on the topic “Collecting unusual things “

Unit 8

Sports/Hobbies



Lead-in

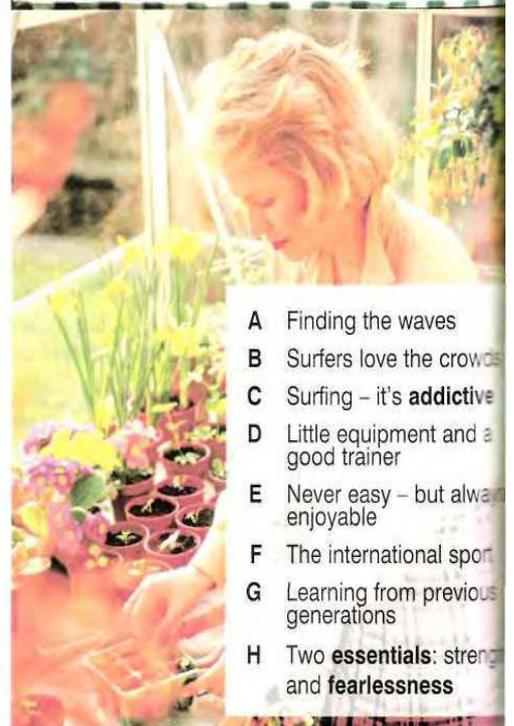
- Look at the pictures. What qualities are needed for the activities shown in the pictures?
- Can you think of any watersports other than surfing?
- Can you think of any other sports or hobbies? Which would you like to do and why?

☞ Read the following summary, then listen to the tape and fill in the missing words.

Surfing is the most exciting watersport there is. Serious surfers must be brave, love **1)** and have lots of energy. Many surfers travel around the **2)** going to surf festivals. Some surfers carry pagers which beep when there are **3)** reports of perfect conditions. Surfers are always in search of the best waves in an unspoilt **4)** Professionals are in the **5)** every day, and do exercises with **6)** You don't need to wear a **7)** in summer, but it can protect you from the hot **8)** as well as from cold **9)** Professional surfers look as if they learned to surf as soon as they could **10)**

Reading

You are going to read an article about surfing. Choose the most suitable headings from the list (A-H) for each part (1-6) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).



- A Finding the waves
- B Surfers love the crowds
- C Surfing – it's **addictive**
- D Little equipment and a good trainer
- E Never easy – but always enjoyable
- F The international sport
- G Learning from previous generations
- H Two **essentials**: strength and **fearlessness**

Surf's up!

Riding the waves can be the thrill of a lifetime. But what does it take to become a surfer?

0

C

If you have ever dreamt about incredibly big seas with huge powerful waves **crashing** onto sandy beaches, then you should definitely think about learning to surf. It's the most exciting watersport there is. Serious surfers must be very brave, love adventure and have lots of energy. Once they've experienced the excitement of a ride on top of the waves, they never want to stop.

1

Surfers say they feel it's the only place to be. Many travel around the world **searching** for the perfect wave, **moving** from one surf festival to another and checking weather forecasts to see where the really exciting waves are expected next. Some even carry **paggers** which **beep** when there are weather reports of perfect conditions. A surfer's greatest disappointment would be missing the opportunity to surf in the best weather conditions.

2

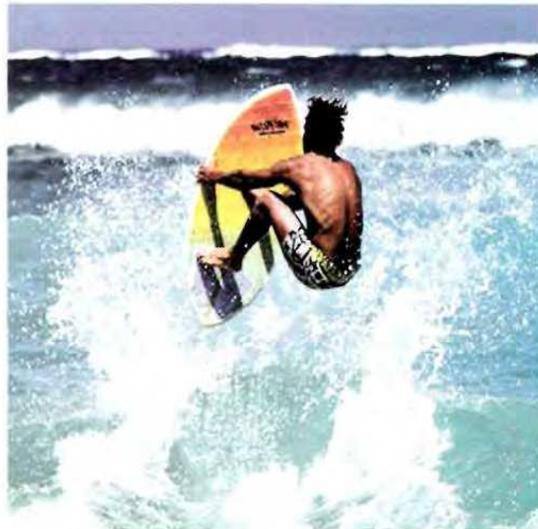
Hawaii is where the sport began – the place which most surfers see as their "true home". They love nature and the **excitement** you get from the deep waters. Enormous waves crash along mile after mile of beautiful sand, and every surfer dreams of experiencing surfing in Maui or Oahu. Other great surfing locations include Australia, the west coast of the U.S., the Caribbean, Brazil, Japan, Hong Kong, South Africa, the Canary Islands, and Cornwall. Experienced surfers are always in search of the best waves in some totally unspoilt paradise that hardly anyone has heard of.

3

It takes time for a beginner to learn the technique, but during a long hot summer, who minds practising? The **professionals**, of course, are in the sea every day, then come back onto the beach to do some exercises with **weights**. You need to be a strong swimmer with good **balance** and plenty of courage to be an expert surfer.

4

You can surf almost anywhere in any weather if you are wearing a **wet suit**. All you need to do then is choose



a **surfboard** and you're ready to go – hopefully into big waves that are **warm**, with an experienced teacher to **lead** you. You don't need to wear a wet suit in summer, but many surfers keep them on all the time since they can protect you from the hot sun as well as from cold water.

5

It can take a few weeks or it can take a whole summer for you to learn to catch a wave at the right moment, stand up on your board and stay there. It's an amazing feeling when you look down and see your feet on the board and realise you are finally standing up on the sea, even if you aren't very steady. Professional surfers look as if they learned to surf as soon as they could walk. For example, Shane Powell, an Australian professional, watched videos of Australian surfing heroes like Peter Townsend, Barton Lynch and Tom Carroll as he was **growing up**. He says, "As a boy I'd watch those surfers and just imagine myself riding the waves." Powell seems to move over the sea without any **difficulty**. He first practised on small waves, but clearly had talent. By the age of 17 he was **touring** with the world's best surfers, and now, at 23, he practises every day and an even younger generation of surfers study videos of him in action.

6

Simply watching great surfers will make you want to try the sport. If you do try it, you'll find **muscles** you never knew you had; you may begin to think you might never get it right, but you'll have a lot of fun.

"First printed in British Airways High Life"

Lesson plan 13

Course title: Listening and speaking

Topic : Leisure and sports . Show business

Level: Pre-intermediate

Materials: Craven, Extra listening for multi level students.(2004)Mick Gamidge, Extra speaking for multi level students(2004)

Objectives: to provide students with the opportunity to practice listening and speaking skills

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher provides students with the appropriate listening methods in the production stage Teacher explains to the students the major role of listening activities	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-listening Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning Teacher provides students with the necessary materials that can be applied by them in the while listening stage Students fill the gaps while listening	20 minutes	Group work	Handout 1: Tape script on the theme "daily activities"
While listening activity	Students have a great opportunity to explore the material and	Teacher divides students into the pairs and distributes the copies of the listening activities	10 minutes	Individual) pair work	Handout 2;Tape script on the topic"Time

	listen to the scripts in accordance with the texts new words in the context				to refresh soul”
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	Teacher gives to students extracts on different topics, for example “Sport” and reveals how they acquired the language, furthermore the teacher hands out questions and students have to answer to them after having listened to the text	20 minutes	Whole group	
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of speaking skills such as interviewing life changing experiences Homework: To speak on the topic indoor and outdoor games	10 minutes	Whole group	Handout 3: Interviewing on the topic”Life changing”

Now

7. Spirituality

6. Friends

1. Homelife and family

2. Hobbies and interests

3. Health and fitness

4. Work or study

5. Relaxation

Name: _____

Date: _____

In a year

7. Spirituality

6. Friends

1. Homelife and family

2. Hobbies and interests

3. Health and fitness

4. Work or study

5. Relaxation

Name: _____

Date: _____

Thursday 23

Interview with Jane Goodall

A typical day in Africa

Stays in a place called Gombe / gets up at ^a_____ am.

Breakfast - ^b_____ and coffee.

Finds chimps and spends the day ^c_____ them in the forest.

Very tiring, but always interesting.

Lunch - nothing.

Hardest part - when feels most tired at around ^d_____ pm.

Stops following chimps when it gets ^e_____ and they start to settle down for the night.

Goes dark by ^f_____ pm.

Swims in Lake Tanganyika.

Typical dinner - cooks ^g_____, onions and _____ over an open fire.



A typical day in the UK

Lives in ^h_____.

Breakfast at ⁱ_____ am.

Before breakfast, works for ^j_____ hours.

Spends morning and afternoon writing letters - replies to all, especially ones from ^k_____.

Has ^l_____ with family in the late afternoon.

Then goes for a walk with her ^m_____.

Supper, then work.

Course title: Listening and speaking

Topic : Leisure and sports Music, cinema and theatre

Level: Pre-intermediate

Materials: www.englishlistening.com

Objectives: to provide students with the opportunity to practice listening comprehension

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher provides students with the appropriate listening methods in the production stage Teacher explains to the students the major role of listening activities	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-listening	Preparation of students for listening	Teacher asks some questions about this month's topic and answers to what students didn't understand	20 minutes	Group work	Board, chalks, pictures, diagrams, cards
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher examines students asking about last lessons' tasks	10 minutes	Individual) pair work	Handout 1: Tape script on the theme "daily activities"
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of	Teacher informs students marks of rating card	20 minutes	Whole group	Handout 2;Tape script on the topic"Time to

	innovation methodological tools conducted by a teacher in the process of lesson delivery				refresh soul”
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	Homework: revision: to prepare for midterm	10 minutes	Whole group	Handout 3: Interviewing on the topic”Life changing”

Writing narratives

2 Rewrite the sentences as one sentence, beginning with the part in bold.

She won £2,000 in a competition. **Last night Sally was celebrating.**
Last night Sally was celebrating because she'd won £2,000 in a competition.

- He got up at dawn. He was driving for ten hours. **Peter was tired when he arrived home.**
- I parked my car on a yellow line. It was towed away. **I went to get my car, but it wasn't there. (When ...)**
- He wasn't always poor. He had a successful business. Unfortunately, it went bust. **Mick was a homeless beggar.**
- They were shopping all day. They spent all their money on clothes. **Jane and Peter arrived home. They were broke. (When ...)**
- He saw a house in Scotland. He first saw it while he was driving on holiday. **Last week John moved to the house.**

The news

3 **T 3.3** Listen to the first story. Correct the mistakes in the sentences.

- Ten workers have died.
- They'd been trapped up a mountain.
- They'd been building a new road.
- There was an avalanche.
- Sixteen men managed to escape.
- Ten were fatally injured.
- The men were recovering at home.
- The cause of the accident is known.

4 **T 3.4** Listen to the second news item. Here are the answers to some questions. Write the questions.

- For two days.
- After school on Wednesday.
- Their photographs.
- Nearby houses.
- A neighbour.
- In a garden shed.
- No, they hadn't. (... realized ...?)

SPOKEN ENGLISH News and responses

When we tell a story, we use certain expressions. When we listen to a story, we respond with different expressions. Put G (giving news), R (reacting to news), or A (asking for more information) after each expression.

1	<input type="checkbox"/>	Did you read that story about ... ?
2	<input type="checkbox"/>	What happened to him?
3	<input type="checkbox"/>	That's amazing!
4	<input type="checkbox"/>	What did he do it for?
5	<input type="checkbox"/>	Apparently ...
6	<input type="checkbox"/>	What a crazy guy!
7	<input type="checkbox"/>	You're kidding!
8	<input type="checkbox"/>	Then what happened?
9	<input type="checkbox"/>	Actually, ...
10	<input type="checkbox"/>	I don't get it.

Work with a partner. You are going to read and discuss two news stories.

Student A Read the story on p155.
Student B Read the story on p156.

When you've read your story, tell your partner about it. Try to use some of the phrases for giving and responding to news.

▶▶ **WRITING** Narrative writing 1 – Using adverbs in narratives *p113*



28 Unit 3 • What a story!

VOCABULARY AND SPEAKING

Books and films

- 1 We usually want to know some things about a book before we start reading it. Here are some answers. Write in the questions.

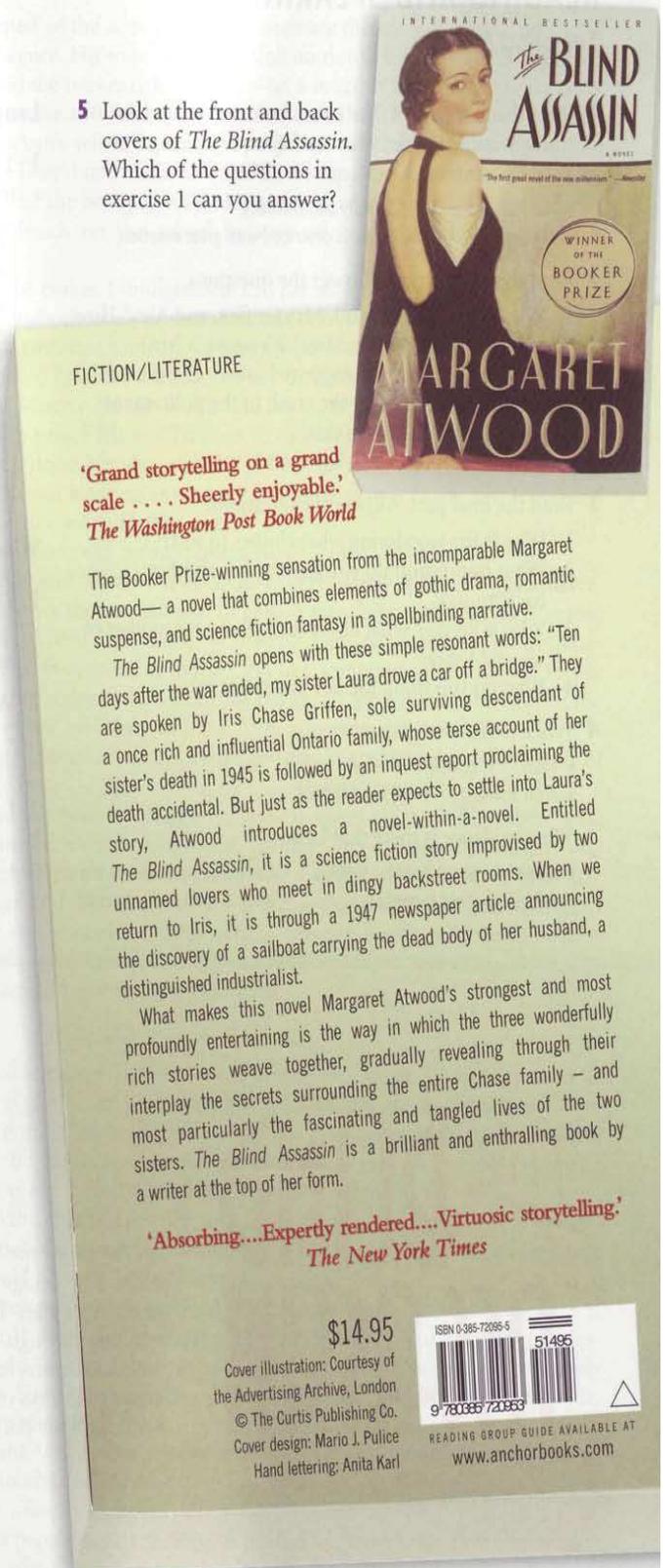
- 1 Who wrote it ?
Charles Dickens/Jane Austen.
- 2 _____ ?
It's a romantic novel/It's a thriller/It's a biography.
- 3 _____ ?
It's about a tragic marriage/It's about politics and corruption.
- 4 Where and _____ ?
In India in the last century/In New York in the 80s.
- 5 _____ ?
A lawyer called Potts and his client, Lady Jane /A detective called Blunket.
- 6 _____ ?
Yes, it has. It came out quite a few years ago and starred Johnny Depp.
- 7 _____ ?
It ends really tragically/It's frustrating because we don't really know/They all live happily ever after.
- 8 _____ ?
I thought it was great/I couldn't put it down/I didn't want it to end/It was OK but I skipped the boring bits.
- 9 _____ ?
Yes, I would. It's great if you like a good love story/It's a terrific holiday read.

- 2 Which questions could also be asked about a film? Some might have to change. What extra questions can be asked about a film?
- 3 **T 3.5** Listen to two people, one talking about a film and the other a book. Take notes under these headings.

Title	Setting	Characters	Plot	Personal opinion

- 4 Work with a partner. Ask and answer the questions in exercise 1 about your favourite book or film.

- 5 Look at the front and back covers of *The Blind Assassin*. Which of the questions in exercise 1 can you answer?



Course title: Listening and speaking

Topic : Leisure and sports. Travelling around.

Level: Pre-intermediate

Materials: www.englishlistening.com

Objectives: to provide students with the opportunity to practice listening comprehension

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher provides students with the appropriate listening methods in the production stage Teacher explains to the students the major role of listening activities	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-listening	Preparation of students for listening	Teacher asks some questions about this month's topic and answers to what students didn't understand	20 minutes	Group work	Board, chalks, pictures, diagrams, cards
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher examines students asking about last lessons' tasks	10 minutes	Individual) pair work	Handout 1: Tape script on the theme "daily activities"
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of	Teacher informs students marks of rating card	20 minutes	Whole group	Handout 2;Tape script on the topic"Time to

	innovation methodological tools conducted by a teacher in the process of lesson delivery				refresh soul”
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	Homework: revision: to prepare for midterm	10 minutes	Whole group	Handout 3: Interviewing on the topic ”Life changing”

SPEAKING AND LISTENING

Dreams come true

1 20,000 people were asked what they most wanted to do before they die. Here are the top fifteen activities.

What are your top five? Number them 1–5. Which ones don't interest you at all? Put an X.

- go whale-watching
- see the Northern Lights
- visit Machu Picchu
- escape to a paradise island
- go white-water rafting
- fly in a fighter plane
- fly in a hot-air balloon
- climb Sydney Harbour Bridge
- swim with dolphins
- walk the Great Wall of China
- go on safari
- go skydiving
- dive with sharks
- drive a Formula 1 car
- go scuba diving on the Great Barrier Reef

Compare your lists in groups.



2 You can read the actual results of the poll on p155. Does anything surprise you? What do you think is missing from the list?

3 Do you know anyone who has done any of these things? What was it like?

4 **T 2.4** Listen to three people describing their experience of one of these activities. Which one are they talking about? What do they say about it?



LISTENING AND SPEAKING

Tashi Wheeler – girl on the move

- 1 What are some of your earliest memories of holidays and travelling as a child? Tell the class, and show any photos you have brought.
- 2 Look at the photographs of Tashi Wheeler, the daughter of Tony and Maureen (p18). In each photo ...
 - How old is she?
 - Where do you think she is – Mexico, Singapore, Kenya (x2), US (Arizona), or Peru?
 - What is she doing?



- 3 Tashi began travelling when she was eight months old. What questions would you like to ask her?

What was the first foreign country you went to?

What are your earliest memories?

Which countries have you been to?

- 4 **T 2.8** Listen to part one of an interview with Tashi. Does she answer any of your questions?

What memories does she have of ...?

- transport
- her mother
- being on safari
- trekking in Nepal

- 5 **T 2.9** Listen to part two. Correct the wrong information.

On holiday, the Wheeler family are very relaxed. They get up late and go to bed early. They spend a lot of time on the beach. Tony Wheeler reads the paper. They go to the same restaurant every day. Tashi and her brother spend a lot of time watching movies. She doesn't feel that travel broadens the mind.

- 6 **T 2.10** Listen to part three and answer the questions.

- 1 How did her attitude to travel change as she got older?
- 2 What did she find difficult socially?
- 3 Why was 'adjusting back and forth' difficult?
- 4 What did the kids at school have that she didn't? What did she have that they didn't?
- 5 Where does she feel comfortable? Where does she feel uncomfortable?
- 6 What are Tashi's final bits of advice for future travellers?
- 7 'I get very itchy-footed.' Which phrase with a similar meaning did Tommy Willis use on p17?

SPOKEN ENGLISH Fillers

When we speak (in any language!), we can be vague and imprecise. We also use fillers, which don't mean very much, but fill the gaps!

- Tashi** And Galapagos Islands, Philippines, *and stuff like that.*
 ... monkeys swinging off the rear-view mirrors, *and things.*
 The getting up at *like* four in the morning ...
- Interviewer** And when you were on these travels, *I mean*, did your dad *sort of* have a notebook, and he'd be *sort of* stopping everywhere ...?

Look at the tapescript on p126. Find more examples of imprecise language and fillers.

Course title: Listening and Speaking

Topic: **Technology and communication**

Level: Pre-intermediate

Materials: Malcolm Mann, Steve Taylore-Knowles, 2011 Listening and Speaking. Skills for the First Certificate. www.youtube.com, www.englishlistening.com, www.speakingskills.com.

Objectives: to provide students with the opportunity to practice listening for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher introduces the material on the topic: "technology" Teacher explains the meaning of the topic and gives new vocabulary.	20 minutes	Whole group	Board, chalk, pictures, cards
Pre-listening Vocabulary tasks	Preparation of students for listening	Students work with a new material on the acquired topic. Teacher explains the unknown parts of the topic and prepares students for the listening part of the lesson.	20 minutes	Whole group	Power Point presentation "computer and internet"
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance	Teacher divides students into the pairs and asks them to write down new words for them.	10 minutes	Individual/ pair work	

	with the texts new words in the context				
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	Teacher invites students to discuss the meaning of new words and checks their comprehension of the video	20 minutes	Whole group	Board, chalk
Listening Skills	To review the acquired topic; To have a debate in order to use speaking skills.	Teacher works with the weak points of students Homework: To work on a new material and prepare a presentation on the topic “ <i>how to communicate</i> ”	10 minutes	Whole group	Power Point presentation “Technology and communication”

LISTENING AND SPEAKING

Neighbours

- Who are your ideal neighbours? Complete the questionnaire on the right, then discuss your answers with a partner.
- 'Good walls make good neighbours.' What does this mean? Do you agree?
- You will hear Mrs Snell and her new neighbour, Steve, talking about each other.

Work in two groups.

T 1.4 Group A Listen to Mrs Snell.

T 1.5 Group B Listen to Steve.

- Answer the questions.
 - When did Steve move into his new flat?
 - Is it a large flat?
 - What's his job? Is it a good job?
 - Does he work long hours?
 - What does he wear for work?
 - Who is staying with Steve at the moment?
 - What time did Steve's party end?
 - How many people came to the party?
 - What is Steve doing tonight?
 - Why doesn't Mrs Snell want to speak to Steve?

Compare your answers with a partner from the other group. What are the differences?

Roleplay

Work in groups of three.

Student A You are Steve.

Student B You are Mrs Snell.

Student C You are another neighbour. You have invited them to your flat for coffee.

Continue the conversation below. Talk about these things.

- Steve's job
- Steve's sister
- the party

Neighbour Do you two know each other?

Steve Well, we met a few days ago.

Mrs Snell But we didn't introduce ourselves. I'm Mrs Snell.

Steve Pleased to meet you.

Neighbour Steve works in advertising, you know ...

What do you think?

- What do you understand by the words 'generation gap'?
- Write down three things that young people think about older people and three things that older people think about young people. In groups, compare ideas.

QUESTIONNAIRE



My ideal neighbours are people who ...

	Yes	No
... say hello when I see them.	<input type="checkbox"/>	<input type="checkbox"/>
... I never see.	<input type="checkbox"/>	<input type="checkbox"/>
... have parties and invite me.	<input type="checkbox"/>	<input type="checkbox"/>
... are very quiet.	<input type="checkbox"/>	<input type="checkbox"/>
... often come round for a cup of coffee.	<input type="checkbox"/>	<input type="checkbox"/>
... come round to borrow things.	<input type="checkbox"/>	<input type="checkbox"/>
... make themselves at home in my house.	<input type="checkbox"/>	<input type="checkbox"/>



EVERYDAY ENGLISH

Social expressions 1

1 We use certain expressions in different social situations.

I'm sorry I'm late!

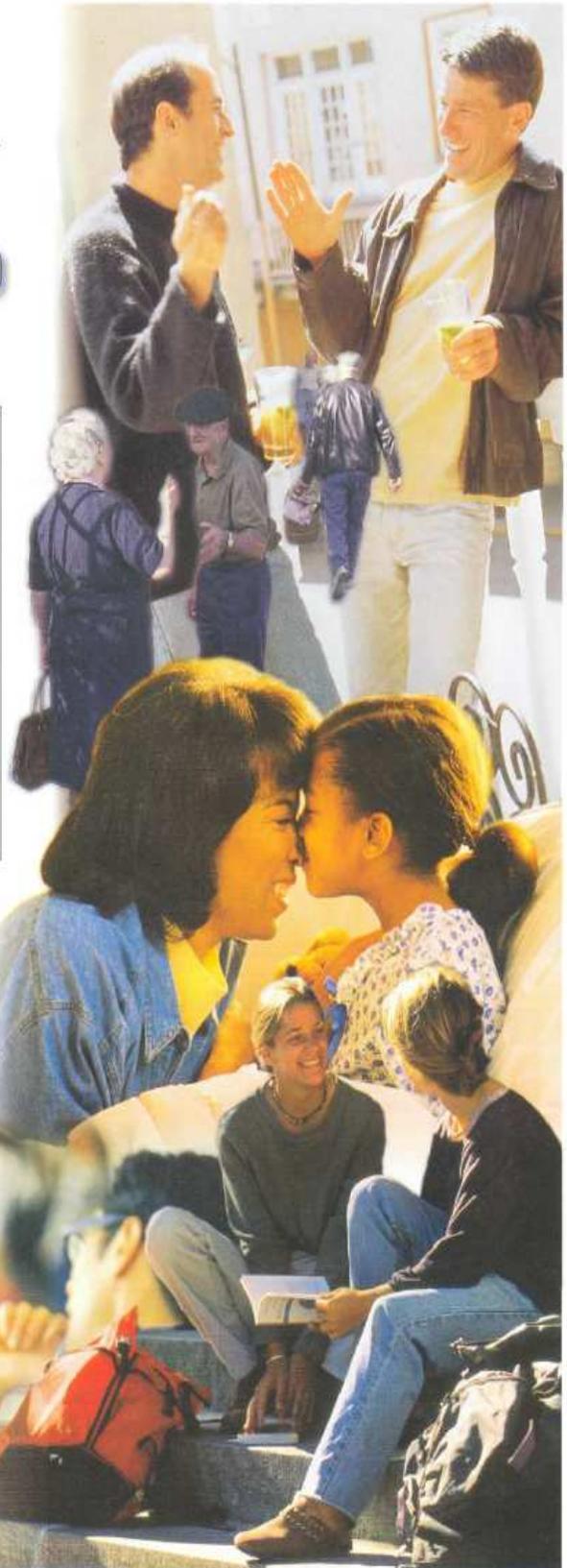
Don't worry. Come and sit down.

Match the expressions and responses. When do we use these expressions?

How are you?	Sleep well!
Hello, Jane!	Yes. Can I help you?
How do you do?	Good morning!
See you tomorrow!	Fine, thanks.
Good night!	Pleased to meet you, Ela.
Good morning!	Not at all. Don't mention it.
Hello, I'm Ela Paul.	Thanks.
Cheers!	Same to you!
Excuse me!	That's very kind. Thank you.
Bless you!	Bye!
Have a good weekend!	How do you do?
Thank you very much indeed.	Hi, Peter!
Make yourself at home.	Cheers!

T 1.6 Listen and check. Practise saying them.

- 2 Test a partner. Say an expression. Can your partner give the correct response?
- 3 With your partner, write two short conversations that include some of the social expressions. Read your conversations to the class.



Course title: Listening and Speaking

Topic: **Internet**

Level: Pre-intermediate

Materials: Malcolm Mann, Steve Taylore-Knowles, 2011 Listening and Speaking. Skills for the First Certificate. www.youtube.com, www.englishlistening.com, www.speakingskills.com.

Objectives: to provide students with the opportunity to practice listening for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher introduces the material on the topic: "technology" Teacher explains the meaning of the topic and gives new vocabulary.	20 minutes	Whole group	Board, chalk, pictures, cards
Pre-listening Vocabulary tasks	Preparation of students for listening	Students work with a new material on the acquired topic. Teacher explains the unknown parts of the topic and prepares students for the listening part of the lesson.	20 minutes	Whole group	Power Point presentation "computer and internet"
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts	Teacher divides students into the pairs and asks them to write down new words for them.	10 minutes	Individual/ pair work	

	new words in the context				
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	Teacher invites students to discuss the meaning of new words and checks their comprehension of the video	20 minutes	Whole group	Board, chalk
Listening Skills	To review the acquired topic; To have a debate in order to use speaking skills.	Teacher works with the weak points of students Homework: To work on a new material and prepare a presentation on the topic "how to use"	10 minutes	Whole group	Power Point presentation "using internet"

A Internet trends

1 Look at these Internet trends. Check (√) the ones that affect you.

INTERNET TRENDS

NOW

An increasing number of degrees are being offered online.

Job openings have been advertised on the internet for several years.

Increasingly, news is being broadcast live on the Web.

More music has been downloaded this year than ever before.



IN THE FUTURE

More computers will be infected by a new generation of dangerous viruses.

An even greater variety of opinion will be posted on video blogs.

More health-care sites are going to be used by people from home.

The internet is going to be used even more to download movies.

2 a Match the Internet terms on the left with the definitions on the right.

1. download _____

2. chat room _____

3. hot spot _____

a. software available for free

b. radio or TV shows for your MP3 player

c. transfer files to your computer

- | | |
|-----------------------------------|---|
| 4. <i>blog</i> _____ | d. <i>harmful software that attacks computers</i> |
| 5. <i>freeware</i> _____ | e. <i>short messages that are faster than e-mail</i> |
| 6. <i>webcam</i> _____ | f. <i>a place that has wireless Internet access</i> |
| 7. <i>podcast</i> _____ | g. <i>software that secretly records your online activity</i> |
| 8. <i>spyware</i> _____ | h. <i>a website where people have discussions</i> |
| 9. <i>instant messaging</i> _____ | i. <i>a camera that sends live video over the Internet</i> |
| 10. <i>computer virus</i> _____ | j. <i>an online journal of personal opinions</i> |

b Pair work Do you have any experience with these technologies?

"I've been downloading music and videos for years. And if I'm too busy to watch TV, I download podcasts of my favorite shows. It's great!"

B How do you feel about the Internet?

1 T119 Listen to Edward, Ting, and Maria talking about how they use the Internet. Who do you think is the most enthusiastic about the Internet?

2 T119 Listen again. Does Edward (E), Ting (T), or Maria (M) mention these uses of the Internet? Write the correct letter.

- | | | |
|--------------------------|--------------------------------|---------------------------------|
| ___ 1. <i>chat rooms</i> | ___ 4. <i>downloading</i> | ___ 7. <i>e-mail</i> |
| ___ 2. <i>news</i> | ___ 5. <i>computer games</i> | ___ 8. <i>instant messaging</i> |
| ___ 3. <i>webcams</i> | ___ 6. <i>blogs</i> | ___ 9. <i>online courses</i> |
| | ___ 10. <i>online shopping</i> | |

C Future shock

1 Read these comments about technology. Do you agree or disagree?

Joo Chan, Seoul

"I get e-mail on my cell phone. That's nice, isn't it? Wouldn't it be great if everyone had a cell phone like that?"

Ana, Sao Paulo

"Isn't it weird how some people are always on their cell phones? They don't notice anything around them. It's actually dangerous, don't you think?"

Sarah, Los Angeles

"Don't you think there are too many websites? And most are full of misinformation. Shouldn't the government limit the number of sites?"

Yang-ming, Taipei

"Doesn't it seem like kids spend too much time in front of the TV? It makes them lazy, doesn't it?"

2 Where do you find these forms of communication? Put them in the columns below. Then add another expression to each category.

- | | | | | | |
|----------------------|------------------------|-------------------------|-------------------------------|---------------------|-----------------------|
| <i>banner ads</i> | <i>bus wraps</i> | <i>fliers</i> | <i>neon signs</i> | <i>spam</i> | <i>text-messaging</i> |
| <i>billboards</i> | <i>crawls</i> | <i>infomercials</i> | <i>pop-up ads</i> | <i>telemarketer</i> | <i>voice mail</i> |
| <i>On television</i> | <i>On the Internet</i> | <i>On the telephone</i> | <i>On streets or highways</i> | | |

3 Pair work Do you agree or disagree with these opinions?

Millions of people are addicted to the Internet these days. It's kind of strange, isn't it?

Wouldn't it be great if they could eliminate all spam from e-mail?

Don't you find it almost impossible to avoid pop-up ads?

Shouldn't the government limit the types of websites

Don't you think a lot of people are being

allowed on the Internet?

confused by misinformation on the Internet?

D Health and technology

1 T120 Listen to a news report on technology. What is the report about? Check (✓) the correct answer.

- a. new high-tech medical treatments
- b. new health problems caused by technology
- c. vacation ideas for people who dislike technology

2 T120 Listen again and complete the chart.

<i>Problem</i>	<i>Symptoms</i>	<i>Treatment</i>
eye strain		
carpal tunnel syndrome		
gadget addiction		

E Gizmos and gadgets

1 Read about these unusual gadgets. Would you like to have one? Why or why not?

The Gadgets of Tomorrow Are Here Today



Never be away from the Internet again with Google Goggles! These Internet glasses use the latest technology to allow you to enjoy 24/7 wireless Web access.



Finally, someone has invented a universal translator. Simply slip the Interpreter into your ear, set it to the target language, and you'll instantly understand every word being said.



You'll never be lost with the Global Positioning Helmet. It not only gives you directions to any place on earth, it also keeps track of your family and friends.

2 Group work What new gadgets are becoming popular? Which ones do you like? What new gadgets do you think will come out in the future?

Lesson plan 18

Course title: Listening and speaking

Topic: Mobile phones

Level: Pre-intermediate

Materials: Ss' presentations, review of the term

Objectives: to submit students' Project presentation, question-answer period of the whole semester on the basis of the topics

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Brainstorming	Introduce the focus of the lesson	Teacher reminds materials to the students on the four topics of the term 1	3 minutes	Whole group	Board, chalk
Pre-activity	To prepare students for the focusing part of the lesson.	Teacher gives a chance to students to present their Project presentations and missed tasks and warns about time management	2 minutes	Whole group	
While-activity	Project presentation submission, question -answer period	Students listen to their group mates' Project presentation, teacher asks questions on the previous topics of the term 1 and students answer the questions and shares with their experiments, feelings and emotions.	60 minutes	Whole group	Board, posters, Ss' presentations
Post Activity	Project presentation discussion, sharing the experiments	Teacher invite students to discuss the presented materials and their previous tasks, likes and dislikes of the done works	10 minutes	Whole group	
Evaluation period	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students revision of the material	Teacher gives advices with the weak points of students and futher instructions to correct them, tells their final marks for four month. Homework: To prepare for writing "Mobile phones"	5 minutes	Whole group	

Activity 1

Teacher introduces poster with vocabulary and invites volunteers to the board. Students should complete the given list with definitions.

#	Word	Definition	Categorizing
	Via a USB cable	To connect equipment through USB port	
	Cover	Something that you put over something else in order to	

		hide it, protect it, or close it.	
	Google	To search for something on the Internet using the Google search engine	
	Roaming	The ability to connect to the internet or to use your mobile phone when you are traveling, without having to make long distance or international phone calls.	
	Tariff	A list of the prices for providing telephone services, for supplying gas or electricity.	
	Sim card	Subscriber Identity Module card: a small piece of plastic that is inside a mobile phone.	
	Pay as you go	A system for paying for calls on mobile phones by buying a fixed amount of time before you make the calls.	
	Top up	A money added to other money in order to reach the necessary level	
	Hands free phone	Telephone device via Bluetooth	
	MP3 player	a piece of equipment used for playing MP3 files	
	Pixel	The smallest unit of an image on a computer screen	
	Tablet PC	A small computer with a screen that you can write on using a special pen or that you can connect a keyboard too	
	A webcam	A camera which records moving pictures and sound and allows these to be broadcast on the internet as they happen	
	Socket	A place on a surface or machine with holes for connecting a piece of electrical equipment.	
	Password	a secret word or phrase that you need in order to get into a room, building or area	
	Log-in	To start using a computer system, for example by typing a particular word	
	Surfing the net/navigating the Web	The activity of looking at various places one after the other on the internet	
	Offline	Working on a computer but not connected to the Internet	
	Download	To move information to your computer from another computer system or the Internet	
	A load	To put information or a program into a computer	
	An upload	To send documents or programs from your computer to a larger system using the Internet	
	e-zine	A magazine that you can read on the internet	
	Multimedia	Using video, sound, and other methods of communication in computers	

	Internet access	The method or opportunity to use Internet	
	Cybercafé	A café with computers so that customers can use the internet.	
	Account	Money in your account	
	Sign-in	To write name and necessary information to be recorded	
	Confirm	To prove that something is true	
	Hacker	Someone who uses a computer to connect to other peoples computers secretly and often illegally so, that they can find change information	
	Spam	Unwanted email, usually advertisement	
	Up-to-date	The modern requirements	
	Update	To add the most recent information to something such as a book, document or list	
	Virus	A program that enters your computer and damages or destroys information that you have stored	
	Trojan horse	A program that seems useful but is designed to be harmful, for example by destroying information	

Instructions

1. The battery in my cell phone are nearly dead. They need changing.
2. Switch off the musical center, and unplug it from the wall socket.
3. Turn off the photocopier and pull out the plug.
4. Plug in a pair of loudspeakers to get sound from this computer.
5. Make sure the printer connected to the computer.
6. The ink of the cartridge run out, please change it. You have to lift the cover to change it.
7. I need to charge up my mobile phone battery. Please, pass me the charger.
8. Find a USB flash drive, insert it to the musical center and play any music.
9. You need to send e.letter to your friend. Log in to the social network and send the letter.
10. Browse any webside to find up-to-date information.
11. Find your social network, write your password and show any spam in your account.
12. Browse the internet site where you can find e-zine and download any material.

Teacher's note:

If students face with difficulties and can't show, teacher helps or act herself.

Lesson plan 19

Course title: Listening and Speaking

Topic: **Chat rooms**

Level: Pre-intermediate

Materials: Malcolm Mann, Steve Taylore-Knowles, 2011 Listening and Speaking. Skills for the First Certificate. www.youtube.com, www.englishlistening.com, www.speakingskills.com.

Objectives: to provide students with the opportunity to practice listening for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
----------	-----------	-----------	------	---------------------	-----------

Warm up activity	Introduce the focus of the lesson	Teacher introduces the material on the topic: “technology” Teacher explains the meaning of the topic and gives new vocabulary.	20 minutes	Whole group	Board, chalk, pictures, cards
Pre-listening Vocabulary tasks	Preparation of students for listening	Students work with a new material on the acquired topic. Teacher explains the unknown parts of the topic and prepares students for the listening part of the lesson.	20 minutes	Whole group	Power Point presentation “computer and internet”
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher divides students into the pairs and asks them to write down new words for them.	10 minutes	Individual/ pair work	
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation	Teacher invites students to discuss the meaning of new words and checks their comprehension of the video	20 minutes	Whole group	Board, chalk

	methodological tools conducted by a teacher in the process of lesson delivery				
Listening Skills	To review the acquired topic; To have a debate in order to use speaking skills.	Teacher works with the weak points of students Homework: To work on a new material and prepare a presentation on the topic “ <i>how to use</i> ”	10 minutes	Whole group	Power Point presentation “using internet”

Differentiate the kinds of technology.



Handout

Underline the most suitable word or phrase.

- a) This is a small car, but it has a powerful *engine/machine*.
- b) Do you use an *electric/electrical* toothbrush?
- c) I can't see anything. Where's the light *plug/switch*?
- d) I'm going to buy a new *notebook/desktop* PC that I can take to work.
- e) You can't use the lift. It's out of *order/work*.
- f) If you don't press this button, the washing machine won't *go/move*.
- g) Use this torch. The other one doesn't *act/work*.
- h) The lights have gone out. It must be a power *break/cut*.
- i) A car *factory/industry* has just been built in our town.
- j) Who exactly *discovered/invented* the computer?



Glossary

- Access (n)** – away or means of approaching or entering; an entrance; a passage.
- Chemistry (n)** –the branch of natural science that deals with the composition and constitution of substances and the changes that they undergo as a consequence of alterations in the constitution of their molecules.
- Communication (n)** – the act or fact of communicating anything; transmission.
- Computing (n)** – the process or act of calculation
- Dissect (v)** – to study an animal’s anatomy by cutting it part; to perform a necropsy or an autopsy.
- Navigate (v)** –to plan, control and record the position and course of a vehicle, ship, aircraft etc. on a journey; to follow a planned course.
- Scientist (n)** – one whose activities make use of the scientific method to answer questions regarding the measurable universe.
- Technology (n)** – the study of or a collection of techniques.

Lesson plan 20

Course title: Listening and speaking

Topic: Science. Review

Level: Pre-intermediate

Materials: Ss’ presentations, review of the term

Objectives: question-answer period of the whole semester on the basis of the topics, to introduce with the requirements of Reviewing

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Brainstorming	Introduce the focus of the lesson	Teacher reminds the students on the four topics of the term 1	3 minutes	Whole group	Board, chalk

Pre-activity	To prepare students for the focusing part of the lesson.	Teacher gives further instructions on Reflective writing, introduces with assessment criterias.	2 minutes	Whole group	
While-activity	question - answer period	Students listen carefully the teachers instructions and ask questions about Reviewing and get the necessary answers	60 minutes	Whole group	Board, posters, Ss' presentations
Post Activity	Reflective writing discussion, sharing the experiments	Teacher invite students to discuss some samples of successful and unsuccessful Reflective writings and introduces with assessment criterias and how to organize Reflective writing	10 minutes	Whole group	
Evaluation period	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students revision of the material	Teacher gives advices with Reflective writing and warns about dealine of the passing Reflective writing Homework: To prepare for writing "reflective writing and review of the term"	5 minutes	Whole group	

A How machines work

1 T121 Listen to four short conversations. Which of the machines below are the people talking about? Which words and phrases tell you this?

<i>An answering machine</i>	<i>a cassette player</i>	<i>a digital camera</i>
<i>a laptop computer</i>	<i>a mobile phone</i>	<i>a photocopier</i>
<i>a vacuum cleaner</i>	<i>a watch</i>	<i>a radio</i>

2 T122 Match a word or phrase from A with a phrase from B. Then listen and check

<i>A</i>	<i>B</i>
<i>a switch on /off</i>	<i>the button</i>

<i>b plug in</i>	<i>your mobile phone</i>
<i>c press</i>	<i>the tape</i>
<i>d rewind /fast forward</i>	<i>the vacuum cleaner</i>
<i>e restart</i>	<i>the volume</i>
<i>f turn up /down</i>	<i>your messages</i>
<i>g replay</i>	<i>your computer</i>
<i>h shut down</i>	<i>the tape</i>
<i>i hold down</i>	<i>your computer</i>
<i>j pause</i>	<i>the button</i>
<i>k my computer</i>	<i>needs recharging</i>
<i>l my mobile phone</i>	<i>'s crashed</i>
<i>m the batteries</i>	<i>need replacing</i>

3 Work in pairs. Write three sentences about five of the items below, using some of the phrases from exercise 2. Then swap sentences with another pair and see if they can guess what you're describing.

A digital camera

A DVD player

An electric cooker

A fax machine

A games console

An MP3 player

A Walkman

A washing machine

Example: (a dishwasher)

You can switch it on and off.

It doesn't need batteries.

It has to be plugged in before it'll work.

B Quantifiers

1 Discuss the following questions in small groups.

- *Have you ever driven or been for a walk in the desert? Would you like to? Why/why not?*
- *What do you think are the possible dangers?*
- *Make a list of ten things you would need to take on a trip into the desert.*

2 T123 Jeff Wilkinson works for a center for tourism in Queensland, Australia. He specializes in providing safety advice for visitors to the Queensland desert.

Listen to his advice. Which of the items in your list in exercise 1 does he mention?

3 T124 Listen and complete the gaps.

a Every year we have _____ cases where people have to be rescued.

b If people just use _____ common sense...

c ... and follow _____ basic rules for survival, this could so easily be avoided.

d Let _____ people know where and when you're going.

e There's not really _____ chance of finding you if we don't know where to look.

f You must be sure to take _____ water.

g In the desert there really is no such thing as _____ water.

h Definitely _____ alcohol-not even a cold beer.

I Check you've got _____ spare fuel for your vehicle.

j Be sure to take a small first-aid kit with a pair of scissors, _____ bandages...

k Take _____ matches so you can start a fire if need be.

- l You'll need to have _____ sun screen if you don't want a bad case of sunburn.
 m Very often people don't take _____ warm clothes to put on at night.

C Make a list of things you'd hate to be without

1 T125 You will hear six people talking about something they would hate to be without. Listen and complete the table.

<i>Object</i>	<i>How he/ she describe it</i>	<i>Why it is important to him/her</i>

2 You are going to present your own list of five things you'd hate to be without. You could include some of the following.

- | | |
|------------------------------------|---------------------|
| <i>Furniture and ornaments</i> | <i>CDs or books</i> |
| <i>Machines and technology</i> | <i>Photos</i> |
| <i>Things of sentimental value</i> | <i>Clothes</i> |
| <i>Useful everyday objects</i> | <i>Jewellery</i> |

3 Spend a few minutes thinking about how to describe these things and why they are important to you. Mention some or all of the following.

- *what the object is*
- *where/ how/ when you got it*
- *description of the object (color, size, etc.)*
- *why it's important to you*
- *what you use it for*
- *why you couldn't live without it*

Integrated Skills.

Lesson plan 1

Course title: Integrated skills

Topic: Education .

Level: Intermediate

Materials: Virginia Evans& Jenny Dooley. Enterprise, 2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice reading and listening for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards

		meaning of words and their synonyms			
Pre-activity Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning	20 minutes	Group work	Handout 1: cards with new words Listening technique
While activity	Students have a great opportunity to explore the material and listen to the scripts	Teacher divides students into the pairs and distributes the copies of the listening activities	10 minutes	Individual) pair work	Handout 2; listening tasks Conversation and dialogues
Post Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools	Teacher gives to students extracts on different topics, for example “school life and student life” and reveals how they acquired	20 minutes	Whole group	
Conclusion	To allow students to face an opportunity for the reflection of the lesson	Homework: To ask students to make a presentation on a given topic	10 minutes	Whole group	Handout 3: Slide show on the topic “School life and student life”



Britain's education system An unqualified mess-1.mp4



110310_6min_citizen_for_website_110310_6min_english_citizen_journalism_audio_au_bb.mp3

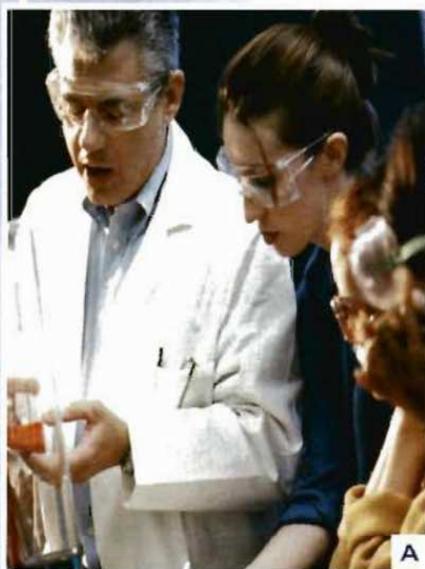


110310153647_110303_6min_citizen.pdf

WARM-UP

Look at the pictures. In pairs, ask and answer the following questions:

- What is happening in the three pictures?
- Are there any differences/similarities between the types of education shown in the photographs?
- How do you think the people in the photographs feel?
- Have you ever experienced any of the situations shown?



DEVELOP YOUR READING SKILLS

What comes before?

You are going to read some sentences from different texts about education. For each of the sentences, decide what kind of point the writer was making in the previous sentence.

Write in the gap:

- A** for a point which **CONTRASTS** (disagrees) with the point made in the second sentence
- B** for a point which **SUPPORTS** (agrees with) the point made in the second sentence
- C** for a point which gives the **CAUSE** (the reason) for something happening

Example:

B Moreover, many educational psychologists argue today that strict classroom discipline is actually a disincentive to effective and efficient learning.

- 1 _____ As a result, more and more graduates are leaving university with bank balances deeply in the red.
- 2 _____ However, this ignores the fact that mixed-ability classes often discriminate against the more able students in those classes.
- 3 _____ In addition, society has to recognise that schools can never totally replace the role of the parent when it comes to moral guidance.
- 4 _____ On the other hand, school uniforms do instil in pupils a sense of belonging.
- 5 _____ Apart from that, we also need to consider the important issue of whether university lecturers have actually received any training in how to communicate their knowledge effectively to their students.
- 6 _____ What's more, it has never been proved that children who are taught by their parents at home receive less of a grounding in social and life skills.
- 7 _____ In consequence, it seems clear that the way forward is to have as highly educated a workforce as possible.
- 8 _____ Thus, until we deal with the generally inadequate standard of state school teaching, there will always be a market for private schools.
- 9 _____ Lastly, the school has recently introduced craft, design and technology courses to the curriculum.
- 10 _____ Despite this, teachers are still leaving the profession in droves, fed up with the education system being treated as a political football by politicians.

B *Find and write*

Underline the words or phrases in each second sentence which helped you make your decision. Then write them in the appropriate column in the table below.

Introducing contrast	Introducing a supporting argument	Introducing a result

Lesson plan 2

Course title: Integrated skills

Topic: School days “Staff portrait gallery”

Level: Intermediate

Materials: Samuel Nickson, Gabriel Leeds,2009 Listening for development purposes, www.englishlistening.com

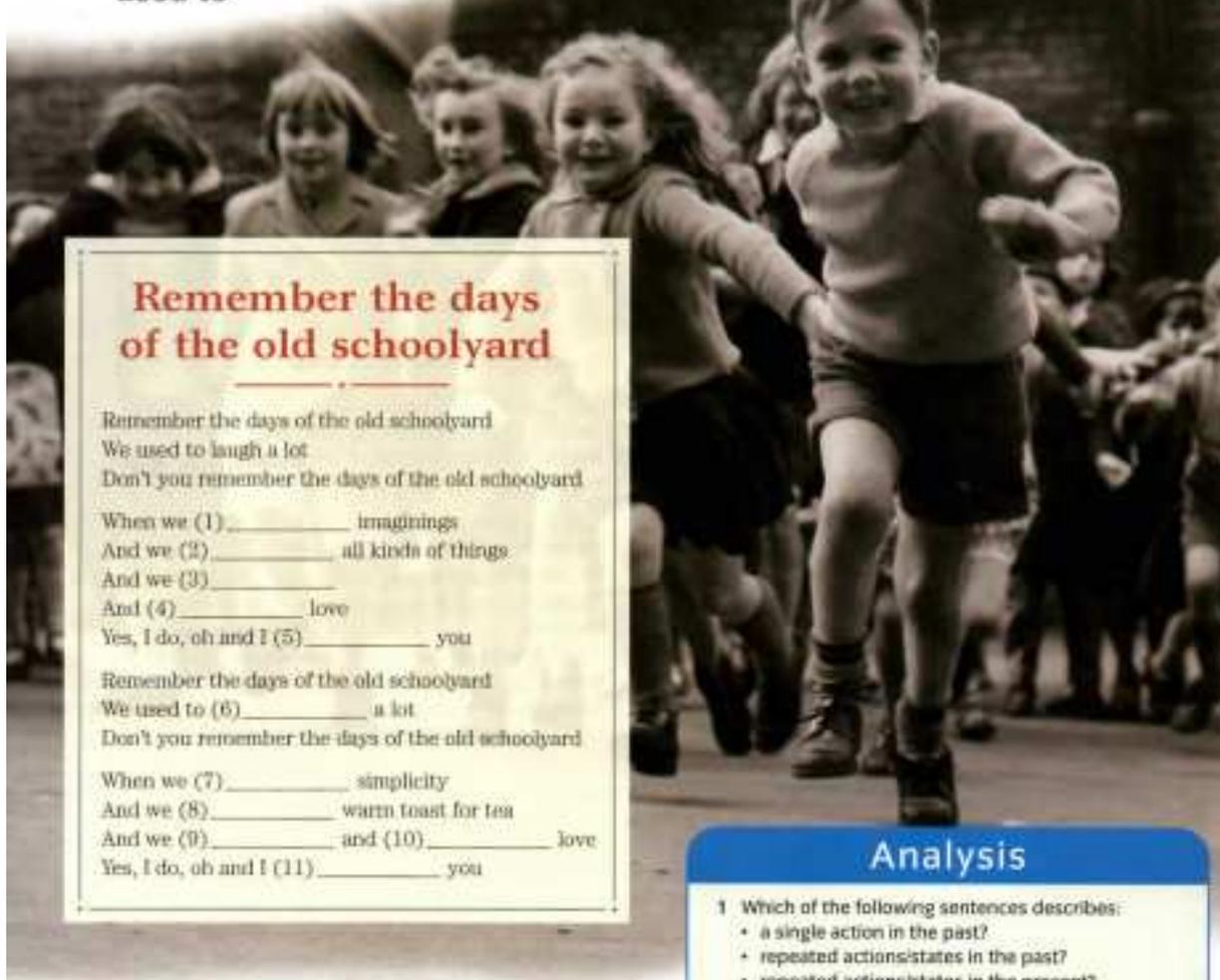
Objectives: to provide students with the opportunity to practice reading for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-activity Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning	20 minutes	Group work	Handout 1: cards with new words Listening technique
While activity	Students have a great opportunity to explore the material and listen to the scripts	Teacher divides students into the pairs and distributes the copies of the listening activities	10 minutes	Individual) pair work	Handout 2; listening tasks Conversation and dialogues
Post - Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological	Teacher gives to students extracts on different topics, for example “Comparison of educational schools” and reveals how they acquired	20 minutes	Whole group	
Conclusion	To allow students to face an opportunity for the reflection of the lesson	Homework: To ask students to make a presentation on a given topic	10 minutes	Whole group	Handout 3: Slide show on the topic “Staff portrait gallery”

Language focus 2

used to



Remember the days of the old schoolyard

Remember the days of the old schoolyard
We used to laugh a lot
Don't you remember the days of the old schoolyard
When we (1) _____ imaginings
And we (2) _____ all kinds of things
And we (3) _____
And (4) _____ love
Yes, I do, oh and I (5) _____ you
Remember the days of the old schoolyard
We used to (6) _____ a lot
Don't you remember the days of the old schoolyard
When we (7) _____ simplicity
And we (8) _____ warm toast for tea
And we (9) _____ and (10) _____ love
Yes, I do, oh and I (11) _____ you

1 a You are going to listen to the song *Remember the days of the old schoolyard* by Cat Stevens. From the title what do you think the song is about?

b **12.5** Can you complete the song with the following verbs? Compare with a partner. Then listen and check.

cry had (x4) laughed (x2) needed (x2) remember (x2)

2 How does the writer of the song feel about his schooldays? Were they a completely happy time? What words/lines tell you this? Compare your opinions in groups.

Analysis

- 1** Which of the following sentences describes:
- a single action in the past?
 - repeated actions/states in the past?
 - repeated actions/states in the present?

- a We used to laugh a lot.
b We had warm toast for tea.
c We usually have toast for tea.
d I laughed when I saw him.

- 2 a** Which of the following sentences describes something that has changed from the past? Which describes something that hasn't changed? Underline the time phrases that show this.

His life isn't simple any more / any longer.
He still needs love.

- b Rewrite the following sentence twice using each of the time phrases you underlined.
He thinks about his schooldays.

► Read Language summary C on page 145.

Practice

1 a Which of the following sentences are true about your schooldays? (If you are still at school, think about your primary schooldays.)

- 1 I used to love school.
- 2 I still remember the names of all my teachers.
- 3 I used to be frightened of some of the teachers.
- 4 I used to be frightened of some of the bigger children.
- 5 I still see my friends from those days.
- 6 I used to be very good at maths.
- 7 My work used to be very neat and tidy.
- 8 I still have my exercise books from school.
- 9 I always used to do my homework.
- 10 I never used to get into trouble.
- 11 I used to love sport and games.
- 12 I don't do sport any more.

b Use the sentences to talk about your childhood in groups. Did you learn anything surprising about your classmates?

Actually, I used to hate school.

Really? I liked it. I used to love art and history.

2 Think back to your life when you were ten years old. What are the differences and similarities between your life then and now? Think about:

- your home.
- your likes and dislikes (food, sports, animals, etc.).
- your skills and abilities.
- your personality (confident/studious, etc.)
- your fears and worries.
- the lives of your parents and family.

Write sentences using *used to*, *didn't use to*, *still* and *not ... any more / any longer*.

Examples:

We used to live in a small village, but we don't any more.

I still don't like eating vegetables!

I didn't use to like dogs, but I don't mind them now.

Listening and speaking

A childhood memory

1 a You will hear Justin and Helen talking about a childhood memory. Look at the pictures. What do you think happened?



b Check these words in your mini-dictionary. Which story do you think they belong to?

to get the blame for something slot machines
to slide the alarm went off a fairground a marble floor
to bully someone to win a prize to cut your head open

2 **1.5** Listen and check. Who do you think was happier at the end of the story, Justin or Helen? Why?

3 a Listen to Justin's story again and answer the following questions in pairs.

- 1 How old was Justin at the time of the story?
- 2 Who was Carl Foster and why didn't Justin like him?
- 3 What did Justin and his friends use to do after lunch?
- 4 How did he hurt himself?
- 5 Why does Justin say 'It serves him right' at the end?

b Now listen to Helen's story again and answer the questions.

- 6 Where did Helen and her family spend their holidays when she was a child?
- 7 Why did she get angry with the machine?
- 8 Why did the manager come out of his office?
- 9 What did Helen's brother tell her would happen?
- 10 Why was she frightened for the rest of the holiday?

4 a Think about an incident from your childhood. It could be:

- a funny or annoying incident at school.
- a holiday you particularly remember.
- a party or family celebration.
- a time when you did something naughty.

b Spend a few minutes thinking about how to describe what happened. Then work in groups and tell your story.

Lesson plan 3

Course title: Integrated skills

Topic: Irish School. Study abroad

Level: Intermediate

Materials: Samuel Nickson, Gabriel Leeds,2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice reading for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-activity Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning	20 minutes	Group work	Handout 1: cards with new words Listening technique
While activity	Students have a great opportunity to explore the material and listen to the scripts	Teacher divides students into the pairs and distributes the copies of the listening activities	10 minutes	Individual) pair work	Handout 2; listening tasks Conversation and dialogues
Post - Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological	Teacher gives to students extracts on different topics, for example “Comparison of educational schools” and reveals how they acquired	20 minutes	Whole group	
Conclusion	To allow students to face an opportunity for the reflection of the lesson	Homework: To ask students to make a presentation on a given topic	10 minutes	Whole group	Handout 3: Slide show on the topic “Staff portrait gallery”

PRACTISE YOUR READING SKILLS

Reading know-how

- Просмотрите текст, чтобы понять его основное содержание. Не обращайтесь внимания на незнакомые слова.
- Убедитесь, что предложение, которое вы выбрали в качестве ответа, является логическим продолжением предыдущего предложения, а также **ЛОГИЧЕСКИ** и

ГРАММАТИЧЕСКИ связано с последующим предложением. Обратите внимание на слова-связки, которые помогут вам установить логические связи между предложениями и выбрать правильный ответ. Начинайте выполнять задание с самых простых заданий.



Read and answer

You are going to read a guide for international university students. Seven sentences have been removed from the guide. Choose from the sentences **A-H** the one which fits each gap (**1-6**). There is one extra sentence which you do not need to use. There is an example at the beginning (**0**).

- A** Inside, you will find a number of shops, bars and food outlets, as well as a laundrette, two banks and a travel agent's.
- B** Generally, your course will consist of lectures, seminars and regular meetings with your Personal Tutor.
- C** In addition, you are free to join any of the university clubs and societies and attend Union-organised events such as pop concerts and discos.
- D** A confidential counselling service is also available.

- E** As a result, a number of ethnic societies, such as the Greek Society, the Irish Society and the Jewish Society, exist to fill your cultural and social needs.
- F** As an international student, you may have some questions that neither your Hall Tutor nor your Personal Tutor are able to answer.
- G** However, they are not expected to do your washing-up or tidy away your things.
- H** For this reason, we have produced this small factsheet which may make your first few days here a little easier.

Alcot University

Guide for International Students

Welcome to the University of Alcot. We very much hope that your time here will be both highly productive and highly enjoyable, but we do recognise that it is not always easy for students from other countries to adapt to campus life in Britain. 0 H

Your Hall of Residence contains twelve rooms, all like yours. The kitchen and bathrooms are communal. In the interests of hygiene and respect for your flatmates, we would ask you to keep these shared facilities as clean and tidy as possible. These rooms will be cleaned

by a member of the cleaning staff once a day (Monday to Friday). 1 Please be polite and respectful to your cleaners – they have a difficult and unpleasant job to do. Your Hall Tutor will introduce himself or herself to you over the next few days. If you have any problems with anything to do with your life on campus, they are there to help you.

Student social life revolves around the Student Union, which is the large yellow building opposite the library. 2 As a student at Alcot, you are automatically a member of

the Union. This entitles you to use all the facilities and to vote in all Union elections and meetings.

3 See *The Alcot Excalibur*, the free weekly student newspaper, for further information regarding upcoming Union events.

Regarding your course of studies, you will receive a letter in the next couple of days from your Head of Department inviting you to attend a welcome meeting for new students. You will be given further information concerning your course at this meeting. **4** He or she will be able to deal with any academic problems or questions you may have.



B

Discuss

In pairs, discuss your answers.

Which words or phrases in the text and in the list of sentences helped you get the answers right?

5 If you have any problems, issues or concerns directly related to that fact that you are a non-British citizen, these can be referred to the International Office. Situated next to the Arts Building, the International Office is staffed by one permanent Welfare Officer and a body of trained student volunteers. They are experienced in handling issues related to visas, immigration and police registration. **6**

Further information regarding other university facilities, such as the medical centre, sports centre, arts centre and library, can be found in the accompanying Alcot Guide for Undergraduates. This also contains useful phone numbers and a map of the campus.

Grammar focus

We **do recognise** that it is not always easy for students from other countries to adapt to campus life in Britain. = 'We **recognise ...**' with extra emphasis.

This is the emphatic present simple.

He **did pass** the exam. = 'He **passed ...**' with extra emphasis.

This is the emphatic past simple.

Why did the writer or speaker decide to use the emphatic form in these sentences?

Circle the correct reason a or b.

- | | |
|--|---|
| <p>1 However, in the end she did manage to get her essay handed in on time.</p> <p>a to emphasise that it hadn't been an easy thing to do</p> <p>b to emphasise that she had done it easily</p> | <p>4 I hated German at school, but I did enjoy our Latin lessons.</p> <p>a to emphasise the contrast between the writer's feelings for German and Latin</p> <p>b to emphasise how much the writer enjoyed Latin</p> |
| <p>2 I think in fact Matthew does want to get better grades, but he finds it hard to concentrate.</p> <p>a to emphasise the reason why Matthew doesn't get better grades</p> <p>b to express disagreement with what someone else has just suggested</p> | <p>5 Many teachers do still believe that students should just sit quietly in the class and listen to them.</p> <p>a to emphasise how strongly the teachers believe</p> <p>b to show that the writer disagrees with what the teachers believe</p> |
| <p>3 I really do love physics; it's such an interesting subject.</p> <p>a to emphasise how much the speaker loves physics</p> <p>b to express disagreement with what someone else has just suggested</p> | |

Lesson plan 4

Course title: Integrated skills

Topic: “Project submission and discussion”

Level: Intermediate

Materials: Samuel Nickson, Gabriel Leeds,2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice reading for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-activity Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning	20 minutes	Group work	Handout 1: cards with new words Listening technique
While activity	Students have a great opportunity to explore the material and listen to the scripts	Teacher divides students into the pairs and distributes the copies of the listening activities	10 minutes	Individual) pair work	Handout 2; listening tasks Conversation and dialogues
Post Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological	Teacher gives to students extracts on different topics, for example “Gap year, exchange students” and reveals how they acquired	20 minutes	Whole group	
Conclusion	To allow students to face an opportunity for the reflection of the lesson	Homework: To ask students to make a presentation on a given topic	10 minutes	Whole group	Handout 3: Slide show on the topic “Project submission and discussion”

**Problems in Education
Vocabulary**

advocate to support or speak in favor of someone or something
by means of way; method; road used to reach or achieve something
celebrated acknowledged; appreciated; famous
concept general idea; mental picture
egalitarian the idea of equal rights and opportunities for all
grade level American system of class/ education levels in school
handicapped to have a physical, mental, or social barrier or disability
needy to be lacking basic materials or
abilities; requiring help numerous many
proceed move forward; continue on a path or with a plan/activity
reflects shows; presents; mirrors
speaks well for gives hope; is positive
striking a balance between find or establish equality of importance or attention

Pre-Text Discussion

1. What do you consider to be the biggest problem in university education today?
2. If a university has problems in the system, who do you think should be responsible for making changes to improve the situation? Why?
3. What do you think “functional illiteracy” means?
4. Do you know, or can you guess, what some problems are in U.K. and U.S.A. universities?
5. Do you think that everyone should have the opportunity to study in a university? Explain your answer.

Text

Problems in Higher Education in the U.K.

There are more than 60 universities in the U.K. The leading universities are Cambridge, Oxford and London. English universities differ from each other in traditions, general organization, internal government, etc. British universities are comparatively small, the approximate number is about 7-8 thousand students. Most universities have fewer than 3000 students, some even less than 1500. London and Oxford universities are international, because people from many parts of the world come to study at one of their colleges. A number of well-known scientists and writers, among them Newton, Darwin, Byron were educated in Cambridge. A university consists of a number of departments: art, law, music, economy, education, medicine, engineering, etc.

After three years of study a student may proceed to a Bachelor’s degree, and later to the degrees of Master and Doctor. Besides universities there are at present in Britain 300 technical colleges, providing part-time and full-time education. The organization system of Oxford and Cambridge differs from that of all other universities and colleges. The teachers are usually called Dons. Part of the teaching is by means of lectures organized by the university. Teaching is also carried out by tutorial system. This is the system of individual tutorage organized by the colleges. Each student goes to his tutor’s room once a week to read and discuss an essay that the student has prepared. Some students get scholarships but the number of these students are comparatively small. There are many societies and clubs at Cambridge and Oxford. The most celebrated at Cambridge is the Debating Society at which students discuss political and other questions with famous politicians and writers. Sporting activities are also numerous. The work and games, the traditions and customs, the jokes and debates – all are parts of students’ life there.

It should be mentioned that not many children from working class families are able to receive a higher education, as the fees are very high (more than L1000 a year). Besides that, special fees are taken for books, for laboratory works, exams and so on.

Functional Illiteracy Much attention is presently being given to what is termed “functional illiteracy”. This should not be confused with the problem of illiteracy, that is, the inability to read and write. Current United Nations (UNESCO) figures indicate that 99 percent of all Americans are literate, the same figure is assigned to nations such as Britain or Germany. Functional illiteracy, by contrast, is concerned with how much difficulty people have in actually using reading and writing skills in everyday situations. This might be interpreted, for example, as the relative ability to understand federal income-tax forms, or printed instructions, or how well someone can write a letter of complaint, or apply in writing for a job. There are no agreed-upon definitions of what functional illiteracy is and, in articles, definitions vary widely. For many years reading tests have been used throughout the country. These tests define reading ability by grade level. A “tenth-grade reading level,” for instance, would be the average reading score of all pupils who have completed ten years of school. There are, of course, many different reading tests and types of tests. One definition of functional illiteracy holds that anyone is “illiterate” who reads at less than an eighth-grade level. Another common definition uses a twelfth-grade level (the last year of high school in the U.S.). There seems to be general agreement that at least one-tenth of all Americans are functionally illiterate in English to some degree. It is also hardly surprising that those nations which (like the U.S.) have paid most attention to this concept, and which have nationwide testing, have found the greatest problems. As one educator humorously put it, “Reading tests cause illiteracy.” Canada, for example, which also has a large non-English-speaking immigrant population, has recently found that many of her citizens too, are functionally illiterate. The attention given this problem, therefore, reflects the fact that in North America schools as well as pupils are continually tested.

A series of studies in the 1980s criticized American public schools. As a result, better training and payment for teachers has been advocated and more stress has been placed on academic subjects. But striking a balance between a comprehensive, Egalitarian education and one of specialization and excellence has always been a difficult task, and is likely to remain so. Schools and universities have also been asked to do more and more to help with, or even cure, certain social and economic problems, from the effects of divorce to drug problems, from learning disabilities to malnutrition. Most school systems not only have lunchrooms or cafeterias, they also offer free or low-cost meals, sometimes including breakfast to needy pupils. They also employ psychologists, nurses, staff trained to teach the handicapped, reading specialists, and academic as well as employment counselors. Because of their traditional ties with the communities, schools are expected to be involved in many such areas. Given America’s history and that of its people, their many backgrounds, needs, and desires, the fact that American education is sensitive to its weaknesses (and to its strengths) speaks well forth future.

Check Comprehension

Read the following statements related to the previous texts.

Determine whether they are true or false statements. Prove your answer by citing the portion of the text in which the information can be found.

1. The U.K.’s three leading universities are in London.
2. The campuses of Oxford and Cambridge include many technical colleges.
3. Cambridge and Oxford offer unique systems of learning.

4. Most students in Britain's leading universities study on scholarship.
5. The primary problem presented in the text is the high cost of education that working-class students can't afford.
6. Functional Illiteracy is the inability to understand practical texts and instructions.
7. All educators, writers, and specialists agree on the definition of functional illiteracy.
8. Those nations who give more attention to the problem usually find more functional illiteracy.
9. No improvements were made in American education following a study done in the 1980s.
10. The future of American education is bright and hopeful.

Vocabulary Practice

Exercise: Make one logical sentence from each of the following sets of words.

1. advocate, strike a balance between
2. concept, egalitarian
3. grade level, handicapped
4. numerous, speaks well of
5. needy, advocate
6. reflects, grade level
7. egalitarian, handicapped

Speaking Practice

Task 1: Expressions and Sayings: Discuss the Meaning of the following

1. By doing nothing we learn to do ill.
2. Knowledge is a city, to the building of which every human being brought a stone. (Emerson)
3. Live and learn.
4. A university should be a place of light, of liberty and of learning. (Disraeli)
5. Never put off till tomorrow what you can do today.
6. No pain, no gain.
7. No sweet without sweat
8. A word is enough to the wise.
9. Better late than never.
10. First think then speak
11. It's never too late to learn.
12. Zeal without knowledge is a runaway horse.

Task 2: With a partner, complete the following tasks.

1. Speak on the Educational Systems in Uzbekistan and the USA.
2. What university would you choose if you were going to study in the USA? And why?
3. Make up a dialogue between A and B on the subject of Functional Illiteracy.
4. Make up a conversation between a teacher and a student at the examination.
5. Make up a conversation between a tourist and a student about the educational system of Uzbekistan.

Lesson plan 6

Course title: Integrated skills

Topic: Cities and country life

Level: Pre-intermediate

Materials: <http://www.bbc.co.uk/news/education-2150613>,

<http://medicalxpress.com/news/2013-02-urban-environment-ability-tasks.html>

Objectives: to provide students with the opportunity to practice speaking and reading for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary related to the topic Teacher asks the meaning of words and their synonyms Teacher provides students with the appropriate methods in the production stage Teacher explains to the students the major role of speaking and listening activities	20 minutes	Whole group	<ul style="list-style-type: none"> • Computer with Internet access • Large index cards (one per student) • Materials to create postcards (markers, paint, colored pencils, glue, scissors poster board) • Map of Europe (with scale large enough to show river Seine) • <i>City Life in Europe</i> video and VCR (or DVD and DVD player)
Pre-reading Vocabulary tasks	Preparation of students for reading	Students learn new words and try to guess their meaning Teacher provides students with the necessary materials that can be applied by them in the while reading stage	20 minutes	Group work	Handout 1: text related to the topic Reading technique models
While reading activity	Students have a great opportunity to explore the material and read the scripts in accordance with the texts new words in the context	Teacher divides students into the pairs and distributes the copies of the reading activities Students listen to the text and fill in the gaps	10 minutes	Individual) pair work	Handout 2; reading tasks Conversation and dialogues

Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	Teacher gives to students extracts on different topics, for example "Sports" and reveals how they acquired they language, furthermore the teacher hands out questions and students have to answer to them after having listened to the text	20 minutes	Whole group	
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of reading and listening skills such as listening through the videos and trying to learn unknown words in the process of listening. Homework: To ask students to write their opinion about the difference between these two notions.	10 minutes	Whole group	Handout 3: Video on the topic "City life or country life-which is better"

Glossary:

urban life

rural life

over population

under developed

person a non grate

A new report says living in a city makes it harder for people to concentrate. The research found that people who live in rural areas can focus better than people in urban areas. The study is from Goldsmiths College, which is part of the University of London. Head researcher Dr Karina Linnell and her team studied how two groups of people did the same "thinking tasks". The team went to a remote part of Namibia, southwest Africa, to study the Himba tribe. Himba people live a very basic life in the desert, doing traditional farming. The team also studied members of the same tribe who had moved to the nearest town. Dr Linnell said the tribe who lived in the desert did much better on the tests than those in the town.

Dr Linnell's research may change the way companies operate. In the future, workers may relocate from cities to live and work in the countryside. Linnell said there are too many things around us in the city that stop us from thinking about one thing for a long time. This means we do not work at our best. She asked: "What if, for example, companies realised certain

tasks would be better carried out by employees based outside of the urban environment where their concentration ability is better?" The past century has seen billions of people move from the countryside to big cities. If Dr Linnell's research is true, this century might see many of those people return to the great outdoors.

1. THINKING: Walk around the class and talk to other students about thinking. Change partners often and share your findings.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

report / rural areas / urban areas / thinking tasks / remote / very basic life / tribe / operate / relocate / in the city / employees / concentration / billions / this century

Have a chat about the topics you liked. Change topics and partners frequently.

3. CONCENTRATE: How can you concentrate better when doing these things? Complete the table with your partner(s). Change partners often and share what you wrote.

	How are you now?	How could you be better?
Studying English		
Driving		
Computer games		
Playing sport		
Reading instructions		
Doing your job		

5. CAN'T CONCENTRATE: Which of these stop you from concentrating? Rank them and share your rankings with your partner. Put the best at the top. Change partners often and share your rankings.

other people	traffic sounds
food	sleepy
thinking about someone	stressed
bored	music / TV

6. CITY: Spend one minute writing down all of the different words you associate with the word 'city'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

7. TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

- | | |
|--|-------|
| a. A new report says it's difficult for people to study cities. | T / F |
| b. People who live in the countryside can focus better than city people. | T / F |
| c. The research team studied a tribe in South Africa. | T / F |
| d. The team studied two different tribes from the town and country. | T / F |
| e. The research might change how companies work in the future. | T / F |
| f. The researcher said many things around us help us think better. | T / F |
| g. Billions have relocated to urban areas in the past 100 years. | T / F |
| h. Many people originally from the countryside might return. | T / F |

8. SYNONYM MATCH: Match the following synonyms from the article.

- | | |
|-----------|-------------------|
| 1. Harder | a. out of the way |
| 2. Focus | b. last |

- | | |
|----------------|-------------------|
| 3. Remote | c. relocated |
| 4. Basic | d. done |
| 5. Moved | e. work |
| 6. Operate | f. concentrate |
| 7. Realised | g. go back |
| 8. carried out | h. more difficult |
| 9. Past | i. understood |
| 10. Return | j. simple |

9. PHRASE MATCH: (Sometimes more than one choice is possible.)

- | | |
|-------------------------------------|------------------------------|
| 1. living in a city makes it harder | a. remote part of Namibia |
| 2. two groups of people did | b. at our best |
| 3. The team went to a | c. who lived in the desert |
| 4. Himba people live a | d. the urban environment |
| 5. the tribe | e. the same "thinking tasks" |
| 6. workers may relocate | f. outdoors |
| 7. we do not work | g. for people to concentrate |
| 8. employees based outside of | h. from cities |
| 9. The past | i. very basic life |
| 10. return to the great | j. century |

A new report says living in a city makes it (1) _____ for people to concentrate. The research found that people who live in rural areas can (2) *tasks* _____ better than people in urban areas. The study is from *traditional* Goldsmiths College, which is (3) _____ of the University of *focus* London. Head researcher Dr Karina Linnell and her team studied how two *nearest* groups of people did the same "thinking (4) _____ ". The team went *part* to a (5) _____ part of Namibia, southwest Africa, to study the Himba *harder* tribe. Himba people live a very (6) _____ life in the desert, doing (7) *remote* _____ farming. The team also studied members of the same tribe *basic* who had moved to the (8) _____ town. Dr Linnell said the tribe who lived in the desert did much better on the tests than those in the town.

Dr Linnell's research may change the way companies (9) _____. In the future, workers may (10) _____ from cities to live and work in *certain* the countryside. Linnell said there are too many things around us in the city *century* that (11) _____ us from thinking about one thing for a long time. *relocate* This means we do not work at our (12) _____. She asked: "What if, *based* for example, companies realised (13) _____ tasks would be better *stop* carried out by employees (14) _____ outside of the urban *operate* environment where their concentration ability is better?" The past century has *billions* seen (15) _____ of people move from the countryside to big cities. If *best* Dr Linnell's research is true, this (16) _____ might see many of those people return to the great outdoors.



City Life vs. Country Life- Which is Better.mp4

Village life and city life

These resources can be used for

- Cross-curricular topic work involving children's different languages
- Language classes in the community
- MFL classes

See also resource sheet, scheme of work and Living Together powerpoint (links)

Lesson plan 7

Course title: Integrated skills

Topic : City and country life: "Famous cities in the world"

Level: Pre-intermediate

Materials:<http://www.bbc.co.uk/news/education-2150613>,

<http://medicalxpress.com/news/2013-02-urban-environment-ability-tasks.html>

Objectives: to provide students with the opportunity to practice listening for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
----------	-----------	-----------	------	---------------------	-----------

Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms Teacher provides students with the appropriate listening methods in the production stage Teacher explains to the students the major role of listening activities	20 minutes	Whole group	Computer with Internet access Large index cards (one per student) Materials to create postcards (markers, paint, colored pencils, glue, scissors poster board) Map of Europe (with scale large enough to show river Seine) City Life in Europe video and VCR (or DVD and DVD player)
Post-warm up activity Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning Teacher provides students with the necessary materials that can be applied by them in the while listening stage	20 minutes	Group work	Handout 1: presentation about town life.
While activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher distributes the copies of the listening activities Students listen to the text and fill in the gaps	10 minutes	Individual) pair work	Handout 2; video about apartment in the city

Post Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	Teacher gives to students extracts on different topics, for example “Sports” and reveals how they acquired they language, furthermore the teacher hands out questions and students have to answer to them after having listened to the text	20 minutes	Whole group	
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of listening skills such as listening through the notes and scanning of texts in the process of listening, dividing each paragraph into aspects Homework: To ask students to write essay about famous cities	10 minutes	Whole group	Handout 3: video about sightseeing places



Learn English 09 - Apartment.avi



Learn English 73 - Sightseeing.avi

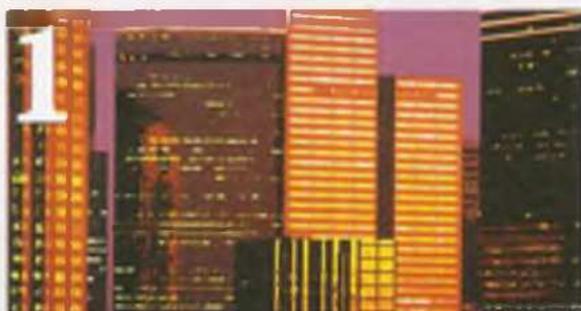
It's my kind of city.

Contrasting lifestyles

A What's important when choosing a city to live in? Rank these items from 1 to 5 (1 = the most important).

___ cost of living ___ crime rate ___ jobs ___ nightlife ___ weather

B Pair work Read the descriptions of these two cities. Using the categories in Exercise A, which city do you think has more to offer?



If you're looking for an exciting place with lots of street life, consider moving to this city, where the streets are filled all day, bars and nightclubs are open until 4:00 A.M., and the buses and subways run all night. Most evenings you can choose from among many concerts and plays or visit one of the many museums that have late hours. . . .

There are lots of jobs for newcomers to the city, and the average salary is around \$2,500 per month. . . . And don't forget to budget for air-conditioning. The heat and humidity can be quite high in the summer. . . .



If you want a large apartment in a picturesque little spot in the mountains, move to this town, where you can find a place for just \$800 a month, and average monthly salaries are around \$2,000. . . . The weather is great, too, with temperatures ranging from a low of 55°F to a high of 75°F in the summer – not warm enough to want to go to the nearest beach, located 200 miles away.

Transportation in town can be difficult, as there is no subway, and buses run infrequently. You'll need a car not only for work and shopping, but also to get to museums and concerts, all over 60 miles away. . . .

C Pair work Add these sentences to the descriptions in Exercise B where gaps are indicated by (. . .). Does the added information change your opinion about these cities?

1. On the other hand, the beach is only an hour's train ride from the city!
2. And even though you'll feel safe on the streets at almost any hour, there's not much action, and you'll probably prefer to curl up in front of the TV.
3. But be careful – in spite of all the late-night activity in the streets, the crime rate is high.
4. Unemployment, however, is quite high these days.
5. Just the same, you'll need more than that to find a nice apartment – a two-bedroom apartment costs on the average \$2,000 per month.

Talking about two cities

Group work Discuss these questions about the two cities in Exercise B.

1. In which city would you have the best chance of succeeding at a career?
2. Which city is better for a single person? for raising a family?
3. Which city has the best recreational activities?

Order of adjectives

When two or more adjectives occur in a sentence, they usually follow this order.

	quality	size	age	type	noun	modifying phrase
a	picturesque	little	old		town	in the mountains
an	exciting	big		port	city	with lots of street life

Write descriptions of several cities you know. Then compare with a partner.

1. your hometown

My hometown is a huge, modern, industrial city with a busy downtown area.

2. a city you'd like to live in

3. a city you wouldn't enjoy living in

Connecting contrasting ideas

There are a number of ways to connect two statements that give contrasting information.

In spite of/Despite the activity in the streets, the crime rate is high.

Even though/Although the streets are safe, you'll prefer to spend evenings at home.

Monthly salaries are around \$2,000. **However**, unemployment is quite high.

The average salary is \$2,500 per month. **Just the same/Nevertheless**, housing is expensive.

The heat and humidity are high. **On the other hand**, the beach is only an hour away.

Choose the words in parentheses that describe your situation. Then complete the sentences with your own information and opinions.

1. There are (many/few) job opportunities in my town. Nevertheless, . . .
2. My city has (many/few) concerts. However, . . .
3. I'd prefer living in a city located (in the mountains/on the seashore), even though . . .
4. My city (offers/doesn't offer) many different cultural activities. On the other hand, . . .
5. I feel that the crime rate in my city is (high/average/low). However, . . .
6. The (winter/summer) weather in my town is very pleasant. Nevertheless, . . .
7. There (is/isn't) a lot of open space in my town. However, . . .
8. I would really enjoy living in (a big city/a small town), in spite of . . .

Lesson plan 8

Course title: Integrated skills:

Topic : City and country life: “Countries and cultures”

Level: Pre-intermediate

Materials: <http://www.bbc.co.uk/news/education-2150613>,
<http://medicalxpress.com/news/2013-02-urban-environment-ability-tasks.html>

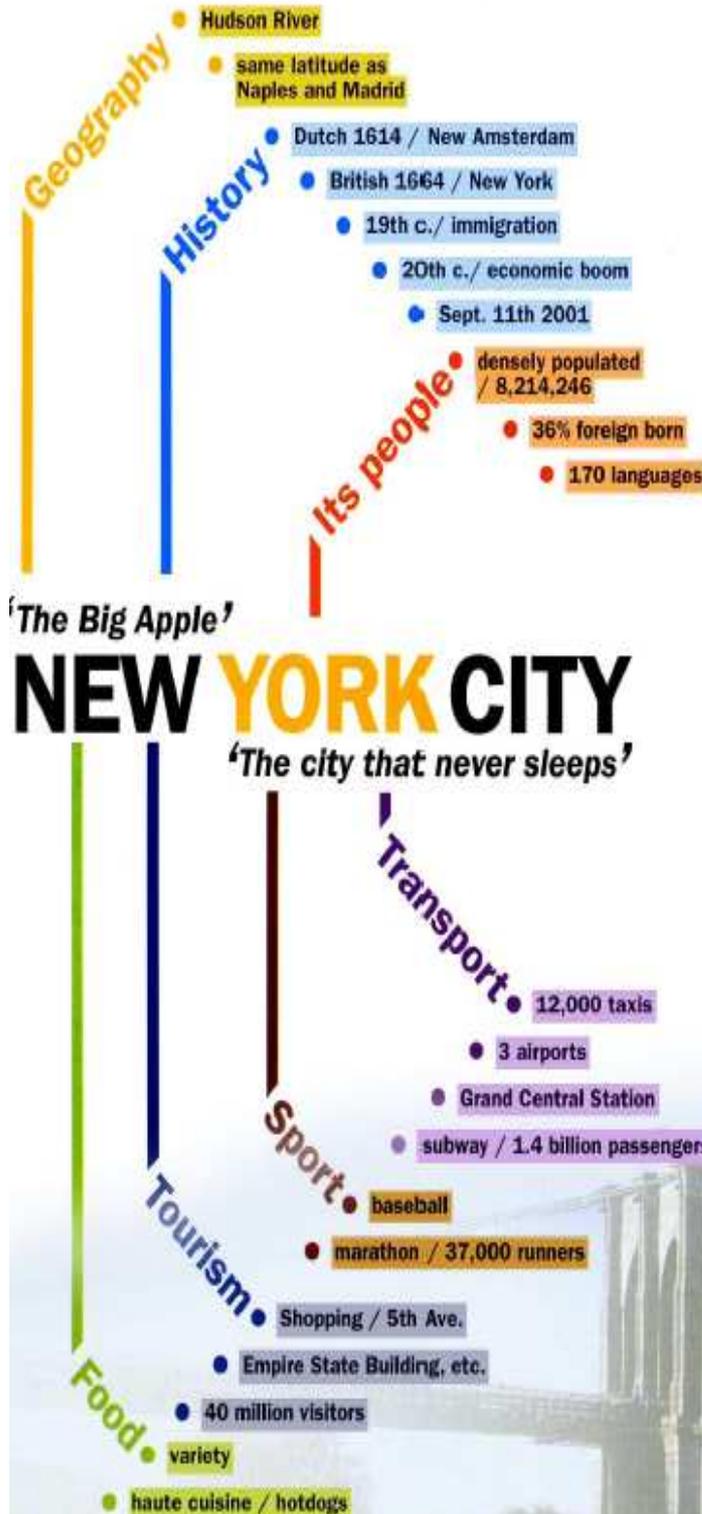
Objectives: to provide students with the opportunity to practice listening for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students some questions about cities and checks their speaking skill. Teacher provides students with the appropriate speaking methods in the production stage Teacher explains to the students the major role of speaking activities	20 minutes	Whole group	Computer with Internet access Large index cards (one per student) Materials to create postcards (markers, paint, colored pencils, glue, scissors poster board) Map of Europe (with scale large enough to show river Seine) City Life in Europe video and VCR (or DVD and DVD player)
Pre-reading Vocabulary tasks	Preparation of students for listening	Students read questions and try to answer them. Teacher provides students with the necessary materials that can be applied by them in the while listening stage	20 minutes	Group work	Handout 1: Discuss the following questions. Listening and speaking technique models
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts	Teacher distributes the copies of the listening activities Students listen to the text and fill in the gaps	10 minutes	Individual) pair work	Handout 2; video about best cities to live and discuss why

	new words in the context				
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological tools conducted by a teacher in the process of lesson delivery	Teacher gives to students extracts on different topics, for example “Sports” and reveals how they acquired the language, furthermore the teacher hands out questions and students have to answer to them after having listened to the text	20 minutes	Whole group	
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of listening skills such as listening through the notes and scanning of texts in the process of listening, dividing each paragraph into aspects Homework: To ask students to write solution to the case study on the topic best cities.	10 minutes	Whole group	Handout 3: watching the presentation.

- 1 Write down everything you know about New York City. Collect all your ideas as a class.
- 2 Work with a partner and study the diagram about New York. Compare the information with your ideas.



NEW YORK CITY

Although New York City is not the capital of the United States, its influence is seen throughout the world. Its nickname, (1) "_____", was given to it by early immigrants because the city seemed so huge and full of promise.

Geography

It is located at the mouth of the (2) _____ and lies on the same latitude as the European cities of (3) _____.

History

The Dutch founded the city in 1614, calling it (4) _____. However, in (5) _____ it was captured by the British and renamed New York. The city grew in importance and was the US capital until 1790. During the 19th century it was transformed by (6) _____ and from the early 20th century became a world centre for industry, commerce, and communication. With the economic (7) _____ came the construction of its distinctive skyline of skyscrapers, two of which, the Twin Towers of the World Trade Center, were destroyed in the attacks of (8) _____, when nearly 3,000 people died.

Its people

New York is the most (9) _____ and cosmopolitan city in the United States with 8,214,246 inhabitants speaking (10) _____ languages. 36% of the city's population is (11) _____. Five of the largest ethnic groups are: Puerto Ricans, Italians, West Indians, Chinese, and Irish.

Transport

One in three New Yorkers uses public transport to get to work, whereas in the rest of the US 90% of commuters go by car. The New York City Subway, which is open 24/7, is used by (12) _____ a year. New York is also home to the famous Grand Central Station, three major airports, and (13) _____ distinctive, yellow taxi cabs.

Sport

The New York Marathon, held annually on the first Sunday of November, is the largest marathon in the world. It attracts (14) _____. However, many New Yorkers prefer a less energetic jog round Central Park. New Yorkers are also keen (15) _____ fans. The two most popular teams are the New York Yankees and the New York Mets.

Tourism

About (16) _____ tourists visit New York City each year. Major attractions include the Empire State Building, the Metropolitan Museum of Art, Times Square, Central Park, and, of course, the luxury (17) _____ along Fifth Avenue. Tourists are also attracted by the incredible (18) _____ of places to eat, from diners, with their burgers, bagels, and pizza, to many of the finest haute cuisine restaurants in the US, and not forgetting the Grand Central Oyster Bar, and the steaming (19) _____ sold on every street corner.

Finally

With so much to do and see it is no surprise that New York is often called (20) "_____".

3 Read and complete the text using the information from the diagram in exercise 2.

4 Read the text again. What extra information to the diagram can you find? Give some examples.

5 Find these words and expressions in the text and discuss why they are used.

although	its	However	distinctive
two of which	whereas	is home to	with (so much to do)

6 Complete these sentences with the words or expressions from exercise 5.

1 Tokyo is the biggest city in the world. _____ population is over 28 million.

2 Britain has many big cities, _____ are Birmingham and Manchester.

3 Manchester _____ one of the most famous football teams in the world, Manchester United.

4 The temperature in Canada can be as low as -25°C in winter. _____, in summer it is often over 30°C .

5 _____ most people in Canada speak English, French is also an official language.

6 It is easy to recognise pictures of Sydney harbour because of its _____ bridge and the Opera House.

7 Madrid is located in the centre of Spain, _____ Barcelona is on the coast.

8 _____ so much to see, it is impossible to do a tour of Europe in two weeks.

7 Choose a famous town or city. Research it, make notes (you could draw a diagram), and then write about it. Use the headings about New York, or choose headings of your own.



Lesson plan 9

Course title: Integrated skills

Topic: “Project submission and discussion”

Level: Intermediate

Materials: Samuel Nickson, Gabriel Leeds, 2009 Listening for development purposes, www.englishlistening.com

Objectives: to provide students with the opportunity to practice reading for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-activity Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning	20 minutes	Group work	Handout 1: cards with new words Listening technique
While activity	Students have a great opportunity to explore the material and listen to the scripts	Teacher divides students into the pairs and distributes the copies of the listening activities	10 minutes	Individual) pair work	Handout 2; listening tasks Conversation and dialogues
Post - Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological	Teacher gives to students extracts on different topics, for example “Famous cities in the world” and reveals how they acquired	20 minutes	Whole group	
Conclusion	To allow students to face an opportunity for the reflection of the lesson	Homework: To ask students to make a presentation on a given topic	10 minutes	Whole group	Handout 3: Slide show on the topic “Project submission and discussion”

Read the following statements about city and country and discuss them with the group

City

- Job opportunities...
- Access to services...
- Public transportation...
- Education...
- Communication...

Country.....

- Peace and quiet...
- Less trouble...
- Beautiful scenery...
- No nosy neighbors...
- No city ordinances...
- Solitude...
- Fresh smelling air...
- Peace of mind...
- Privacy...

- **2. Work in pairs. Try to give best definition to the following words given in the cards:**

- Hustle and bustle –
- Diversity –
- Income –
- Reliant –
- Underdog –
- Ordinance –
- Solitude –



Learn English 32 - Planning a Trip.avi



Country life and City life Geography – 8th Year

- To understand the meaning of rural and urban.

- When we say **Urban** we mean the city and its surrounding town areas.
- When we say **Rural** we mean the countryside.



Cidália Sousa • Cláudia Regina Abreu • Vanessa Reis Esteves

Lesson plan 11

Course title: Integrated skills

Topic : Leisure and sports

Level: Pre-intermediate

Materials: .www. Busy teacher .com, BBS learning English.com

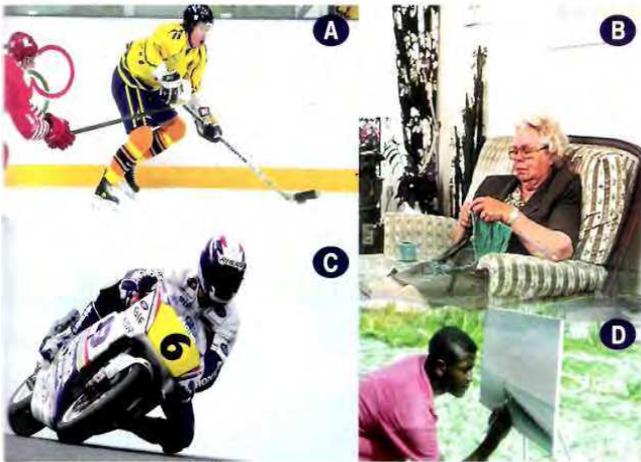
Objectives: to develop students listening comprehension and reading skills

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher gives a talk about sport and its types	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-listening	Preparation of students for listening	Teacher asks students some questions and asks to follow the play	20 minutes	Group work	Handout 1: video on the topic "Sport"
While listening activity		Teacher asks to follow the presentation about leisure time	10 minutes	Individual) pair work	Handout 2; Presentation on the topic "Leisure"
Post Listening Activity			20 minutes	Whole group	
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of listening skills such as listening through the conversation Homework: to describe sport failures	10 minutes	Whole group	Handout 3: Listening comprehension On the topic "Blood doping"

Language Development

1 Look at the following pictures. What is each person doing? Which of these activities are **sports** and which are **hobbies**? Which would you like to do? Why?



2 Match the activities listed below with the comments.

- | | | | |
|--------------|---------------|------------------|------|
| painting | weightlifting | stamp collecting | golf |
| skiing | photography | pottery | |
| motor racing | snorkelling | knitting | |

- 1 "My grandmother taught me how to do it. It's great because you can make your own pullovers and socks."
- 2 "It's a great feeling, rushing down a cold mountainside. Of course, you have to be careful or you might break a leg."
- 3 "You can make all sorts of things – vases, plates, pots – and all with a lump of clay."
- 4 "Since I started, I've gained three kilos of solid muscle. I'm much stronger now, and I look better too."
- 5 "It's more than just hitting a ball around a course. It's really relaxing and it's nice to be out in the open air."
- 6 "It's a real thrill to go around the track at 200 kilometres per hour. It's perfect if you love danger."
- 7 "You really feel like a part of the undersea world. It's relaxing, good exercise, and you can see some beautiful creatures."
- 8 "To catch a moment of life on film is what it's all about. It's like preserving a piece of nature or history."
- 9 "You learn about different countries and see some great miniature works of art. They can be worth a lot of money too."
- 10 "The idea is to use colour to show feelings. The finished product doesn't really have to look exactly like the subject, at all."

Now look at the following items of equipment and match them with the activities mentioned above.

- | | | |
|------------------|---------|----------------------------|
| golf club | skis | watercolours and brush |
| snorkel | camera | potter's wheel and kiln |
| helmet | weights | album and magnifying glass |
| needles and wool | | |

3 **GO, PLAY, DO** collocate with the sports below. Write **G** for *go*, **P** for *play* and **D** for *do* next to each sport. Then, make dialogues using the collocations and the following words:

Making suggestions: **Let's, Shall we...?, How/What about ...?, Why don't we ...?**
 Responding negatively: **I'm not in the mood for ..., I don't think it's a nice idea ... etc.**

e.g. A: How about playing cricket?
 B: I'm not in the mood for playing cricket! Let's go horse riding.

- | | | |
|--------------|---------------|------------|
| cricket | volleyball | surfing |
| rugby | weightlifting | football |
| horse riding | motor racing | cycling |
| ice-skating | basketball | badminton |
| baseball | tennis | diving |
| snorkelling | sailing | golf |
| archery | snow-boarding | skiing |
| water-skiing | fishing | hockey |
| parachuting | hang-gliding | water polo |

4 Discuss various sports from Ex. 3 as in the example. Use words like: **thrilling, fun, boring, interesting, energetic, relaxing, creative, dangerous, competitive, tiring, challenging, violent, difficult etc.**

e.g. A: I like rafting.

B: So do I. It's **thrilling**.

A: I don't like stamp collecting.

B: Nor do I. I find it rather **boring**.



5 Complete the table as in the example. Decide where each sport takes place using the list below.

pitch, ring, rink, course, court, stadium

SPORT	PERSON	PLACE
boxing	boxer	ring
athletics	athlete	.....
tennis	.....	.....
golf	.....	.....
ice-skating	.....	.....
cricket	.....	.....
football	.....	.....

Grammar/Use of English

(see Grammar Reference Section: Unit 8)



GERUND - INFINITIVE

1 Fill in the corresponding form of the infinitive.

- | | |
|-------------------------------|-------------------------------|
| 1 he left <i>to have left</i> | 6 he has been driving |
| 2 he is playing | 7 he was practising |
| 3 he will be expelled | 8 he swims |
| 4 he has called | 9 he will be skating |
| 5 he is advised | 10 he has been promoted |

2 Put the following into the correct category.

<i>avoid</i>	<i>hope</i>	<i>enjoy</i>	<i>expect</i>
<i>regret</i>	<i>agree</i>	<i>deny</i>	<i>resist</i>
<i>decide</i>	<i>mind</i>	<i>detest</i>	<i>can't stand</i>
<i>want</i>	<i>consider</i>	<i>refuse</i>	<i>can</i>
<i>promise</i>	<i>finish</i>	<i>let sb</i>	<i>claim</i>
<i>miss</i>	<i>fancy</i>	<i>should</i>	<i>make sb</i>

verb + to - inf

verb + bare inf

verb + -ing form

3 Put the verbs in brackets into the correct form of the infinitive or -ing form.

- John was unable (play) in the tennis tournament as he was about (have) an operation on his knee.
- I'm sorry (say) that his recent car accident has made it impossible for John (qualify) for the race.
- "I've never seen such a fast horse in my life! It's worth (bet) on it; it's sure (win) the race.
- I would prefer (go) to the football match instead of (watch) it on TV last night.
- I can't help (think) how graceful Julie is as a gymnast. I think she ought (take) it up professionally.
- It's no use (try) to make her put on her skates. She'll start (fall) over the moment she steps onto the ice.
- He claims (be) the best figure skater in the world, but he's never won a medal in his life!
- He seems to (train) hard these days.
- James was looking forward to (exhibit) his skills in a chess match against the leading champion.
- As Bob was going to enter the judo competition he spent all his time (practise) for the finals.

4 Put the verbs in brackets into the correct form of the infinitive or -ing form.

Football is the most popular sport in the world. While some children prefer 1) (watch) their much admired footballers, others are more keen on 2) (take part) in the action. They look forward to the school day 3) (end) so they can 4) (play) a game of football in the street or on the school field. Young boys imagine themselves 5) (become) famous footballers. They dream of 6) (score) the winning goal for the championship as well as 7) (see) fans 8) (applaud) for the victory with great enthusiasm. Boys are not the only fanatics. Men are no different. They wait for Sunday afternoons 9) (come) so that they can 10) (enjoy) the day by 11) (sit) in front of the TV and 12) (cheer on) their favourite team.

5 Complete the sentences by adding the correct preposition and the correct form of the verb.

- I look forward (watch) the Cup Final on TV.
- He was warned (misbehave) on the pitch.
- He objected (be treated) like an amateur.
- The team is capable (win) the championship.
- He couldn't cope (have) to practise for such long hours, so he gave it up.
- Claire is keen (swim).
- Tom has a reputation (be) the best scorer in the team.
- He will be remembered (score) so many goals.
- She dreamed (become) a famous tennis player.
- The team were worried (lose) in the second half because their best player had been injured.

6 Read the following sets of sentences and explain how the verbs in bold differ in meaning.

- Don't **forget** to wear protective gear when climbing.
 - I'll never **forget** seeing the figure skating championship last year.
- Did you **remember** to tell Chris to bring his skates with him? We're going to the ice rink after work.
 - I don't **remember** seeing Mitch at the basketball tournament. Perhaps he was ill.
- I **regret** to inform you that your injury will prevent you from playing any more matches this season.
 - He **regrets** arguing with the referee as it resulted in his being sent off the pitch.



Lesson plan 12

Course title: Integrated skills

Topic : Leisure and sports (sport events, hobbies)

Level: Pre-intermediate

Materials: .www. Busy teacher .com, BBS learning English.com

Objectives: to develop students listening comprehension and reading skills

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher gives a talk about sport and its types	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-listening	Preparation of students for listening	Teacher asks students some questions and asks to follow the play	20 minutes	Group work	Handout 1: video on the topic "Sport"
While listening activity		Teacher asks to follow the presentation about leisure time	10 minutes	Individual) pair work	Handout 2; Presentation on the topic "Leisure"
Post Listening Activity			20 minutes	Whole group	
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of listening skills such as listening through the conversation Homework: to describe sport failures	10 minutes	Whole group	Handout 3: Listening comprehension On the topic " Blood doping"

Unit 8

Sports/Hobbies



Lead-in

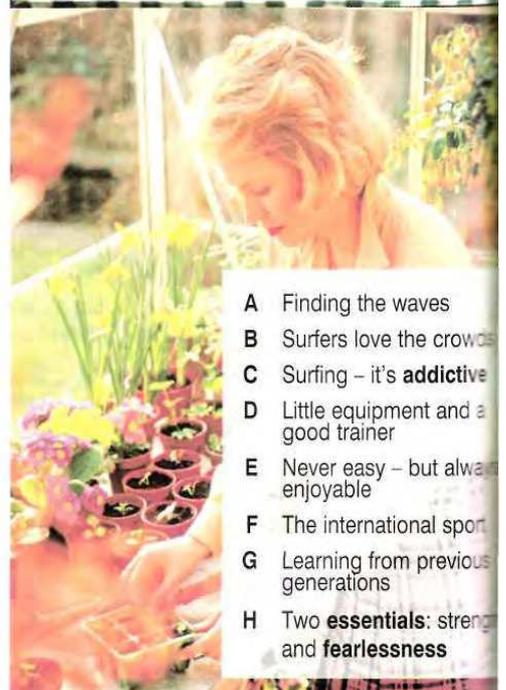
- Look at the pictures. What qualities are needed for the activities shown in the pictures?
- Can you think of any watersports other than surfing?
- Can you think of any other sports or hobbies? Which would you like to do and why?

 Read the following summary, then listen to the tape and fill in the missing words.

Surfing is the most exciting watersport there is. Serious surfers must be brave, love **1)** and have lots of energy. Many surfers travel around the **2)** going to surf festivals. Some surfers carry pagers which beep when there are **3)** reports of perfect conditions. Surfers are always in search of the best waves in an unspoilt **4)** Professionals are in the **5)** every day, and do exercises with **6)** You don't need to wear a **7)** in summer, but it can protect you from the hot **8)** as well as from cold **9)** Professional surfers look as if they learned to surf as soon as they could **10)**

Reading

You are going to read an article about surfing. Choose the most suitable headings from the list (A-H) for each part (1-6) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).



- A Finding the waves
- B Surfers love the crowds
- C Surfing – it's **addictive**
- D Little equipment and a good trainer
- E Never easy – but always enjoyable
- F The international sport
- G Learning from previous generations
- H Two **essentials**: strength and **fearlessness**

Surf's up!

Riding the waves can be the thrill of a lifetime. But what does it take to become a surfer?

0

C

If you have ever dreamt about incredibly big seas with huge powerful waves **crashing** onto sandy beaches, then you should definitely think about learning to surf. It's the most exciting watersport there is. Serious surfers must be very brave, love adventure and have lots of energy. Once they've experienced the excitement of a ride on top of the waves, they never want to stop.

1

Surfers say they feel it's the only place to be. Many travel around the world **searching** for the perfect wave, **moving** from one surf festival to another and checking weather forecasts to see where the really exciting waves are expected next. Some even carry **paggers** which **beep** when there are weather reports of perfect conditions. A surfer's greatest disappointment would be missing the opportunity to surf in the best weather conditions.

2

Hawaii is where the sport began – the place which most surfers see as their "true home". They love nature and the **excitement** you get from the deep waters. Enormous waves crash along mile after mile of beautiful sand, and every surfer dreams of experiencing surfing in Maui or Oahu. Other great surfing locations include Australia, the west coast of the U.S., the Caribbean, Brazil, Japan, Hong Kong, South Africa, the Canary Islands, and Cornwall. Experienced surfers are always in search of the best waves in some totally unspoilt paradise that hardly anyone has heard of.

3

It takes time for a beginner to learn the technique, but during a long hot summer, who minds practising? The **professionals**, of course, are in the sea every day, then come back onto the beach to do some exercises with **weights**. You need to be a strong swimmer with good **balance** and plenty of courage to be an expert surfer.

4

You can surf almost anywhere in any weather if you are wearing a **wet suit**. All you need to do then is choose



a **surfboard** and you're ready to go – hopefully into big waves that are **warm**, with an experienced teacher to **lead** you. You don't need to wear a wet suit in summer, but many surfers keep them on all the time since they can protect you from the hot sun as well as from cold water.

5

It can take a few weeks or it can take a whole summer for you to learn to catch a wave at the right moment, stand up on your board and stay there. It's an amazing feeling when you look down and see your feet on the board and realise you are finally standing up on the sea, even if you aren't very steady. Professional surfers look as if they learned to surf as soon as they could walk. For example, Shane Powell, an Australian professional, watched videos of Australian surfing heroes like Peter Townsend, Barton Lynch and Tom Carroll as he was **growing up**. He says, "As a boy I'd watch those surfers and just imagine myself riding the waves." Powell seems to move over the sea without any **difficulty**. He first practised on small waves, but clearly had talent. By the age of 17 he was **touring** with the world's best surfers, and now, at 23, he practises every day and an even younger generation of surfers study videos of him in action.

6

Simply watching great surfers will make you want to try the sport. If you do try it, you'll find **muscles** you never knew you had; you may begin to think you might never get it right, but you'll have a lot of fun.

"First printed in British Airways High Life"



Lesson plan 13

Course title: Integrated skills

Topic : Leisure and sports (at the movies, TV shows)

Level: Pre-intermediate

Materials: www.busyteacher.com, BBC learning English .com, online video

Objectives: to develop students listening comprehension and reading skills

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher gives a talk about sport and its types	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-listening	Preparation of students for listening	Teacher asks students some questions and asks to follow the play	20 minutes	Group work	Handout 1: video on the topic “hair dressers”
While listening activity		Teacher asks students to solve the task of case study	10 minutes	Individual 1) pair work	Handout 2; Case study on the topic “Leisure and sport”
Post Listening Activity			20 minutes	Whole group	
Listening Skills	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students avulsion of the material	To explain to students very essential materials for the development of listening skills such as listening through the conversation Homework: to prepare for project work on the topic “Sports in different cultures”	10 minutes	Whole group	Handout 3:listening comprehension on the topic ”Football stickers”

Case study on the topic SPORT, LEISURE TIME

I am going to marry soon and the date of wedding day is set after three months. I begin to prepare for the wedding ceremony and next day you are going to look for a wedding dress. I take my friend with me and together I begin to enter each wedding saloons. There are amount of choices of dresses. Some I like, some are too luxurious. I try to find some classical variants which nobody wore before. I find some but their size is for slim figures only. Very frustrated by this, I'm very upset. You came home and look at yourself on the mirror and see a troubling image and say: I again gained some weight and there are no size for me? I must do something. My fiancée will be disappointed by seeing me so fat. He once hinted me about it but I took it as a joke. He was right. I must immediately consult with my best friend. Next morning I call up with my friend and explained the situation. She thought a little and advised me to go in for sport. I never go in for sport before and I couldn't even imagine it. . I always thought that heavy sport activities are not for me and tried to keep different diets. As a result I realize now that diets don't help. My friend always has a slim figure and always spends hours by running. She told me that there were three kind of sports which could give me a real effect in three months. They were:

- Base jumping
- Cycling
- Swimming

When she told me these three awful activities I was shocked. I never did such activities. I even can't swim yet.

1. What do you think what kind of sport activity should the author choose and why/why not in order to lose weight? Share your ideas with the group
2. Work in mini groups and comment on each these sport activities/ try to prove that one of them give more effect than others. Make poster with advantages and disadvantages of each sport activity.
3. If you can find any other solution with other sport activities, add to your list and try to prove this one too.

CHAIRPERSON

Ask about the five subjects one at a time and ask the group for their ideas.

You can use the suggestions from each subject to help people to think, if they need them, but get lots of other ideas from them too.

After each subject, ask the secretary to tell the group the list of ideas they had, before they start talking about the next subject.

1 Who are your readers? Who do you want to read your magazine?

For example:

- Think about the age group: teenagers and young people, families, the whole community of all ages.
- Is it for men, women or both?

2 Hobbies and interests in the home

Possible suggestions:

- cooking
- health
- TV and radio
- new books
- fashion

3 Facilities and activities in the area

Possible suggestions:

- restaurants and cafés
- sport
- cinema
- music
- theatre

4 Community issues and news

Possible suggestions:

- events
- environment
- community projects
- charities
- local politics

5 Other ideas

What other types of articles and information would it be good to include?



SECRETARY

Make notes about the group's ideas on each of the five subjects below.

After the group have finished talking about each subject, use your notes to tell them the list of ideas they had, before they start talking about the next subject. Check that your notes are complete for each subject.

1 Who are your readers? Who do you want to read your magazine?

Notes:

3 Facilities and activities in the area

Notes:

4 Community issues and news

Notes:

2 Hobbies and interests in the home

Notes:

5 Other ideas

Notes:

A

You want a swimming pool because the town has not got one.

A swimming pool would be expensive and it would need a new building added to the centre, but all the schools in the town could use it.

(You are an education officer in the local Education Department. You think you might be promoted to Head of Department if you can do something useful for the schools in the area.)

B

You believe everyone is bored because the town is dull and there is nothing to do here. You think having a good time is what everyone really needs.

You do not want to spend a lot of money on buildings or equipment because you would prefer to spend the money on social events, especially trips to other places.

(Your family has the only bus company in town and you hope to organise these holiday trips.)

C

You want a large hall added to the building with a good quality floor for dancing. It would also need an expensive, high quality music system.

You think dancing is wonderful: it is good for people physically, mentally and socially.

(You also own a dancing school and think that a new dance hall would be very good for your business.)

D

You think a local football team would be good for the community. You also want to start a Young Players League in the town to give young people something to do. All the local schools could join in the competition.

You want to keep the land free for a football pitch. The present buildings are big enough to use as changing rooms. You want to spend the money on equipment and hiring a good trainer.

(You love football, but you also own the local sports shop which would sell all the clothes and equipment.)

E

You are a keen fitness enthusiast but there is no gym in the town.

One idea you have is for a big new gym and fitness centre.

(Your brother has got a building company and you want to get him a building contract, so you want a project that needs a lot of extra building work.)

Music

Celebrities' biographies.

1) a- Look at the following pictures. Do you know who these people are? Discuss in pairs what their professions are.



b- Classify these adjectives. Then, match them with the pictures above.

Beautiful, fashionable, sociable, **easy-going**, blond, tall, medium-height, charismatic, egocentric, **dreamer**, short, out-going, attractive, vain, long-haired, slim, **stunning**, **amusing**, lonely, aggressive.

<i>Appearance Adjectives</i>	<i>Personality adjectives</i>

c- Read the following conversation between two friends and answer.

Read the conversation. Answer these questions.

i) Who are they talking about? _____

- ii) Do these friends like the same type of music? _____
 - iii) Who is the best singer for Mary? _____
 - iv) Does John agree? Why? Why not? _____
 - v) What style of music do they mention? Can you think of others?
-

e- Discussion. (You can write down notes or ideas).

Discuss in pairs what styles of music you like.

Which is your favourite style? Why?

Who is your favourite singer?

What do you know about his/her life?

1) a- Look at the following article. Answer:

What type of text is it? _____

Where is it taken from? _____



Madonna Biography (1958 -)

Born Madonna Louise Ciccone on August 16, 1958 in Rochester, Michigan, Madonna trained as a dancer at University of Michigan and with the Alvin Ailey American Dance Theater in New York City. She has performed with a number of rock groups before signing with Sire Records. Her first hit, "Holiday," was in 1983. Her music incorporates an **upbeat** dance-club sound and **catchy** choruses. And some of her albums are *Like a Virgin* (1984), *True Blue* (1986), *Ray of Light* (1998), *Music* (2000), *American Life* (2003), and *Confessions on a Dancefloor* (2005).

Madonna was the first female artist to take full advantage of the music video since she collaborated with top designers, such as Jean-Paul Gaultier, photographers, and directors. Women were not considered important in the music business but Madonna broke that view. In 1991 Madonna had achieved 21 Top Ten hits in the United States and sold some 70 million albums internationally, generating \$1.2 billion in sales. So, she became the controller of her image and career, and she also became the head of Maverick, a **subsidiary** of Time-Warner. Her success as a performer and businesswoman sent a **clear** message of financial control in the industry.

Lesson plan 14

Course title: Integrated skills

Topic : Classroom planning, project submission (Chat room)

Level: Pre-intermediate

Materials: poster presentations

Objectives: to develop students listening comprehension and reading and writing skills

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-activity Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning	20 minutes	Group work	Handout 1: cards with new words Listening technique
While activity	Students have a great opportunity to explore the material and listen to the scripts	Teacher divides students into the pairs and distributes the copies of the listening activities	10 minutes	Individual) pair work	Handout 2; listening tasks Conversation and dialogues
Post Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological	Teacher gives to students extracts on different topics, for example “Famous cities in the world” and reveals how they acquired	20 minutes	Whole group	
Conclusion	To allow students to face an opportunity for the reflection of the lesson	Homework: To ask students to make a presentation on a given topic	10 minutes	Whole group	Handout 3: Slide show on the topic “Project submission and discussion”

Lesson plan 16

Course title: Integrated skills

Topic: Technology and communication

Level: Pre-intermediate

Materials: Samuel Nickson, Gabriel Leeds,2009 Listening for development purposes, www.youtube.com, www.englishlistening.com, www.speakingskills.com.

Objectives: to provide students with the opportunity to practice reading for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher introduces the material on the topic: "higher technology and internet" Teacher explains the meaning of the topic and gives new vocabulary.	20 minutes	Whole group	Board, chalk, pictures, cards
Pre-listening Vocabulary tasks	Preparation of students for listening	Students work with a new material on the acquired topic. Teacher explains the unknown parts of the topic and prepares students for the listening part of the lesson.	20 minutes	Whole group	Power Point presentation "computer"
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher divides students into the pairs and asks them to write down new words for them.	10 minutes	Individual/ pair work	Video materials "technology and computers"
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological	Teacher invites students to discuss the meaning of new words and checks their comprehension of the video	20 minutes	Whole group	Board, chalk

	tools conducted by a teacher in the process of lesson delivery				
Listening Skills	To review the acquired topic; To have a debate in order to use speaking skills.	To explain to students very essential materials for the development of listening skills such as listening through the notes and scanning of texts in the process of listening, dividing each paragraph into aspects Homework: To work on a new material and prepare a presentation on the topic“5 causes that we need the internet”	10 minutes	Whole group	Power Point presentation “history development of technology”



LA ASOMBROSA TECNOLOGIA DE SONY.mp4



cb195109-d6a3-43ee-a1ed-45e81744c855_768.mp4

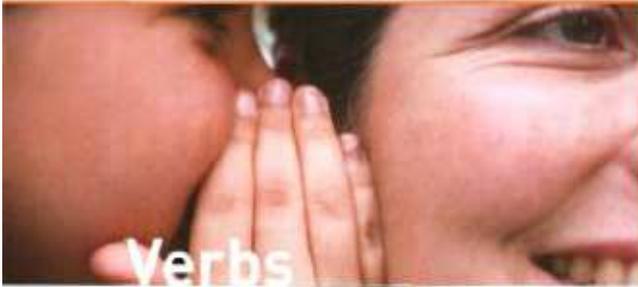


Cell Phone Exposure Effects on Brain; New Study Shows Impact of Radiation.flv



Gadget High Tech - Tecnologia ad Ologramma - Schermo flessibile - The Future is Now!!!.mp4

Check it out



Verbs

Using the senses

hear	listen	point	see
talk	tell	touch	watch

Using visual symbols

draw	read	type	write
------	------	------	-------

Using machines

film	photograph	record
------	------------	--------

Using movement and gestures

bow	dance	hug	kiss
mime	nod	play	shake hands
shake your head		wave	

Verbal communication

chat	shout	sing
speak	spell	summarise
talk	translate	whisper

Facial communication

frown	laugh	smile	wink
-------	-------	-------	------



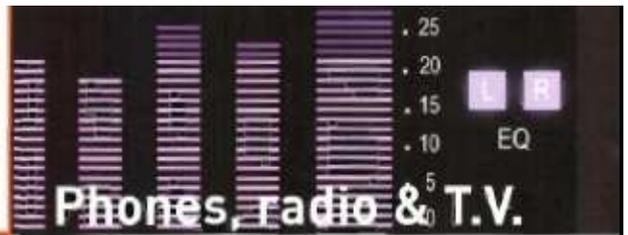
Computers

Nouns

cursor	hard disk	keyboard
modem	mouse	screen

Verbs

blog	chat	key in
log off/on	search	surf



Phones, radio & T.V.

camera-phone	mobile	computer
C.D.-player	desktop	discman
D.V.D.-player	laptop	palmtop
phone	radio	T.V.
video player	walkman	web-cam



Telephones

Nouns

answering machine	button	cellphone
code	line	mailbox
message	mobile	number
prefix	receiver	screen
voicemail		

Verbs

answer	call (back)
dial	phone (back)
reply	return a call

Adjectives

busy	engaged
------	---------

Sources and Resources

We consulted a lot of sources for 'Communication': people, books and the Internet. If you want to find out more about any of the topics, here are some useful Internet sites. Add your own favourite sites and other useful resources.

Humour: www.snoopy.com

Gestures and behaviour: www.cyborlink.com

Alphabet history: www.historian.net/hxwrite.htm

Inventions: <http://inventors.about.com/library/bl/bl12.htm>

Computer

Computers are a key part of modern communication. When you use a computer, English is very useful. Do you know why? One reason is because English is an international language.

We can use a computer to communicate in a lot of different ways. Here are some of them.



- +** Direct contact with people. Messages arrive quickly. E-mails cost the same as a local phone call – even across the world!
- It's easy to reply too quickly, before you think.
 - Reflect before you mail!
- If commercial companies know your e-mail address, they can send you junk mail.
 - Only give your address to your friends.
- !** You'll need a service provider (ISP) and an e-mail address.



- +** Immediate communication: it's like writing a phone call! You can meet lots of new people. There are hundreds of 'special interest' discussion groups.
- You have to type quickly! Some of the groups are very strange.
 - * It's important not to give your personal information. (See page 6 for some chat room tips.)
- !** You'll have to register with a Chat Room host, such as ICQ or Messenger. They'll ask you for a personal codename to log on: don't forget it!

WORD FILE

codename	A name to hide your real name.
consult [v]	To ask for information or advice.
discussion group	A group of people who discuss a specific subject.
host	A company that organises a website.
ICQ (I Seek You)	A free-of-charge international website server.
ISP	Internet Service Provider: a company that connects you to the Internet.
junk mail	Information by mail, or e-mail, that you do not want.
log on [v]	To connect to the Internet.
personal information	Information about you.
search engine	A computer programme to find information on the Internet.
special interest	A group of people with an interest in one topic.



- +** There's a lot of information available. It's like a huge library. You don't have to leave your room, or consult lots of books. Most of the information is free!
- There's so much information that you can get lost! You can spend a lot of time finding a good website.
- !** Find a good search engine to help you.

Lesson plan 17

Course title: Integrated skills

Topic : technology and communication (online dating, internet)

Level: Pre-intermediate

Materials: Samuel Nickson, Gabriel Leeds,2009 Listening for development purposes, www.youtube.com, www.englishlistening.com, www.speakingskills.com. **Objectives:** to provide students with the opportunity to practice reading for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher introduces the material on the topic: cell phones” Teacher explains the meaning of the topic and gives new vocabulary.	20 minutes	Whole group	Board, chalk, pictures, cards
Pre-listening Vocabulary tasks	Preparation of students for listening	Students work with a new material on the acquired topic. Teacher explains the unknown parts of the topic and prepares students for the listening part of the lesson.	20 minutes	Whole group	Power Point presentation “mobile phones”
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher divides students into the pairs and asks them to write down new words for them.	10 minutes	Individual/ pair work	Video materials “history of cell phones ”
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a	Teacher invites students to discuss the meaning of new words and checks their comprehension of the video	20 minutes	Whole group	Board, chalk

	variety of innovation methodological tools conducted by a teacher in the process of lesson delivery				
Listening Skills	To review the acquired topic; To have a debate in order to use speaking skills.	To explain to students very essential materials for the development of listening skills such as listening through the notes and scanning of texts in the process of listening, dividing each paragraph into aspects Homework: To work on a new material and prepare a presentation on the topic“5 causes that we need the internet”	10 minutes	Whole group	Power Point presentation “history development of technology”

chat



- +** They help you to find specific addresses quickly. It's easy to find information: you type in your topic, and you get a list of possible addresses. They're very quick to use. They're free.
- Some of the websites are bad, or old, or not relevant to you. Sometimes it's difficult to find the most useful address.
- !** Some of these websites include lots of ads. These are often pop-ups and they are often very distracting.



- +** You can buy things without going out. Prices are often lower when you buy on-line. Your purchases are delivered to your house: no need to carry heavy bags!
- You can't see the real thing before you buy it. You can't try clothes on, so they may not be the right size for you. It's easy to buy things you don't need!
- !** Make sure your credit card details are secret.



- +** This is a nice way to record your thoughts every day. It is a kind of interactive diary. You can read other people's ideas, and comment on them. Some blogs have links to an archive, or to other website addresses.
- It's important to find a good blog: there are lots of bad ones. When you create a blog, you have to update it every few days. Lots of work!
- !** Some blogs use web-cams to show pictures of the bloggers. Some people use blogs to discuss private topics. (See the Safe Surfer advice on page 6.)

WORD FILE

archive	Computer files from the past.
blog (biographical log)	A personal diary on the Internet.
blogger	A person who writes a blog.
on-line	Connected to a computer.
pop-up	A small computer screen, usually with advertising.
record (v)	To remember something by writing it down.
relevant	Important and connected to a specific topic.
try on (v)	To put on clothes to check how they look.
update (v)	To add new information.
web-cam	A camera connected to a computer.

Show me mail from:

Everyone



What are your favourite ways of using a computer?
What are the plus and minus points?
Do other people have the same opinions?

Non-verbal communication: using the senses



Normally, we communicate through language. We use speaking and writing to do this, choosing the most appropriate words for our purpose. We use different senses to send and receive these messages: sight for written messages or sound for spoken communication.

There are other ways of using sound to communicate, of course. Have you ever been on a ship when they practise for an emergency? The international signal for this is three short blasts on a whistle. This sound means "Stop whatever you are doing! Go to the special meeting place quickly. Wait there for instructions. Don't panic!" The sound of the whistle says all this.

In the same way, bells or sirens are used in buildings to signal a fire alarm. No words, but the message is clear. Then there are ambulance bells and police sirens. Mobile ringtones and the signature tunes for T.V. programmes both send us messages without words.

As well as sound, there's *visual* communication: pictures, signs, logos. Very often, these are excellent ways of communicating information, or instructions. A special advantage of them is that they are often international. Global communication is easy through pictures!

Music is another form of international communication. Of course, it can be written down – musicians *read* music – but most people listen to it. It can express emotions and communicate these to other people. Anger, love, excitement – the sound carries the message.

Music can also make us feel part of a group. Go to a public place, like a mall or a shop, and listen to the music. Is it making you feel relaxed or excited? How about the other people there? Will you stay there a long time and buy lots of things? Listen carefully next time you go shopping!

ALSO: Look at the symbols on pages 4 and 5. They indicate 'Plus points', 'Minus points' and 'Watch out!'. Symbols can save space, can't they?

WORD FILE	
appropriate	Right for a specific situation.
blast	A loud, sudden sound that is unexpected.
emergency	A sudden situation which involves danger.
panic (v)	To have a sudden feeling of fear.
ringtone	The noise that a mobile makes.
sense	A natural ability to see, touch, speak, smell or hear.
sight	The ability to see.
signature tune	The special music for a T.V. programme.
siren	A loud sound on a police car.
whistle	A metal object that you blow into to make a sharp sound.
 practice	 practise
program	programme

Make a list of all the non-verbal communication you have heard or seen today. How effective is each one? Give each example 1-5 stars (5 = excellent).



Lesson plan 18

Course title: Integrated skills

Topic : technology and communication (Mobile phones and sms)

Level: Pre-intermediate

Materials: Samuel Nickson, Gabriel Leeds,2009 Listening for development purposes, www.youtube.com, www.englishlistening.com, www.speakingskills.com. **Objectives:** to provide students with the opportunity to practice reading for specific information

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher introduces the material on the topic: cell phones” Teacher explains the meaning of the topic and gives new vocabulary.	20 minutes	Whole group	Board, chalk, pictures, cards
Pre-listening Vocabulary tasks	Preparation of students for listening	Students work with a new material on the acquired topic. Teacher explains the unknown parts of the topic and prepares students for the listening part of the lesson.	20 minutes	Whole group	Power Point presentation “mobile phones”
While listening activity	Students have a great opportunity to explore the material and listen to the scripts in accordance with the texts new words in the context	Teacher divides students into the pairs and asks them to write down new words for them.	10 minutes	Individual/ pair work	Video materials “history of cell phones ”
Post Listening Activity	Students perceive the vocabulary they have learned in connection to a	Teacher invites students to discuss the meaning of new words and checks their comprehension of the video	20 minutes	Whole group	Board, chalk

Lesson plan 19

Course title: Integrated skills

Topic: Project submission and discussion.

Level: Pre-intermediate

Materials: Ss' presentations, review of the term

Objectives: question-answer period of the whole semester on the basis of the topics, to introduce with the requirements of Reflective writing

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson	Teacher asks students to get to know the vocabulary Teacher asks the meaning of words and their synonyms	20 minutes	Whole group	Board, chalks, pictures, diagrams, cards
Pre-activity Vocabulary tasks	Preparation of students for listening	Students listen to new words and try to guess their meaning	20 minutes	Group work	Handout 1: cards with new words Listening technique
While activity	Students have a great opportunity to explore the material and listen to the scripts	Teacher divides students into the pairs and distributes the copies of the listening activities	10 minutes	Individual) pair work	Handout 2; listening tasks Conversation and dialogues
Post - Activity	Students perceive the vocabulary they have learned in connection to a variety of innovation methodological	Teacher gives to students extracts on different topics, for example "Information age" and reveals how they acquired	20 minutes	Whole group	
Conclusion	To allow students to face an opportunity for the reflection of the lesson	Homework: To ask students to make a presentation on a given topic	10 minutes	Whole group	Handout 3: Slide show on the topic "Project submission and discussion"



TEST YOUR GRAMMAR

Read the story. Put the events into chronological order. What happened first? What happened last?

Burglar arrested

A COUPLE came home at midnight to find their house had been burgled. Rob and Joan Gifford had left their house at six o'clock to go to the theatre. When they got home, the back door had been smashed, and money and jewellery stolen. A neighbour said that she had heard a loud noise at about eight o'clock. Mr and Mrs Gifford, who moved to the house five years ago, told police that they had seen a man who had been acting suspiciously for several days before the robbery, and were able to give a description. A man answering the description was later arrested.

WHAT'S IN THE NEWS?

Narrative tenses

- 1 Look at the newspaper headlines. What do you think is the whole story?
- 2 What would you like to know? Write some more questions. Did he mean to fall over? Where was she climbing? How did he manage to look into their systems?
- 3 **TS1** Listen to three conversations about the stories. Which of your questions were answered?
- 4 Here are the answers to some questions. What are the questions?
 - 1 Just ordinary clothes.
 - 2 For a date.
 - 3 Three hours.
 - 4 In a shelter.
 - 5 His own software program.
 - 6 To download from the Internet.
- 5 Match lines in A and B. Practise writing them with contracted and weak forms.

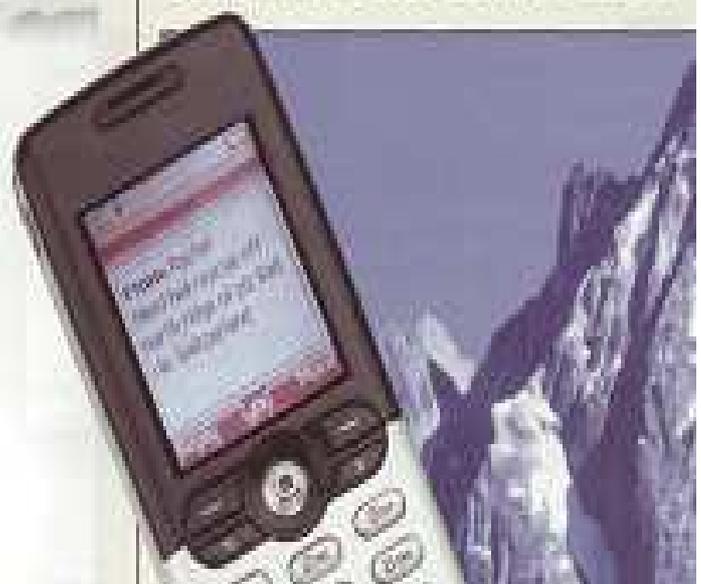
A	B
He was wearing	with a partner,
He'd been talking	he wouldn't do it
His friends had bet him	the next night,
She was climbing	about doing it for ages
They were rescued	ordinary clothes.

TS2 Listen and check.

Man survives plunge over Niagara Falls



Climber saved b



Writing narratives

- 2 Rewrite the sentences as one sentence, beginning with the part in **bold**.

She won £2,000 in a competition. **Last night Sally was celebrating.**
Last night Sally was celebrating because she'd won £2,000 in a competition.

- 1 He got up at dawn. He was driving for ten hours. **Peter was tired when he arrived home.**
- 2 I parked my car on a yellow line. It was towed away. I want to get my car, but it wasn't there. **(What ...)**
- 3 He wasn't always poor. He had a successful business. Unfortunately, it went bust. **Mick was a homeless beggar.**
- 4 They were shopping all day. They spent all their money on clothes. **Jane and Peter arrived home. They were broke. (When ...)**
- 5 He saw a house in Scotland. He first saw it while he was driving on holiday. **Last week John moved to the house.**

The news

- 3 **TEB** Listen to the first story. Correct the mistakes in the sentences.

- 1 Ten workers **have** died.
- 2 They'd been trapped **up** a mountain.
- 3 They'd been building **a** new road.
- 4 There was **an** avalanche.
- 5 Sixteen men managed to escape.
- 6 Ten were **fatally** injured.
- 7 The men were recovering **at** home.
- 8 The **crime** of the accident is known.

- 4 **TEB** Listen to the second news item. Here are the answers to some questions. Write the questions.

- 1 For two days.
- 2 After school on Wednesday.
- 3 Their photographs.
- 4 Nearby houses.
- 5 A neighbour.
- 6 In a garden shed.
- 7 No, they hadn't. (**... realised ...**)

SPOKEN ENGLISH News and responses

When we tell a story, we use certain expressions. When we listen to a story, we respond with different expressions. Put G (giving news), R (reacting to news), or A (asking for more information) after each expression.

- 1 Did you read that story about ... ?
- 2 What happened to him?
- 3 That's amazing!
- 4 What did he do it for?
- 5 Apparently ...
- 6 What a crazy guy!
- 7 You're kidding!
- 8 Then what happened?
- 9 Actually, ...
- 10 I don't get it.

Work with a partner. You are going to read and discuss two news stories.

Student A Read the story on p155.

Student B Read the story on p156.

When you've read your story, tell your partner about it. Try to use some of the phrases for giving and responding to news.

▶ WRITING Narrative writing 1 – Using adverbs in narratives p177



Lesson plan 20

Course title: Integrated skills

Topic: Reviewing and monitoring. Reflective writing

Level: Pre-intermediate

Materials: Ss' presentations, review of the term

Objectives: question-answer period of the whole semester on the basis of the topics, to introduce with the requirements of Reflective writing

Time: 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Brainstorming	Introduce the focus of the lesson	Teacher reminds materials to the students on the four topics of the term 1	3 minutes	Whole group	Board, chalk
Pre-activity	To prepare students for the focusing part of the lesson.	Teacher gives further instructions on Reflective writing, introduces with assessment criterias.	2 minutes	Whole group	
While-activity	question -answer period	Students listen carefully the teachers instructions and ask questions about Reflective writing and get the necessary answers	60 minutes	Whole group	Board, posters, Ss' presentations
Post – Activity	Reflective writing discussion, sharing the experiments	Teacher invite students to discuss some samples of successful and unsuccessful Reflective writings and introduces with assessment criterias and how to organize Reflective writing	10 minutes	Whole group	
Evaluation period	To allow students to face an opportunity for the reflection of the lesson To reveal and prepare a feedback on students revision of the material	Teacher gives advices with Reflective writing and warns about deadline of the passing Reflective writing Homework: To prepare for writing “reflective writing and review of the term”	5 minutes	Whole group	

МУСТАҚИЛ ТАЪЛИМ МАШҒУЛОТЛАРИ

Topics	Suggested Intercultural Awareness Activities	Suggested Projects
People and Personalities	<p>1. Ss write a Cultural Autobiography describing their family origins including information on numbers of family members, cultural identity, neighborhood and others.</p> <p>2. Ss read dialogues that describe how British/American people greet each other and compare these customs with customs in Uzbekistan by answering questions like, Who makes the introduction?, Who should be introduced to whom?, What should you say?, What body language should a person use?, etc. Optional: Then Ss can compare acceptable and unacceptable topics people usually talk about after meeting for the first time in Great Britain/USA with those in Uzbekistan</p>	<p>1. “Our Book of People” (book about famous people, group mates, parents, friends)</p> <p>2. “First encounters” (poster presentation)</p>
National Identities and English Speaking Countries	<p>1. Ss compare different samples of national symbols and what they represent.</p> <p>2. Ss describe in diagram form the political systems of Great Britain and Uzbekistan and discuss the similarities and differences.</p>	<p>1. “National Symbols” (poster presentation)</p> <p>2. System of Government of Great Britain (quiz contest)</p>
Food	<p>1. Ss fill in a Venn diagram stating what people eat and do not eat in different cultures and discuss the reasons for doing that</p> <p>2. Ss compare and contrast Uzbek and English recipes and discuss what a British/American visitor to Uzbekistan would probably find strange in Uzbek cuisine and vice versa</p>	<p>1. “Ten tips for healthy eating” (handbook)</p> <p>2. “Recipe book” (book of recipes with illustrations)</p>
Health	<p>1. Ss read a text about the British way of keeping fit and conduct a comparative survey to find out what Uzbek people do to keep fit.</p> <p>2. Ss search for information about policies on regulating smoking in different countries and compare them to smoking policy in Uzbekistan</p>	<p>1. “How to develop a healthy life style” (poster presentation)</p> <p>2. “How to give up smoking” (brochure)</p>
Family values	<p>1. Ss are given pictures of a British nuclear family and Uzbek extended family and asked to write a written comparison</p> <p>2. Ss watch a British/American film (e.g. “My Big, Fat Greek Wedding”, “Bride and Prejudices”, etc.) describing the multinational family and work out possible suggestions that may help to avoid cultural clashes in multinational families</p>	<p>1. “Family album” (short film)</p> <p>2. “Family rules” (poster presentation)</p>
Education	<p>1. Ss look at the images of a British classroom and compare it with their own classroom focusing on seating arrangement, how walls are decorated, etc. Ss discuss what would surprise a British student coming to Uzbekistan in a typical classroom or what would</p>	<p>1. “An ideal school” (poster presentation)</p> <p>2. “Staff portrait gallery”</p>

	<p>surprise an Uzbek student in a British classroom</p> <p>2. Ss watch a British/American film (e.g. “Dead Poets’ Society”) or read a text describing teacher – student relationships and compare and contrast it with teacher – student relationships in Uzbekistan.</p>	(compiling a broadsheet)
Cities and country life	<p>1. In addition to the project work students can produce a guidebook, poster or webpage for Visitors to their town, country or region. This should not only describe famous sites and places to visit, stay or eat, but also give visitors advice about what they may find strange or unusual about their own culture.</p> <p>2. Ss are given statistics about the percentage of people living in cities and in the countryside in different countries to stimulate discussion on the topic “Where do people prefer to live: in a city or country? (in Great Britain and Uzbekistan)” Ss may also state the reasons for people’s preferences.</p>	<p>1. “Visit my town” (a brochure advertising the city)</p> <p>2. “City plan” (an illustrated city plan)</p>
Leisure and sport	<p>1. Ss first analyze one of the popular Uzbek soap operas and then state the themes that are common in foreign soap operas. Ss can also discuss attitudes toward soap operas in different cultures.</p> <p>2. Ss are given the following situation: “If you had an international visitor, what sport would you like to take him or her to watch? (e.g. “Kurash”, “Football”) Why?”</p>	<p>1. “Soap operas” (writing a script)</p> <p>2. “Sports in different cultures” (factsheet)</p>
Technology and communication	<p>1. Ss are given the following information: To begin a telephone conversation, there are different conventions in different cultures: Americans verify the number they reach; French people make an apologetic statement first; Germans identify themselves without being asked to do so; Egyptians seem to be unwilling to be the first to be identified... Westerners living in Egypt found this behavior strange, and even offensive. (Wolfson 1989) Ss are asked to continue the given list (can be done as homework) Optional: Ss can be required to prepare a role play, e.g. Telephone conversation between British/German and Uzbek/Russian.</p> <p>1. Ss are asked to respond to the following situation: “Imagine an American or Japanese finds your group’s webpage/blog in the Internet. What things they may find unusual or strange in your webpage/blog. Are there any cultural elements that are known only to the residents of Uzbekistan? If there are, so what adjustments should you make to make it understandable to foreigners?”</p>	<p>1. “Consumer report” (research on mobile phones) .</p> <p>2. “Our group profile”(creating your own Web page/blog)</p>

Task 1

Finding a cheap hotel is important to budget travelers, whether for an Hawaiian honeymoon, adventure travel in the mountains, or for business in Europe. How do you find a budget hotel: through an online hotel reservations Web site, in a guidebook, or in the phone book? What questions would you ask if you called to make a hotel reservation?

Task 2

Choose a city that you want to visit and use the Internet to find three cheap, affordable accommodations (hotels, youth hostels, etc.) that interest you in that area. Then, compare prices, location, and amenities of each. Finally, decide where to stay based on the information you collected. What are the advantages and disadvantages of each?

Task 3

Imagine that you have received \$3,000 to take a three-week vacation to one or more of these cities: New York City, Tokyo, or London, and one city of your choice. Use the Internet to determine the cost of airfare and train/subway travel to get there from your current location. Compare prices offered by different travel companies.

Task 4

Search and present about sports that are unique to your culture (e.g., sumo wrestling in Japan). What is the objective of the sport, and how do you play it? What are the specific rules? Is any specific equipment or clothing required? What do you personally like or dislike about the sport?

1 A New Trend

Cell Phones have become one of the fastest growing communication technologies (Campbell, 2006). Today, the average cell phone has the capacity of a mid-1990s PC (Prensky, 2004). Cell phones are useful for many different reasons including communication, **organization**, and internet access. These tools may be used to connect students, parents, and instructors (Campbell, 2006). “They are also particularly useful computers that fit in your pocket, are always with you, and are nearly always on” (Prensky, 2004, p.1). Often seen in high schools, cell phones are now making their way into elementary and middle schools with an estimated 200,000 children between ages 5 and 9 owning a cell phone (*Cell Phones and PDA’S Hit K-6*, 2005).

Cell phones are becoming more and more sophisticated, incorporating features students can use for work and play. According to Walker (2002), we may soon see students using their cell phones to search the web during an exam. “Having a browser in the cell phone puts a dictionary, thesaurus, and encyclopedia into the hands of every student” (Prensky, 2004, p.4).

Students, now having access to search engines, can use their cell phone as a research tool. Although once used for communication and pleasure, students are now using cell phones to cheat through using features such as the camera. Camera phone sales have grown from 4,000 in 2002 to 21.4 million in 2004 (Walker, 2004). Today, “...students have stopped hiding crib sheets and whispering to their neighbors – and started swapping test answers by cell phone,

camera phone and PDA” (Etter, 2004, p. 17). Students are using the camera feature on their phones as a means of copying another student’s test paper or taking pictures of their notes to use during a test. Not long ago, cell phones were just an annoyance if they rang during class. “Today, it’s a matter of keeping students from taking pictures” (Gerard, 2006, p. 45). Text messaging is also used as a form of cheating during exams. Students have become sophisticated in their ability to send text messages. For example, many students are skilled enough to utilize text messaging with the phone hidden in a pocket. Some have sent exam answers to another student using this method. However, cell phones can be used for instruction. Cell phones now have many features that are similar to a computer. Prensky (2004) recommends that teachers stop fighting with students about cell phones, but rather use them for “their educational advantage”

The Task

Laura was a new 10th grade student at Millport High School. Laura quickly became friends with her next door neighbor and classmate, Jessica. They lived in the same neighborhood and had all of the same classes. Because they looked similar, they shared everything; they even had the same type of cell phone. In the afternoons, they would play, study, and work on their homework together. As their friendship grew, their studying decreased and they began to talk during class. Because of their incessant talking, they had to be separated in English class. This was a perfect classroom situation until one day they took a test. When the tests were graded, the teacher noticed a similarity between Laura and Jessica’s answers. On all the correct answers they had the exact same explanation, and they missed all of the same questions.

The teacher confronted Laura and Jessica about this phenomenon. They claimed that there was no way for them to cheat because they were sitting on opposite sides of the room. The teacher believed them but decided to carefully monitor the class during each exam. For the first exam, she did not notice anything out of the ordinary however, Laura and Jessica’s tests were exactly the same. On the next test, the teacher kept her eyes on Laura and Jessica. She noticed that both girls kept one hand on the desk and one hand in their lap. Walking quietly, she came up to Laura and discovered that she was using her cell phone. Jessica was using her cell phone as well. She immediately confiscated both cell phones and gave both girls a zero on the exam.

The teacher began to further investigate the use of the cell phones. She discovered that Laura and Jessica were sending the test answers through text messaging. This practice of sending answers through text messaging has become very common among teenagers. No sounds can be heard and teenagers can type without looking at the phone. The next day Laura also admitted to taking a picture of some of her test answers and sending it to Jessica.

Discussion Questions:

1. If you were the teacher, how would you handle this situation?
2. As a teacher, would you ban all cell phones in your classroom?
3. What are the consequences of students having cell phones in school?
4. Is there an educational impact in using cell phones in the classroom?
5. What should happen to Laura and Jessica?
6. Should cell phones be prohibited in schools?

Task

Digital Textbooks



- One of the most up-to-date hot topics in education last year was the use of digital textbooks.
- Proponents claim that not only can digital textbooks save schools and families a lot of money but they are often interactive which allows for more involved learning.
- Opponents, though, believe that it is vital to have students read from physical textbooks and worry about kids today relying too heavily on technology.

What's your opinion about Digital Textbook?

GLOSSARY

ENGLISH	DEFINITIONS
Active-	busy with or ready to perform a particular activity
Aggressive-	behaving in an angry and violent way towards another
Ambitious	having a strong wish to be successful, powerful or rich
Arrogant	unpleasantly proud and behaving as if you are more important than, or know more than, other people
Bossy	describes someone who is always telling people what to do
Bright-	(of a person) clever and quick to learn
Build-	the size and shape of a person's body
Care about	the process of protecting and looking after someone or something
Caring-	describes someone who is kind and gives emotional support to others
Casual-	describes clothes that are not formal or not suitable for special occasions
Character-	the particular combination of qualities in a person or place that makes them
Cooperative	willing to help or do what people ask
Curly-	having curls or a curved shape
Decisive-	able to make decisions quickly and confidently, or showing this quality
Determined-	wanting to do something very much and not difficulties to stop you allowing anyone or any
Director-	a manager of an organization, company, college, etc.
Disorganized-	badly planned and without order
Easy-going-	relaxed and not easily upset or worried
Energetic-	having or involving a lot of energy
Evening dress	special clothing worn for formal events, such as special evening meals, a long
Express	to show a feeling, opinion or fact
Fair hair-	of hair) pale yellow or gold
Favourite	best liked or most enjoyed
Feelings	emotions, especially those influenced by other people
Female-	belonging or relating to women, or the sex that can give birth to young or
Fit	to be the right size or shape for someone or something
Forgetful	often forgetting things
Fortune teller -	A person who tells you what they think will happen to you in the future
Full lips-	(of parts of the body) quite large and rounded lips
Fur coat -	the thick hair that covers the bodies of some animals, or the hair-covered skin(s) of animals, removed from their bodies
Generous	willing to give money, help, kindness, etc., especially more than is usual or expected

Get upset	worried, unhappy or angry
Golden	made of gold , special, successful, or giving someone an advantage
Helpful	willing to help, or useful
High-heeled shoes	women's shoes in which the heels are raised high off the ground
Hooked	describes a nose which is large and curved
Imaginative	new, original and clever
Immature -	DISAPPROVING not behaving in a way which is as calm and wise as people expect from someone of your age
Intelligent	showing intelligence, or able to learn and understand things easily
Kind-	generous, helpful and thinking about other people's feelings
Lazy	DISAPPROVING not willing to work or use any effort
Loyal -	firm and not changing in your friendship with or support for a person
Mean	not willing to give or share things, especially money
Middle-aged	in middle age
Neatly	in a tidy way, in a clever and simple way
Outgoing	(of a person) friendly and energetic and finding it easy and enjoyable
Oval	shaped like a circle that is flattened either at one place or at two opposite places, so that it is like either an egg or an ellipse
Permanent state	lasting for a long time or forever
Personality	the type of person you are, which is shown by the way you behave, feel and think
Physical appearance	the way a person or thing looks to other people
Plump	having a pleasantly soft rounded body or shape
Polo-neck	a high round collar that folds over on itself and covers the neck
Popularity	when something is liked, enjoyed or supported by many people
Positive	hopeful and confident, or giving cause for hope and confidence
Quick-tempered	able to reply in an angry way without thinking for a long time
Reserved	describes people who do not often talk about or show their feelings or thoughts
Responsible	to have control and authority over something or someone and the duty of taking care of it or them
Rude	not polite; offensive or embarrassing
Scarf	a strip, square or triangle of cloth, worn around the neck, head or shoulders to keep you warm or to make you look attractive

Self-confident	behaving calmly because you have no doubts about your ability or knowledge
Selfish	Someone who is selfish only thinks of their own advantage
Sensitive	easily upset by the things people say or do, or causing people to be upset, embarrassed or angry
Tend (to)	to deal with the problems or needs of a person or thing
Try on	to put on a piece of clothing to discover if it fits you or if you like it
Unreliable	not able to be trusted or believed; not reliable
V-neck jumper	a V-shaped jumper opening for your neck on a piece of clothing, or a piece of clothing with this opening
Waistcoat	a piece of clothing that covers the upper body but not the arms and usually has buttons down the front, worn over a shirt
Wavy	having a series of curves
Well-built	describes a person who is large and strong
Wedding	a marriage ceremony and any celebrations such as a meal or a party which follow it
Wide	completely, or by a large amount
Wisdom	the ability to use your knowledge and experience to make good decisions and judgments
National identities	
SALVATION	to pray for the salvation of the world; a way of protecting somebody from danger, disaster, loss, etc
VALLEY	an area of low land between hills or mountains, often with a river flowing through it; the land that a river flows through
COURAGEOUS	brave
SPIRIT	a person's feelings or state of mind; loyal feelings towards a group team or society
BEACON	a light that is placed somewhere to guide vehicle and warn them of danger
EXUBERANT	full of energy, excitement and happiness
ETERNALLY	happening often and seeming never to stop
TORCH	a small electric lamp that uses batteries and that you can hold in your hand
PROSPEROUS	rich and successful
MANLY	having the qualities or physical features that are admired or expected in a man
ANCHOR	to lower an anchor on a ship to keep it from moving
BRAVE	a young fighting man from a Native American tribe
ENCOURAGE	to help someone become confident or brave enough to do something
HARVEST	the time when crops are gathered from the fields
PASSENGER	someone who is traveling by car, boat, etc. but who is not driving it

PILGRIM	someone who travels a long way to another place for a religious reason
SPOIL	to ruin something by making it less attractive, enjoyable or useful
THREAT	a statement or warning of trouble, pain or sadness
TRIBE	a group of people from the same race, culture; ruled by a chief
VOYAGE	a long trip, especially on a ship or a space vehicle
ACCUSTOMED	to be used to something
CONTEMPORARY	someone who lives in the same period of time; modern
CONSTELLATION	a group of stars that forms a pattern and has a name
EMPLOYEES	someone who is paid to work for a person
ENTERTAINMENT	something that amuses or interests people
QUINOX	one of the two times a year when day and night are equal in length
LEGEND	an old, well-known story about a brave person or an adventure
SIGNIFICANCE	the importance or meaning of something
SOLEMN	- very serious
SPLENDID	excellent, beautiful, impressive
SENATE	the smaller and more important of two parts of the government with the power to make laws in countries
LEGISLATIVE	-making or having the power to make a law or laws; lawmaking distinguished from executive; as a legislative act.
CHAMBER	one of the legislative bodies and a government where multiple such bodies exist or a single such body in comparison to others.
DEPUTY	to tell or allow someone to do something instead of you
PARLIAMENT	the group of people who are elected to make a country's laws and discuss important national affairs.
EXECUTIVE	the part of a government that makes sure decisions and laws work well.
JUDICIAL	the branch of government which is responsible for maintaining the courts of law and for the administration of
CONGRESS	the group of people elected to make laws in the US, consisting of the Senate and the House of Representatives.
SUPREME	having the highest position of power, importance, or influence
FEDERAL	pertaining to the national government level, as opposed to state, provincial, county, city or town.
EVALUATE	to judge how good, useful, or successful something is.
MAHALLA	Residential Community Associations in Uzbekistan is the basic administrative unit whose hierarchy ascends to tuman (district), city (shakhar), viloyat (region) and state (nation)
OSH OR PILAF	most popular national dish which is served not only at family celebrations but at celebrations nation-wide as well. Typically it is prepared of rice, carrot, mutton and other special ingredients.

CHINGIZ (GHENGIS) KHAN – (1162-1227	a Mongol conqueror who founded the largest land empire in history. He ruled an area that stretched across Central Asia from the Caspian Sea to the Sea of Japan.
SHIITE	The Shiite origins lie in the controversies about the leadership of the Islamic community after the death of the Islamic prophet Mukhammad in A.D 632. The Shiites believe that the leader of the Islamic community after Mukhammad's death is Ali, the Prophet's cousin. Less than 20 % of believers are the Shiites.
SUNNI	The Sunnis believe that the leader of the Islamic community after the death of the Prophet Mukhammad is Abu Bakr. More than 80% of believers are the Sunnis.
KENGASH	Board of Residential Community Associations that guides every-day life in the mahalla.
RAIS	chairperson of a mahalla's Kengash
AKSAKAL	"Whitebeard", wise, able and fair old man who is selected by the man of the mahalla informally, by consensus. He oversees the mahalla activities from the point of view of Uzbek traditions and customs, and Muslim law. Most often, he is an informal consultant to the Community Board.
HASHAR	mutual free assistance in building houses, harvesting, maintaining, cleanliness of streets and gutters.
GUZAR	community center, the place of collection of institutions such as a bazar, a mosque, a barbershop, a ten house, a general store.
CHOIKHONA	tea house, the place for men (elderly) to socialize
AQIQA	celebration in the community of the new born child.
SUNNAT TOI	mail circumcision celebration
KHUDOI	community gathering for prayer to remember someone who passed away
BESHIK TOI	celebration on the occasion of putting (beshik-Uzbek national cradle) the new born child into a cradle for the first time
Charity	an organization that gives help to people who need it
COMMEMORATING	to remember someone or something by a special action
CONTRIBUTION	something that is given or done to help someone else
GENTRY	people who belong to a high social class
HEMISPHERE	one of the halves of the earth; northern or southern divided by equator
ILLUMINATE	to make a light shine on something
RITUALS	ceremony or a set of actions that is always done in the same way
SECULAR	not religious
SOLSTICE	the day with either the most or least light from the sun

STOCKING	a large sock hung over the fireplace at Christmas to hold presents
URN	a large, decorative container
MONARCHY	a king, queen, emperor,
CONSTITUTION	a set of rules governing an organization
TRADITION	customs, beliefs, stories, etc
CROWN	a circular, often jeweled, head-dress, especially one worn as a mark of royalty or honor: the queen's crown
PRIME	first or most important: the prime minister
MINISTER	the head of any of the division's or departments of a government
OFFICIAL	of or concerning a position of authority
VOTE	the right to show)one's wish or opinion
BILL	an account of money owed for good etc
ASSEMBLY	a collection of people
AUTHORIZED	to give power or permission to (someone or something), to give legal or official approval to or for
STATE	a way of livin or existing, the overall physical confition of something
FEDERAL	a supporter of the government of U.S. A federal agent or officce

Food

cappuccino	type of coffee which is mixed with milk and with foam
hamburger	type of fast food, meat replaced into bun
vegetarian	1. a person who avoid eating meat products or dishes
ingredients	main products for cooking a dish
super quick	too fast, more powerful
favorite tunes	seafood, type of a fish
dessert- pastry	pastry or sweet food served after the main meal
range of	variety of
steak	large peace of a meat which is beaten and fried
junk food	food that`s not healthy as it contains a lot of fat & sugar
heat up	to make smth warm or hot
take away	restaurant or shop which gives opportunity for eating out of restaurant
sushi	Japanese dish that consists of small cakes of cooked rice
whole meal	bread uses all of the grain including the outer layer

highlighted	to mark written works with colored pen
talent	ability from birth
stew	hot meal made by cooking meat in liquid for a long time
portion	piece of meal
eat out	-to eat in a restaurant instead of home
Diet	a way of eating in which you only eat certain food
HEALTH	
Gym	a building or club where you go to do physical exercises, swim, and play sports.
Aerobics	energetic physical exercises, often performed with a group of people to music, which make the heart, lungs and muscles stronger and increase the amount of oxygen in the blood
Fitness	the condition of being physically strong and healthy.
Cycling	to ride a bicycle
Join	to get involved in an activity or journey with another person or group.
Membership	the fact of being a member of a club, organization, or group.
Pool	a place where people go to play pool.
Tour	a journey in which you visit several places for pleasure
Yoga	an activity that involves doing physical and breathing
Cleaning	the activity or job of making rooms in a building clean
Alternative medicine	medical treatment using methods that are different from the usual Western scientific methods, for example homeopathy and acupuncture.
Liquid	a substance, such as water, that is not solid or a gas and that can be poured easily.
Mud	remarks that criticize someone or harm their reputation.
Rare	not often seen or found, and therefore admired or valued very much.
Sick	physically or mentally ill; not well or healthy
Swear	to use words that are rude or offensive as a way of emphasizing what you mean or as a way of insulting someone or something.
Wheelchair	a chair on wheels which people who are unable to walk use for moving around.
Witchdoctor	a person in some societies who cures people using traditional magic or medicine; a shaman.

Miracle	an unusual and mysterious event that is thought to have been caused by a god, or any very surprising and unexpected event.
Chimney	a hollow structure that allows the smoke from a fire inside a building to escape to the air outside.
Cereal	a food that is made from grain and eaten with milk, especially in the morning.
Liar	a person who has lied or who lies repeatedly
Quiz	an examination consisting of a few short questions
Score	the act of scoring in a game or sport.
Stressed	suffering severe physical strain or distress
Rubbish	things that you throw away because they are no longer useful, such as old food, paper or plastic used for wrapping things, and empty containers.
Relax	to rest and allow yourself to become calm.
Curry	to cook something such as meat or vegetables in a sauce with a hot flavor
Fancy	a feeling of wanting or liking something, especially a feeling that is not very strong or serious
Portion	a part of an amount or total.
Awful	used for emphasizing how unpleasant someone or something is
Bone	one of the hard parts that form a frame inside the body of a human or animal
Bowl	to throw the ball towards the batsman in the sport of cricket, trying to hit the wicket.
Ache	a pain that is continuous and unpleasant, but usually not very strong.
Cure	a medicine or treatment that makes someone who is ill become healthy.
Determined	not willing to let anything prevent you from doing what you
Energy	a supply of physical power that you have for doing things that need physical effort.
Herb	a plant used for adding flavour to food or as a medicine.
Hut	a small simple shelter.
Transcript	something that has been transcribed, a written record(usually type-written) of dictated or recorded speech.
Give up	put an end to a state or an activity.
Gradually	step by step in a gradual manner, slowly.
Patch	a piece of soft material that covers and protects an injured part of the body.
Nicotine	an alkaloid poison that occurs in tabacoo
Hypnosis	a state of mind, in which a person loses the power of voluntary action.
Reject	refuse to agree to

Accept	recieve smth willingly given or offered.
Advice	reccomendation.
Electronic cigarette	a device for smoking, artificial cigarette.
Decide	make a choice from a number of alternatives
Science	knowledge about or study of the natural world based on factslearnedlearned through experiments and observation
Medication	a substance used in treating disease or relieving pain
Alternative medical treatment	healing with non-traditional medications such as herbs,
Common	done by many peopleoccurring or appearing frequently : notrare
Familiar	well known for long or close associations
Conventional	used and accepted by most people : usual or traditional
To describe	to tell someone the appearance, sound, smell, events, etc., of (something or someone) : to say what something or someone is like
Conflict	a serious disagreement.
Cancer	a serious disease caused by cells that are not normal and that can spread to one or many parts of the body.
Oncology	the study and treatment of cancer and tumors
Surgery	medical treatment in which a doctor cuts into someone's body in order to repair or remove damaged or diseased parts
Chemotherapy	treatment by chemical substance or injections.
Herbs	a plant or a part of a plant that is used as medicine or to give flavor to food.
Treatment	medical care given to the patients.
To waste	use or expand carelessly
To suggest	propose or advise something.
To research	to investigate or study something for specific details.
To reduce	to make smaller or less in amount.
Nausea	the feeling of sickness.
To encourage	to support, give confidence or hope.
To interfere	to prevent from continuing.
Anxious	feeling or showing worry, nervousness
To fight	struggle to overcome a disease.
To originate	have a specified beginning
Improper	not in accordance with accepted standards.
Country and city life	
Society	a large group of people who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done. All the people in a country, or in several similar countries, can be referred to as a society
Bring up	to care for a child until it is an adult, often giving it particular beliefs
Multicultural	including people who have many different customs and beliefs
Ordinary	not different or special or unexpected in any way; usual
Globe	a map of the world in the shape of a ball, which is fixed to a support and can be turned round at the same angle as the Earth turns in space

Thought	the act of thinking about or considering something, an idea or opinion, or a set of ideas about a particular subject
Cosmopolitan	containing or having experience of people and things from many different parts of the world
Florist	a person who works in a shop which sells cut flowers and plants for inside the house
Hectic	full of activity; very busy and fast
Organize	to make arrangements for something to happen
Settle	to reach a decision or an agreement about something, or to end a disagreement
Herbal medicine	relating to or made from herbs
Enormous	extremely large
Religion	the belief in and worship of a god or gods, or any such system of belief and worship
Opportunity	an occasion or situation which makes it possible to do something that you want to do or have to do, or the possibility of doing something
Population	all the people living in a particular country, area or place
Thriving	to grow, develop or be successful
Industrial	in or related to industry, or having a lot of industry and factories, etc
Dozen	twelve
Suffer	to experience physical or mental pain
Desert	an area, often covered with sand or rocks, where there is very little rain and not many plants
Surrounded	to be everywhere around something
View	what you can see from a particular place, or the ability to see from a particular place
Inspire	to make someone feel that they want to do something and can do it
Display	collection of objects or pictures arranged for people to look at, or a performance or show for people to watch
Commuter	someone who regularly travels between work and home
Salary	fixed amount of money agreed every year as pay for an employee, usually paid directly into his or her bank account every month
Up-to-date	modern, recent, or containing the latest information
Shrine	a place for worship which is holy because of a connection with a holy person or object
Coast	the land next to or close to the sea
Humid	(air and weather conditions) containing extremely small drops of water in the air
Blossom	When a tree or plant blossoms, it produces flowers before producing fruit which can be eaten
Mysterious	strange, not known or not understood
Commercial	related to buying and selling things
Headquarters	the main offices of an organization such as the army, police or a business company
Skyscraper	a very tall modern building, usually in a city
Slum	a very poor and crowded area, especially of a city

Sanitation	the systems for taking dirty water and other waste products away from buildings in order to protect people's health
Unique	being the only existing one of its type or, more generally, unusual or special in some way
Invade	to enter a country by force with large numbers of soldiers in order to take possession of it
Variety	the characteristic of often changing and being different
a very large	usually stone, building for Christian worship, which is the largest and most important church of a <u>diocese</u> (= area)
Handicraft	a building used for the worship of a god or gods in some
Temple	how good or bad something is
Quality	the position north or south of the <u>equator</u> measured from 0°
Latitude	with a lot of things close together
Densely	when someone comes to live in a different country
Immigration	an informal name for someone or something, especially a name which you are called by your friends or family, usually based on your proper name or your character
Nickname	to take someone as a prisoner, or to take something into your possession, especially by force
Capture	Something that is distinctive is easy to recognize because it is different from other things
Distinctive	to try to hurt or defeat using violence
Attack	a system of accepted beliefs which control behaviour, especially such a system based on morals
Ethic	once every year
Annually	to run at a slow regular speed, especially as a form of exercise
Jog	great comfort, especially as provided by expensive and beautiful things
Luxury	impossible, or very difficult, to believe
Incredible	SLIGHTLY FORMAL to find or discover the exact position of something
Locate	an object made from a hard material, especially stone or metal, to look like a person or animal
Statue	UK (US sidewalk) a path with a hard surface on one or both sides of a road, that people walk on
Pavement	a special place in a road where traffic must stop to allow people to walk across
Pedestrian crossing	an area of land that is higher than the surrounding land
Hill	a building in Britain where alcoholic drinks can be bought and drunk and where food is often available
Pub	a large house that is the official home of a king, queen or
Palace	damage caused to water, air, etc. by harmful substances or waste
Pollution	The (traffic) congestion in the city gets even worse during the summer.
Congestion	a style of cooking
Cousine	the general appearance of the natural environment, especially when it is beautiful

Scenery	to direct someone or something to a different place or person for information, help or action, often to a person or group with more knowledge or power
Refer	to make someone more likely to do something, or to make something more likely to happen
Encourage	DISAPPROVING Someone who is selfish only thinks of their own advantage
Selfish	saying that someone or something is bad or wrong
Critical	willing to try new or difficult things, or exciting and often dangerous
Adventurous	in the end, especially after a long time or a lot of effort, problems, etc
Eventually	the place where someone is going or where something is being sent or taken
Destination	a place on a computer system where users can read messages
Bulliten board	especially of a place) attractive in appearance, especially in an old-fashioned way
Picturesque	not often
Infrequently	a person who is on holiday away from where they usually live
Vacationer	a very tall modern building, usually in a city
SPORT	
crashing	characterized by an intensive effort, especially to deal with an emergency, meet a deadline, etc.
searching	examining carefully or thoroughly
moving	capable of or having movement
paggers	beeper
beep	to make or emit such a sound
excitement	an excited state or condition
professionals	a person who earns a living in a sport or other occupation frequently engaged in by amateurs
weights	the amount or quantity of heaviness or mass; amount a thing weighs
balance	a state of equilibrium or equipoise; equal distribution of weight, amount, etc.
wet suit	a close-fitting rubber garment worn by a skin diver in cold water that allows a thin, insulating layer of water to collect between the diver's skin and the suit in order to retain body heat.
surfboard	a strong, buoyant rowboat with high ends, adapted for beaching and passing through surf
warm	having or giving out a moderate degree of heat, as perceived by the senses
lead	to go before or with to show the way, conduct or escort
grow up	to increase by natural development, as any living organism or part by assimilation of nutriment; increase in size or substance
difficulty	the fact or condition of being difficult
touring	to travel from place to place

muscle	a tissue composed of cells or fibers, the contraction of which produces movement in the body
demonstrate	to give an exhibition of to an interested audience
compete	to engage in a contest; measure one self against others
strong	having strength or power greater than average or expected
determine	to establish after a calculation, investigation or study
disable	to make unable to perform a certain action
amaze	to affect with wonder
begin	take the first step or steps in carrying out an action
popular	regarded with great favor, approval, or affection especially by the general public
inspire	heighten or intensify
world	everything that exists anywhere

ЎЗБЕКИСТОН RESPUBLIKASI
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:

№ БД – 5111400 – 3.04

2017 йил “18” 08



Олий ва ўрта махсус таълим
вазирлиги

2017 йил “24” 08

ТИЛ КЎНИКМАЛАРИ ИНТЕГРАЦИЯСИ

ФАН ДАСТУРИ

Билим соҳаси: 100000 – Гуманитар соҳа

Таълим соҳаси: 110000 – Педагогика
120000 – Гуманитар фанлар

Таълим
йўналишлари: 5111400 – Хорижий тил ва адабиёти (тиллар бўйича)
5120100 – Филология ва тилларни ўқитиш
(роман герман филологияси)

Тошкент – 2017

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2017 йил “24” августдаги “603”-сонли буйруғининг 2-илоvasи билан фан дастури рўйхати тасдиқланган.

Фан дастури Олий ва ўрта махсус, касб-хунар таълими йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи Кенгашининг 2017 йил “18” августдаги 4-сонли баённомаси билан маъқулланган.

Фан дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

- | | | |
|---------------|---|--|
| А.Носиров | – | Халқ таълими вазирлиги Умумтаълим муассасаларида ўқув-методик жараёнларни ривожлантириш бош бошқармаси бошлиғи, ф.ф.д. |
| С.Иргашева | – | ЎзДЖТУ, катта ўқитувчи. |
| К.Алимова | – | ЎзДЖТУ, катта ўқитувчи. |
| Я.Абдураимова | – | ЎзДЖТУ, катта ўқитувчи. |
| Н.Эшонкулова | – | ЎзДЖТУ, ўқитувчи. |

Бош маслаҳатчи:

- | | | |
|-------------|---|--|
| Род Болайто | – | Буюк Британия, Норвич тил ўқитиш институти |
|-------------|---|--|

Такризчилар:

- | | | |
|-----------|---|---|
| И.Зокиров | – | Республика Таълим маркази директори
(<i>кадрлар истеъмолчиси</i>). |
| И.Жўраева | – | ЎзМУ, Хорижий филология факультети декани, ф.ф.н.,
доцент. |
| У.Азизов | – | ЎзДЖТУ қошидаги РИАИМ директори, ф.ф.н.,
доцент. |

Фан дастури Ўзбекистон давлат жаҳон тиллари университети Кенгашида кўриб чиқилган ва тавсия қилинган (2017 йил “28” июндаги 5-сонли баённома).

I. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни

Тил кўникмалари интеграцияси фани лингвистик курс ҳисобланади ҳамда “Тил кўникмалари интеграцияси” ва “Оғзаки нутқ амалиёти” (тинглаш ва гапириш) модулларини ўз ичига олади. Мазкур курс тил ўрганишнинг тўрт кўникмаси: сўзлашиш, тинглаб тушуниш, ўқиш ва ёзиш бўйича кўникмаларни интеграллашган ҳолда ривожлантиришга хизмат қилади. Шунингдек, мазкур модулни ўқитишда оғзаки нутқ амалиётига алоҳида урғу берилади. Модул якунида талабалар Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэтироф этилган халқаро меъёрлари (CEFR) бўйича ўрганган чет тилларини 1-4 семестрлар бўйича босқичма-босқич B1 дан B2 даражагача амалда қўллай олишлари назарда тутилади.

Мазкур фан икки йил давомида икки қисмга: “Тил кўникмалари интеграцияси” ва “Оғзаки нутқ амалиёти” га ажратилган ҳолда ўргатилади. Ўқув режанинг хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш, тил аспекти амалиёти методика, мамлакатшуносликка оид курслари ва ўрганилаётган чет тилининг назарий курслари - умумий тилшунослик, стилистика ва матн таҳлили, назарий фонетика, қиёсий типология, назарий грамматика фанларидан зарурий билимларни эгаллашда ушбу фан модуллари бўйича ўзлаштирилган кўникма ва малакалар муҳим аҳамият касб этади.

II. Ўқув фанининг мақсади ва вазифаси

Мазкур фаннинг мақсади талабаларга тилнинг оғзаки ва ёзма шакллариини интеграллашган ҳолда ўргатиш, уларнинг турли контекстлардаги мулоқот малакаларини ривожлантириш, хусусан ўрганилаётган чет тили кўникмалари тўғрисидаги амалий ва назарий билимларини такомиллаштириш ҳамда эгалланган билим, кўникма, малакаларини касбий ва илмий фаолиятда эркин қўллай олишларини таъминлашдир. Фаннинг асосий вазифаси умумэтироф этилган халқаро меъёрларга кўра талабаларнинг ўрганилаётган чет тилини B2 даражада эгаллашлари учун зарурий тил кўникмаларини интеграллашган тарзда ўргатиш ва мулоқот малакаларини ривожлантиришдир.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйидаги талаблар қўйилади. **Талаба:**

- чет тилини Умум Европа стандартларига кўра B2 даражада ўзлаштириши;
- ўрганилаётган чет тилида ўқиш, тинглаб тушуниш, гапириш ва ёзиш кўникмаларини эгаллаши;
- тил кўникмаларини такомиллаштириш билан бир қаторда трансвербал кўникмаларни ҳам шакллантириш;

- ўзининг тил кўникмаларини ривожлантириш борасидаги фаолиятини баҳолай олиш ва рефлексия кўникмаларини қўллай олиш;
- оғзаки ва ёзма нутқ амалиёти бўйича тасаввур, билим, малака ва кўникмаларга, компетенцияларга эга бўлиши талаб этилади.

III. Асосий қисм

1-Модуль. Тил кўникмалари интеграцияси

Тил кўникмалари интеграцияси модули 1-4 семестрлар давомида ўқитилади. Мазкур курс тўрт кўникма: сўзлашиш, тинглаб тушуниш, ўқиш ва ёзиш бўйича кўникмаларни баравар ривожлантиришга хизмат қилади. Модул якунида талабалар Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR) бўйича ўрганган чет тилларини 1-4 семестрлар бўйича босқичма-босқич B1 дан B2 даражагача амалда қўллай олишлари назарда тутилади.

Тил кўникмалари интеграцияси модули бўйича талаба қуйидаги **билим** ва **кўникмаларни** эгаллаши шарт:

- оғзаки ва ёзма нутқларини босқичма-босқич яхшилаб бориш;
- тинглаб тушуниш, сўзлашиш, ўқиш ва ёзиш кўникмаларини ахборот қабул қилиш ва етказиш учун амалда қўллай олиш;
- тил кўникмаларини қўллаш борасида маҳоратларини ошириб, ўз камчиликларини аниқлаш ва уларни коммуникатив топшириқлар воситасида тузатиш;
- белгиланган мавзулар бўйича суҳбат олиб бориш, кичик ролларни ўйнаш, муҳокамалар уюштириш, шерикликда ёки кичик гуруҳларга бўлинган ҳолда ишлаш;
- мавзуси қисман таниш ва тилнинг мураккаблик даражасига кўра танланган матнларни, шунингдек аутентик материалларни (масалан, китоб, журнал, газета, брошюра, ҳужжат, фильм, аудио тасма, маъруза ва бошқалардан) ўқиш, тинглаб тушуниш, маълумотлар тўплаш ва улардан амалда фойдаланиш;
- презентациялар орқали ўз фикрларини аниқ баён қилиш;
- тили ўрганилаётган мамлакат маданияти ва ўз маданиятларини қиёслаш ва таққослаш малакасини ошириш;
- маданиятлараро мулоқотга тааллуқли масалаларга танқидий нуқтан назар билан ёндашиш, уларни тўғри талқин қилиш;
- тинглаб тушуниш, сўзлашиш, ўқиш ва ёзиш кўникмаларини уйғунлаштирган ҳолда турли мавзуларга доир лойиҳа ишларини бажариш орқали ривожлантириш.

Мавзулар	Маданиятлараро муносабатни шакллантиришга йўналтирилган тавсия этиладиган вазифа ва топшириқлар	Тавсия этиладиган лойиҳа ишлари
Шахс ва шахсият	<p>1. Талабалар ўз таржиман ҳолларини ёзадилар.</p> <p>2. Хорижий мамлакат фуқароларининг ўзаро саломлашишлари ва суҳбатга киришишлари ҳақидаги диалогларни ўқийдилар ва ўзбекларнинг одатлари билан таққослайдилар.</p>	<p>1. “Бизнинг китоб” (машҳур шахслар, дўстлар, ёки оналар ҳақида китоб)</p> <p>2. “Биринчи учрашувлар” (постер шаклидаги презентация)</p>
Миллий рамзлар ва ўрганилаётган чет тилида сўзловчи мамлакатлар	<p>1. Талабалар турли миллий рамзларни муҳокама қиладилар.</p> <p>2. Талабалар диаграмма кўринишида ўрганилаётган чет тилида сўзлашувчи мамлакатлар ва Ўзбекистоннинг сиёсий давлат тузилишини тасвирлайдилар ва таққослайдилар.</p>	<p>1. “Миллий рамзлар” (постер шаклидаги презентация)</p> <p>2. Ўрганилаётган чет тилида сўзлашувчи мамлакатларнинг давлат тузилиши (билимлар мусобақаси)</p>
Озиқ-овқат	<p>1. Талабалар Венин диаграммасидан фойдаланган ҳолда турли мамлакатларда ким нима ейиши ёки емаслиги ҳақидаги маълумотларни келтирадилар ва бунинг сабабларини муҳокама қиладилар.</p> <p>2. Талабалар ўзбек ва хорижий мамлакатлар миллий таомларини таққослайдилар</p>	<p>1. “Соғлом овқатланишнинг 10 қондаси” (қўлланма)</p> <p>2. “Пазандалик китоби”(таомларнинг суратлари ва тайёрланиш жараёнлари акс этган китоб)</p>
Сихат-саломатлик	<p>1. Талабалар хорижликларнинг бардам бўлиш учун нималар қилишлари ҳақидаги текстни ўқийдилар ва ўзбекларнинг бу борада нималар қилишларини аниқлаш мақсадида қиёсий сўровнома ўтказадилар.</p> <p>2. Талабалар турли мамлакатлардаги чекишни чегараловчи тартиб-қоидалар ҳақида маълумотларни тўплайдилар ва Ўзбекистондаги мавжуд тартиблар билан солиштирадилар.</p>	<p>1. “Қандай қилиб соғлом турмуш тарзини олиб бориш мумкин” (постер шаклидаги презентация)</p> <p>2. “Қандай қилиб чекишни ташлаш мумкин” (брошюра)</p>

Онлавий кадриятлар	<p>1. Талабаларга хорижий мамлакатлар ва ўзбекларнинг онлалари аке этган суратлар берилади ва киёсий иншо ёзишлари сўралади.</p> <p>2. Талабалар хорижий мамлакатларда турли миллат вакилларидан таркиб топган онлалардаги тушунмовчиликлар аке этган фильмни томоша қиладилар (мисол учун, “My Big, Fat Greek Wedding”, “Bride and Prejudices”, ва бошқалар) ва уларни бартараф этишнинг мумкин бўлган йўллари муҳокама қиладилар</p>	<p>1. “Онлавий альбом” (Қисқа фильм)</p> <p>2. “Онлавий қондалар” (постер шаклидаги презентация)</p>
Таълим	<p>1. Талабалар хорижий мамлакатдаги синф хонасининг суратини муҳокама қиладилар ва уни ўз синф хоналари (жиҳозланиши, парта ва студларнинг жойлашиши) билан таққослайдилар</p> <p>2. Талабалар хорижий мамлакатларда ўқитувчи – талабалар муносабатлари аке этган фильм ни(мисол учун, “Dead Poets’ Society”) ўрганилаётган чет тилидатомоша қиладилар ёки текстни ўқийдилар ва Ўзбекистондаги ўқитувчи – талабалар муносабатлари билан солиштирадилар.</p>	<p>1. “Менинг орзуимдаги мактаб” (постер шаклидаги презентация)</p> <p>2. “Ўқитувчилар галлерейаси” (катта ҳажмли постер)</p>
Шаҳар ва қишлоқ ҳаёти	<p>1. Лойиҳа ишига қўшимча сифатида талабалар ўз шаҳар, қишлоқ ёки вилоятлари ҳақида сайёҳларга мўлжалланган китоб, қўлланма ёки веб-саҳифа яратадилар.</p> <p>2. Талабалар турли мамлакатларда шаҳар ва қишлоқларда яшовчи кишиларнинг сони аке этган статистик маълумотларни кўриб чиқадилар ва муҳокама қиладилар.</p>	<p>1. “Шаҳримизга хуш келибсиз”(брошюра)</p> <p>2. “Шаҳар лойиҳаси” (шаҳар лойиҳаси презентацияси)</p>
Дам олиш ва спорт билан шуғулланиш	<p>1. Талабалар бирини машхур ўзбек сериалларини (мелодрама жанрида) муҳокама қиладилар ва турли маданиятлардаги сериалларга бўлган муносабатлар ҳақида мунозара уюштирадилар.</p> <p>2. Талабаларга “ Чет эллик меҳмонни қайси спорт мусобақасини томоша қилгани олиб борган бўлар эдингиз ва нима учун?” (мисол учун, кураш ёки футбол) мавзусида топшириқ берилади.</p>	<p>1. “Мелодрама” (сюжет ёзиш)</p> <p>2. “Турли маданиятларда спорт” (маълумотлар аке этган постер)</p>

Алоқа ва технологиялар	<p>1. Талабалар турли мамлакатлардаги телефонда суҳбатлашниш тартиблари ҳақидаги маълумотларни тўплайдилар.</p> <p>2. Талабалар ўз веб саҳифалари чет элликларга ҳам тушунарли ва қизиқарли бўлиши учун нималар қилиниши лозимлигини муҳокама қиладилар</p>	<p>1. “Истеъмолчи баёноти” (уяли телефонлар ҳақида)</p> <p>2. “Бизнинг гуруҳ ҳақида” (веб-саҳифа ёки блог яратиш)</p>
-------------------------------	---	---

2 курс давомида

Мавзулар	Маданиятлараро муносабатни шакллантиришга йўналтирилган тавсия этиладиган вазифа ва топшириқлар	Тавсия этиладиган лойиҳа ишлари
1. Ўзбекистон ва дунё	<p>1. Талабалар Ўзбекистонга ташриф буюрган чет элликларнинг таассуротлари ҳақидаги мақолаларни ўқиб, таҳлил қиладилар.</p> <p>2. Талабалар Ўзбекистонга ташриф буюрган чет элликларга мўлжалланган қўлланма китоб устида ишлайдилар.</p>	<p>1. “Ўзбекистонга хуш келибсиз” (сайёҳлар учун китоб)</p> <p>2. “Ўзбекистонни кашф қилинг” (туризм ярмаркаси)</p>
2. Касб-кор ва ишбилармонлик	<p>1. Талабалар ишга жойлашниш ҳақидаги муаммоли вазиятга ечим излайдилар ва уни кичик сахна кўринишида акс эттирадилар.</p> <p>2. Талабалар турли мамлакатлардаги бизнес этикети ҳақидаги матнни ўқиб, муҳокама қиладилар.</p>	<p>1. “Интервьюлар” (сўровнома асосидаги баёнот)</p> <p>2. “Бизнес этикети” (тадбиркорлар учун қўлланма)</p>
3. Атроф-муҳит муҳофазаси	<p>1. Талабалар хорижий мамлакатларда сувдан фойдаланиш ҳақидаги муаммоли вазиятга ечим излайдилар ва Ўзбекистондаги сувни ишлатиш борасидаги тежамкорлик масалаларини муҳокама қиладилар.</p> <p>2. Талабалар куйидаги сайтдаги суратлардан фойдаланиб, хорижий мамлакатларда чиқиндиларни қайта ишлаш усуллари билан танишадилар ва Ўзбекистондаги вазият билан солиштирган ҳолда муҳокама қиладилар.</p>	<p>1. “Бизнинг сайёра” (атроф-муҳитни асраш муаммоларига бағишланган конференция)</p> <p>2. “Атроф-муҳитнинг ифлосланиши” (постер шаклидаги презентация)</p>
4. Муносабатлар	<p>1. Талабалар турли мамлакатлардаги ажралишлар сони акс этган статистик маълумотлар билан танишадилар ва муҳокама қиладилар.</p>	<p>1. “Ажралиш” (ажралиш сабаблари акс этган кичик драма)</p>

	2. Талабалар “Хушфезълликни биз қандай тушунамиз” мавзусида иншо ёзадилар.	2. “Турли мамлакатларда хушфезъллик қандай тушунилади?” (суратли презентация)
5. Турли маданиятлар аро мулоқот	1. Талабалар турли мамлакатларга хос, маданиятлараро тушунмовчиликларни келтириб чиқариши мумкин бўлган хатти-ҳаракат, имо-ишора ёки жумлалар намуналарини излаб топадилар ва уларни дарсда рол ўйнаш орқали намоён этадилар. 2. Чет мамлакатга ўқишга борган талаба дуч келган муаммоли вазиятни талабалар муҳокама қиладилар ва унга ечим излайдилар.	1. Хатти-ҳаракат ва имо-ишоралар (постер шаклидаги презентация) 2. Ўзга маданиятни англаш муаммоси (чет мамлакатга ўқишга борган талабалар учун қўлланма)
6. Оммавий ахборот	1. Талабалар хорижий мамлакатлар радио дастури ёки телекўрсатувини томоша қиладилар ва унинг муқобил ўзбекча талқинини яратадилар. 2. Талабалар хорижий мамлакатларда ва Ўзбекистондаги газеталар ўқиш одатларини берилган суратлар асосида муҳокама қиладилар.	1. “Интернет 10 йилдан сўнг” (радио дастур) 2. “Бизнинг газета” (гурух газетаси)
7. Тиббиёт, илм-фан, замонавий технологиялар соҳасидаги этика масалалари	1. Талабалар пластик жарроҳлик қилдирган шахсларнинг суратларини муҳокама қиладилар ва бу борадаги турли мамлакатлардаги муносабатларни таҳлил қиладилар. 2. Талабалар турли мамлакатлардаги гени ўзгартирилган маҳсулотларнинг қўлланилиш ҳоллари, сабаблари ва оқибатлари ҳақида маълумотлар тўплайдилар ва муҳокама қиладилар.	1. “Пластик жарроҳлик” (илмий конференция) 2. “Гени ўзгартирилган маҳсулотлар” (илмий конференция)
8. Таълим	1. Талабалар дунёнинг 10 та рейтинг баланд университетлари рўйхатини муҳокама қиладилар ва ўз университетларини ҳам ушбу рўйхатга кириши учун нима ишлар қилиниши кераклиги ҳақида фикр алмашадилар. 2. Талабалар суратлар асосида турли мамлакатларнинг мактаб формаларини солиштириб, муҳокама қиладилар.	1. “Менинг орзуимдаги университет” (таълим ярмаркаси) 2. “Мактаб формаси” (постер шаклидаги презентация)
9. Ижтимоий масалалар	1. Талабалар Европадаги қариялар уйи ҳақидаги мақолани ўқийдилар ва шарҳ	1. “Жамоатчилик ишлари” (қарияларга

	<p>мамлакатларидаги қарияларга бўлган муносабат билан солиштириб, муҳокама қиладилар.</p> <p>2. Талабалар турли мамлакатлардаги қонунни бузиш ҳоллари ва уларга белгиланган жазо ҳақидаги маълумотларни тўплайдилар ва муҳокама қиладилар.</p>	<p>кўмаклашиш, етимхоналарга бориш кабилар) (видео фильм)</p> <p>2. “Адолат ва қонун” (ток шоу)</p>
--	--	---

2 -Модуль. Оғзаки нутқ амалиёти (тинглаш ва гапириш)

Оғзаки нутқ амалиёти (тинглаш ва гапириш) модули 1-4 семестрлар давомида ўқитилади. Биринчи курс якунида талабалар Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR) га кўра қарийб B1-B1+ ва 2 курс якунига бориб B2 даражада чет тилида тинглаб тушуна олишлари ва сўзлаша олишлари назарда тутилади.

Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари (CEFR)” меъёрларида белгиланганидек оғзаки мулоқотни эгаллаш бўйича биринчи босқичда асосий эътибор мулоқот стратегияларини ривожлантиришга ва диалогда суҳбатга кира олишга қаратилса, иккинчи курсга келиб монолог (презентация, дебат, касбга доир интервью) кўринишдаги оғзаки мулоқотни ривожлантиришга қаратилади.

Оғзаки нутқ амалиёти (тинглаш ва гапириш) модули бўйича талаба куйидаги билим ва кўникмаларни эгаллаши шарт:

- таниш ёки ўзини қизиқтирган мавзуларда соддароқ гаплар воситасида юзма-юз мулоқотга эркин кириша олиши, мулоқотни самарали давом эттириши ва тугаллаши;
- тинглаб тушунишни осонлаштириш учун талаба турли стратегияларни қўллай олиши, жумладан, матннинг асосий ғоясини тушуниш, контекстдаги таянч сўзларни англай олиши;
- ҳиссиётлари ва муносабатини тасвирлаган ҳолда кўрган-кечирганларини батафсил баён қила олиши;
- ўрганилаётган чет тилида тўғри ва аниқ талаффузда гапира олиши;
- таниш мавзулардаги, жумладан касбга оид мавзулардаги аниқ ва равои тузилган маъруза ёки нутқни тушуна олиши ва унга доир саволларга жавоб бера олиши;
- турли жанрдаги (теле янгиликлар, ҳикоялар, телерекламалар, эълонлар ва шу каби) матнларни тушуниш ва муҳокама қилиш учун тинглаши;
- сўзлашувчининг кайфияти, оҳанги ва муносабатини англай олиши;
- биринчи курс давомида норасмий ва иккинчи курс давомида расмий кўринишдаги муҳокамаларда ўз нуқтаи назарини ва фикрини бемалол баён эта олиши ва бошқаларнинг фикрини сўраши;

- ўқиш ва касбга оид мавзулардаги аниқ ва батафсил оғзаки тавсифларни тушуна олиши ва матн туза олиши;
- турли вариантлар, сабаб, натижа, турли ситуацияларнинг ютуқ ва камчиликларини эътироф этган ҳолда ўз нуқтаи назарини ифода этиши;
- турли ижтимоий контекстларда тегишли тил воситаларидан ўринли фойдалана олиши;
- адабий (стандарт) оғзаки тилни шовкин ёки нутқ яхши эшитилишига тўсқинлик қилаётган бошқа ташқи омиллар шароитида ҳам тўлиқ тушуна олиши;
- адабий (сандарт) тилда олиб бориладиган радио ва ТВ дастурларни (ҳужжатли фильмлар, жонли интервьюлар, ток-шоу, спектакль ва аксарият бадний фильмлар) тушуна олиши ва мазмунини қисқача оғзаки баён эта олиши.

Модул мазмуни

1 курс давомида

Тинглаб тушуниш бўйича:

Тинглаш учун мўлжалланган матн турлари:

- диалоглар, суҳбатлар;
- телефон орқали мулоқот;
- жамоат жойларидаги эълонлар (масалан, темир йўл вокзали, аэропортдаги эълонлар);
- кўрсатмалар, йўриқномалар (масалан, аудиториядаги ўқитувчининг кўрсатмалари, овқат тайерлаш, велосипедни (техника воситаларини) таъмирлаш сингари осон кўрсатмалар);
- теле ва радио хабарлар, об-ҳаво маълумотлари;
- монологлар (масалан, презентациялар, нутқлар);
- теле ва радио ҳужжатли фильмлар;
- бадний фильмлар;
- қўшиқлар
- аудио китоблар ва ҳ.к.

Стратегиялар

- матнни тинглаб унинг асосий ғоясини англай олиш;
- матнни тинглаб, ундаги муайян маълумотни (масалан, саналар, исмлар) фарқлаш;
- сўзлашувчининг кайфияти, ҳиссиётлари ва муносабатини аниқлай олиши;

Оғзаки мулоқот (диалог) бўйича:

- турли коммуникатив нутқ вазиятлари (саломлашиш, кечирим сўраш, хайрлашиш, миннатдорчилик билдириш ва ҳ.к.) ни тўғри ўзлаштириши;

- ўзига ёққан ва ёқмаган нарсалар, жиҳатлар ҳақида фикрини баён этиши;
- ўзи ҳақида шахсий маълумотларни бера олиши;
- сўзловчи нутқини тушунганлиги ёки яхши англай олмаганлигини ифодалаш (масалан, сўзловчидан гапини яна бир марта такрорлашни, изоҳлаш, савол бериш ва ҳ.);
- мулоқотни давом эттира олиш;
- интервью олиш ва саволларга жавоб қайтариш;
- таниш мавзуларда муҳокамаларда қатнашиши;
- навбат билан мулоқотга киришиши, сўзловчининг нутқини бўлмаслиги ёки бўлишга тўғри келган вазиятларда мулоқотни давом эттириши;
- мулоқотни бошлаш ва тугаллаш стратегияларини эгаллаши;
- жумлаларни перифраза қилиш ва қайтадан таъкидлаши;
- оғзаки мулоқотда тегишли миллий-маданий меъёрларни (масалан, *илтимос* ва *рахмат* сўзларининг турли маданиятларда ишлатилиши, саломлашиш одоби) билиши ва уларни тўғри қўллаши;
- мулоқот жараёнида тегишли имо-ишоралардан (масалан, диққат билан тинглаётганлигини кўрсатиш учун олдинга сал энгашиш, тушунаётганлигини ифодалаш учун бош ирғаши) ўринли фойдаланиши;

Талаффуз

- интонация (интонациянинг грамматик ва муносабат билдирувчи функцияларини фарқлаш)
- ургу (сўз ургуси, гап ургуси)
- товушларни транскрипциялар орқали ўқий олиши;
- она тили интерференцияси

2 курс давомида

Тинглаб тушуниш бўйича:

Тинглашга мўлжалланган матн турлари

- суҳбат, диалоглар;
- телефонда суҳбат
- жамоат жойларидаги эълонлар (масалан, вокзал/аэропорт эълонлари)
- телевидение ва радио орқали бериладиган янгиликлар;
- теле ва радио дастурлар (ток-шоу, хужжатли фильмлар);
- ўқиш ва касбга оид мавзуларда презентациялар, нутқлар, маърузалар;
- бадиий фильмлар
- интервьюлар
- кўшиқлар
- аудио китоблар

Стратегиялар ва кўникмалар

- асосий ғояни тушуниш учун тинглаш;
- муайян маълумотни тушуниш учун тинглаш

- тинглаб конспект қилиш;
- тинглаб қисқача мазмунини ўрганилаётган чет тили ва она тилларида баён қилиш

Оғзаки мулоқот бўйича:

Оғзаки нутқ амалиёти модули бўйича иккинчи курсда ўтиладиган тахминий мавзулар мазмуни биринчи курс мавзуларига ўхшаш бўлсада, иккинчи курсда асосий эътибор ушбу мавзуларнинг чуқур ва батафсил ўрганилишига қаратилади. Шунингдек, иккинчи курсда расмий вазиятларда мулоқотни олиб боришга ҳамда монолог кўринишдаги кўникмаларни, шу жумладан, такдимот, дебат, нутқ сўзлаш кабиларга эътибор қаратилади.

Диалог

- ўқиш ва касбга оид мавзулардаги диалогларда иштирок этиб, маълумот алмашиш;
- тегишли интонация ва ургудан фойдаланиб ҳиссиётларини ифода эта олиш;
- турли мавзуларда давомий диалогга киришиш;
- аввалдан тайёрланган ҳолда интервью олиб бориш, маълумотларни текшириш ва тасдиқлаш, қизиқарли жавобларга эътибор қаратиш;
- муҳокамаларда тегишли изоҳлар, аргументлар ва шарҳлар берган ҳолда ўз фикрини баён қилиш ва уни ҳимоя қилиш;

Монолог

- ўз қизиқишларига оид мавзуларда батафсил ҳисоботлар;
- янгиликлар, интервью ёки ҳужжатли фильмлардан парчалар мазмунини қисқача баён этиш;
- расмий вазиятларда долзарб мавзулар бўйича ўз нуқтан назарини ифода этиш;
- дебатларда асосий маърузачи сифатида иштирок этиш;
- иккинчи курс мавзулари бўйича презентациялар қилиш;

IV. Мустақил таълим ва мустақил ишлар

Мустақил таълим учун тавсия этиладиган мавзулар:

1. Ўзбекистон ва дунё
2. Касб-кор ва ишбилармонлик
3. Атроф-муҳит муҳофазаси
4. Муносабатлар
5. Турли маданиятлараро мулоқот
6. Оммавий ахборот воситалари
7. Тиббиёт, илм-фан, замонавий технологиялар соҳасида этика
8. Ижтимоий тармоқлар
9. Ижтимоий масалалар
10. Маданият ва санъат

11. Шах ва шахсият
12. Миллий рамзлар ва ўрганилаётган чет тилида сўзловчи мамлакатлар
13. Озиқ-овқат
14. Сихат-саломатлик
15. Оилавий кадриятлар
16. Шаҳар ва кишлоқ ҳаёти
17. Алоқа ва ахборот технологиялари

V. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари

Асосий адабиётлар

Инглиз тили

1. Virginia Evans & Jenny Dooley Enterprise (full set) Digital publishing UK, 2009
2. Mike Boyle, Ellen Kisslinger Skillful. Listening & Speaking (full set) Macmillan Education UK, 2013

Немис тили

1. Anneli Billina. Hören & Sprechen B1: Buch mit 2 Audio-CDs. Narr Francke Attempo Verlag. Tübingen, Deutschland, 2013
2. Hartmut Aufderstraße, Jutta Muller, Thomas Storz. Delfin. Hueber Verlag. Ismaning, Deutschland. 2007.

Француз тили

1. Flumian C, Labascoule J Lause C « Nouveau Rond-Point 2 », (livre de l'élève+guide pédagogique+cahier d'activités). Paris, 2009.
2. Annie Berthet, Emmanuelle Daill, Catherine Hugot «ALTER EGO+2. Paris, 2007.
3. Нишонов М, Абдушукурова З, Назаров В. « Opinion originale » Tachkent 2012.

Испан тили

1. Aula internacional Nueva edición 1. R. Castón, E. García, I. Ginés, Corpas, A. Garmendia, C. Soriano. Espana 2013. Difusion

Қўшимча адабиётлар

1. Мирзиёев Ш.М. Эркин ва фаровон демократик Ўзбекистон давлатини биргаликда барпо этамиз. Тошкент, “Ўзбекистон” НМИУ, 2017. – 29 б.

2. Мирзиёев Ш.М. Қонун устуворлиги ва инсон манфаатларини таъминлаш юрт тараққиёти ва халқ фаровонлигининг гарови. “Ўзбекистон” НМИУ, 2017. – 47 б.
3. Мирзиёев Ш.М. Буюк келажакимизни мард ва олижаноб халқимиз билан бирга қурамиз. “Ўзбекистон” НМИУ, 2017. – 485 б.
4. Ўзбекистон Республикаси Президентининг 2017 йил 7 февралдаги “Ўзбекистон Республикасини янада ривожлантириш бўйича ҳаракатлар стратегияси тўғрисида” ги ПФ-4947-сонли Фармони. Ўзбекистон Республикаси қонун ҳужжатлари тўплами, 2017 й., 6-сон, 70-модда
6. Мирзиёев Ш.М. Танқидий таҳлил, қатъий тартиб-интизом ва шахсий жавобгарлик – ҳар бир раҳбар фаолиятининг кундалик қондаси бўлиши керак. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2016 йил якунлари ва 2017 йил истиқболларига бағишланган мажлисидаги Ўзбекистон Республикаси Президентининг нутқи. // Халқ сўзи газетаси. 2017 йил 16 январь, №11.
7. Ўзбекистон Республикаси Конституцияси – Т.: Ўзбекистон, 2014. – 46 б.

Инглиз тили

1. Platform (online & outline) Macmillan English Campus Platform (online & outline) Macmillan Education UK, 2015

Немис тили

1. Michaela Perlmann Balme, Susanne Schwalb, Dorte Weers. Em Brückenkurs B1. Hueber Verlag. Ismaning, Deutschland. 2008.
2. Anni Fischer Mitzivirus, Silviya Janke Papanikolaou. Ausblick 1. Hueber Verlag. Ismaning, Deutschland. 2008.
3. Dahlhaus Barbara. Fertigkeit Hören. Langenscheidt Verlag. München. 1994.
4. Schatz Heide. Fertigkeit Sprechen. Langenscheidt Sprechen. München. 2006.

Француз тили

1. Annie Berthet, Catherine Hugot «ALTER EGO, A1. Hachette, Paris, 2008.
2. Annie Berthet, Catherine Hugot «ALTER EGO, A2. Hachette, Paris, 2009.

Испан тили

1. Método de español Nivel 1 Toshxonov M.T., Turamuratova I.I., Tashniyozova Sh.X. Uzbekistan 2013
2. Español en marcha. Francisca Castro Viudez, Pilar Diaz Ballesteros, Ignacio Rodero Díes, Carmen Sardinero Franco.

Интернет сайтлари

Инглиз тили

1. www.teachingenglish.org.uk
2. www.elgazette.com
3. www.learnenglish.org.uk
4. www.educationuk.org
5. www.bbc.co.uk/worldservice/learningenglish
6. www.channel4.com/learning
7. www.better-english.com/exerciselist.htm 1
8. www.englishclub.com/index.htm

Немец тили

1. <http://daf-material.de/erwachsene-lerner/arbeitsblaetter/mittelstufe/>
2. http://hueber.de/lernen/deutsch-als-fremdsprache/pg_kopiervorlagen_lm_zg
3. https://www.schubert-verlag.de/aufgaben/arbeitsblaetter_b1/b1_arbeitsblaetter_index.htm
4. <http://www.daf-links.de/linksammlung/uebungen.html>
5. <http://www.german-course-vienna.com/de/uebungen,20810.html>

Француз тили

1. <http://www.educnet.education.fr/>
2. www.france5.fr/20livres
3. www.cle-inter.com
4. www.pedagonet.com
5. www.reporte.commx
6. www.francefacile.com
7. <http://www.gentside.com>

Испан тили

1. [http://hubpages.com/profile/Judy+Cullins \(en espaol\)](http://hubpages.com/profile/Judy+Cullins+(en+espa%C3%B1ol))
2. [http://ezinearticles.com/?expert=Judy+Cullins \(en espaol\)](http://ezinearticles.com/?expert=Judy+Cullins+(en+espa%C3%B1ol))
3. http://www.youtube.com/watch?feature=player_embedded&v=21BE98mGJME
4. <http://anayaele.com>
5. https://www.tripadvisor.ru/LocationPhotoDirectLinkg3175055-d2722187-i60529451-Sidro_RestaurantBeska_Vojvodina.html
6. <https://www.ico.es/web/ico/folleto-informativo-lineas-ico>
7. http://www.ejemplode.com/66-ensayos/2563-ejemplo_de_articulo_enciclopedico.html

**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA
MAXSUS TA'LIM VAZIRLIGI
AJINIYOZ NOMIDAGI NUKUS DAVLAT PEDAGOGIKA
INSTITUTI**

**«Tasdiqlayman»
Oquv ishlari bo'yicha prorektor**

**O'.U.A. _____ U.SEYTJANOVA
« _____ » _____ 2017J**

**TIL KO'NIKMALARI INTEGRATSIYASI
FANINING
ISHCHI O'QUV DASTURI**

Ajratilgan soat 280

Maruza: -

Amaliy: 160

Mustaqil ish: 120

NUKUS 2017

Xorijiy til va adabiyoti ta'lim yo'nalishi, ingliz tili va adabiyoti mutaxassisligi bo'yicha 2017-yil 24-avgustda №603 son bilan tasdiqlangan namunaviy dastur va o'quv rejasiga asoslanib ishlab chiqildi.

Tuzuvchi: assistent o'qituvchi B.A.Arzieva

Tahrizchi: katta o'qituvchi K.I.Babajanova

Til ko'nikmalari integratsiyasi fanining ishchi o'quv dasturi Ajiniyoz nomidagi NDPI chet tillari fakulteti Ingliz tili va adabiyoti kafedrasida 2017 yil ____ № ____-son majlisida tasdiqlandi.

Kafedra mudiri: K. Babajanova

Fanning ishchi o'quv dasturi Chet tillari fakulteti kengashining 2017 yil ____ № ____-son bayonnomasi qarori bilan tasdiqlandi.

Ilmiy kengash boshlig'i: D.Mamirbaeva

«Kelishildi» R. Eshmuratov
O'quv uslubiy boshqarma
boshlig'i

Ishchi o'quv dasturi NDPI Ilmiy metodik Kengashida tasdiqlangan.

2017 yil «____» _____ № ____ - son bayonnomasi

Ajiniyoz nomidagi Nukus Davlat pedagogika instituti Ingliz tili va adabiyoti kafedrası
o'qituvchisi B.A.Arzievaning «Til ko'nikmalari integratsiyasi» fanidan tayorlagan ishchi
o'quv dasturiga
TAQRIZ

O'qituvchi B.A.Arzieva «PRESETT» dasturidagi «Til ko'nikmalari integratsiyasi» (1-kurs) fanidan ishchi o'quv dastur tayorlashda qator tilshunos va metodistlar tomonidan nashr etilgan til o'qitishning zamonaviy metodikasiga doir kitob va o'quv qo'llanmalardan foydalangan.

Bu fanning asosiy maqsadi talabalarga oliy talim muassasasida talim olishning o'ziga xos jih'atlari; o'z shaxsiy xususiyatlaridan kelib chiqib, o'qish va o'rganish usullarini tanlash mustaqil tanlash: talim olishda refleksiyaning ah'amiyatini tushunish; o'z-o'zini baxolash, bilimlarini takomillashtirish uchun maqsad va kelgusi rejalarni tuza olish; oliy talim tizimidagi o'quv jarayoniga o'z vaqtini to'g'ri rejalashtirish, stress bilan kurashish, vazifalarni o'z vaqtida bajarish va imtih'onlarga tayorgarlik ko'rish, talim olish, shuningdek, kelgusi kasbiy faoliyati bilan bog'liq malaka va ko'nikmalarini muntazam takomillashtirib borish yullarini o'rganish h'isoblanadi. Fanning asosi sifatida Cottrell, S. (1999) The Study Skills Handbook va Cottrell, S. (2003) Skills for Success kabi adabiëtlardan foydalanilgan.

Ishchi o'quv dasturda uning tarkibiy qismlari bo'lmish modul «Til ko'nikmalari integratsiyasi» ning namunaviy va ishchi dasturlari, amaliy mashg'ulotlar matni, mustaqil talim mashg'ulotlari, glossariy, tarqatma materiallar va testlar o'rin olgan. Mazkur o'quv uslubiy majmuadagi ishchi dastur «Til ko'nikmalari integratsiyasi» fanidan namunaviy dastur talablari bo'yicha shakllantirilgan.

Namunaviy dasturda mo'ljallangan barcha mavzular ishchi dasturda o'z aksini topgan. Ushbu majmua O'zbekiston Respublikasi Oliy va o'rta Maxsus Talim Vazirligi tomonidan 2017-yil 24 avgustda tasdiqlangan namunaviy dastur talablariga binoan tayërlangan. Men bu ishchi o'quv dasturga nisbatan ijobiy fikr bildiraman.

Taqrizchi:

Ingliz tili va adabiyoti

kafedrası kata o'qituvchisi

K.İ.Babajanova

KIRISH

Til ko'nikmalari integratsiyasi fani lingvistik kurs h'isoblanadi h'amda "Til ko'nikmalari integratsiyasi" va "Og'zaki nutq amaliyoti" (tinglash va gapirish) modullarini o'z ichiga oladi. Mazkur kurs til o'rganishning to'rt ko'nikmasi: so'zlashish, tinglab tushunish, o'qish va e'zish bo'yicha ko'nikmalarni integrallashgan h'olda rivojlantirishga xizmat qiladi. Shuningdek, mazkur modulni o'qitishda og'zaki nutq amaliyotiga aloh'ida urg'u beriladi. Modul yakunida talabalar Evropa Kengashining "Chet tilini egallash umumevropa kompetentsiyalari: o'rganish, o'qitish va bah'olash" to'g'risidagi umumetirof etilgan xalqaro me'rlari (CEFR) bo'yicha o'rgangan chet tillarini 1-4 semestrlar bo'yicha bosqichma-bosqich B1 dan B2 darajagacha amalda qo'llay olishlari nazarda tutiladi. Mazkur fan ikki yil davomida ikki qismga: "Til ko'nikmalari integratsiyasi" va "Og'zaki nutq amaliyoti" ga ajratilgan h'olda o'rgatiladi.

FANNING MAQSAD VA VAZIFALARI

Mazkur fanning maqsadi talabalarga tilning og'zaki va yozma shakllarini integrallashgan h'olda o'rgatish, ularning turli kontekstlardagi muloqot malakalarini rivojlantirish, xususan o'rganilayotgan chet tili ko'nikmalari to'g'risidagi amaliy va nazariy bilimlarini takomillashtirish h'amda egallangan bilim, ko'nikma, malakalarini kasbiy va ilmiy faoliyatda erkin qo'llay olishlarini taminlashdir. Fanning asosiy vazifasi umumetirof etilgan xalqaro meyorlarga ko'ra talabalarining o'rganilayotgan chet tilini B2 darajada egallashlari uchun zaruriy til ko'nikmalarini integrallashgan tarzda o'rgatish va muloqot malakalarini rivojlantirishdir.

FAN BUYICHA TALABALARNING TASAVVUR, BILIM, KUNIKMA VA MALAKALARIGA KUYILADIGAN TALABLAR

Fan bo'yicha talabalarining bilim, ko'nikma va malakalariga qo'yidagi talablar qo'yiladi.

Talaba:

- chet tilini Umum Evropa standartlariga ko'ra B2 darajada o'zlashtirishi;
- o'rganilayotgan chet tilida o'qish, tinglab tushunish, gapirish va e'zish ko'nikmalarini egallashi;
- til ko'nikmalarini takomillashtirish bilan bir qatorda transverbal ko'nikmalarni h'am shakllantirish;
- o'zining til ko'nikmalarini rivojlantirish borasidagi faoliyatini bah'olay olish va refleksiya ko'nikmalarini qo'llay olish; bo'yicha tasavvur, bilim, malaka va ko'nikmalarga, kompetentsiyalarga ega bo'lishi talab etiladi.

FANNING O'QUV REJADAGI BOSHQA FANLAR BILAN O'ZARO BO-LIQLIGI VA USLUBIY JIHATDAN UZVIYLIGI

Asosiy o'rganilayotgan til (ingliz, nemis, frantsuz, ispan tillari) fani mazkur ta'lim yunalishi o'quv rejasidagi boshqa ixtisoslik fanlari bilan uzaro boflik bulib, modullar ketma-ketligi va mazmuniga mos ravishda 1-8 semestrlar davomida o'qitiladi. Mazkur fan umumkasbiy

fan hisoblanadi va turt yil davomida modullarga ajratilgan holda urgatiladi. O'quv rejaning adabiyotshunoslik, metodika, mamlakatshunoslikka oid kurslari va o'rganilayotgan chet tilining nazariy kurslari - umumiy tilshunoslik, stilistika va matn tahlili, nazariy fonetika, qiyosiy tipologiya, nazariy grammatika fanlaridan zaruriy bilimlarni egallashda ushbu fan modullari buyicha uzlashtirilgan kunikma va malakalar muhim ahamiyat kasb ztadi.

FANNING ILM-FAN VA ISHLAB CHIQRISHDAGI O'RNI

“Asosiy o'rganilayotgan til” fani “Horijiy til va adabiyoti” (roman-german filologiyasi), “Filologiya va tillarni o'qitish” (roman-german filologiyasi), Tarjima nazariyasi va amaliyoti (romanfgerman tillari) ta'lim yunalishlarining asosiy umumkasbiy fani hisoblanadi. Oliy ta'lim muassasasini ushbu ta'lim yunalishlari buyicha tamomlagan bakalavrlar Respublikamiz uzluksiz ta'lim tizimida o'qituvchilik faoliyati bilan shu-ullanadilar. Shuningdek, horijiy kushma korxonalar, halqaro tashkilotlar va ularning respublikamizdagi bulimlari, zlchihona va konsulliklar, sayyohlik agentliklari, nashriyot va tahririyatlar, notarial idoralar, tarjimonlik byuolarida kasbiy faoliyat olib boradilar.

FANNI O'QITISHDA ZAMONAVIY AHBOROT VA PEDAGOGIK

TEHNOLOGIYALAR

Fanni o'qitishda shahsga yunaltirilgan ta'lim metodi va chet tilini o'qitishga kommunikativ yondashuvdan maksimal darajada foydalanish talab etiladi.

Mash-ulotlarda darslik va o'quv qullanmalardan tashqari autentik materiallar: audio, video, gazeta va jurnallar, internet manbalaridan, interaktiv usullarni kullagan holda akliy hujum, keys-stadi, loyihalar tayyorlash, rolli uyin, debatlar, prezentatsiya metodlaridan keng foydalaniladi.

1. Til kunikmalari integratsiyasi

Til kunikmalari integratsiyasi moduli 1-4 semestrlar davomida ukitiladi. Mazkur kurs turt kunikma: suzlashish, tinglab tushunish, ukish va yozish buyicha kunikmalarni baravar rivojlantirishga hizmat kiladi. Modul yakunida talabalar Evropa Kengashining “Chet tilini zgallash umumevropa kompetentsiyalari: urganish, ukitish va baholash” tugrisidagi umume'tirof ztilgan halkaro me'yorlari (CEFR) buyicha urgangan chet tillarini 1-4 semestrlar buyicha boskichma-boskich B1 dan B2 darajagacha amalda kullay olishlari nazarda tutiladi.

Til kunikmalari integratsiyasi moduli buyicha talaba kuyidagi bilim va kunikmalarni zgallashi shart:

- ogzaki va yozma nutklarini boskichma-boskich yahshilab borish;
- tinglab tushunish, suzlashish, ukish va yozish kunikmalarini ahborot kabul kilish va etkazish uchun amalda kullay olish;
- til kunikmalarini kullash borasida mahoratlarini oshirib, uz kamchiliklarini aniklash va ularni kommunikativ topshiriklar vositasida tuzatish;

- belgilangan mavzular buyicha suhbat olib borish, kichik rollarni uynash, muhokamalar uyushtirish, sheriklikda yoki kichik guruhlariga bulingan holda ishlash;
- mavzusi kisman tanish va tilning murakkablik darajasiga kura tanlangan matnlarni, shuningdek autentik materiallarni (masalan, kitob, jurnal, gazeta, broshyura, hujjat, film, audio tasma, ma'ruza va boshkalardan) ukish, tinglab tushunish, ma'lumotlar tuplash va ulardan amalda foydalanish;
- prezentatsiyalar orkali uz fikrlarini anik bayon kilish;
- tili urganilayotgan mamlakat madaniyati va uz madaniyatlarini kiyoslash va takkoslash malakasini oshirish;
- madaniyatlararo mulokotga taallukli masalalarga tankidiy nuktai nazar bilan yondashish, ularni tu-ri talqin qilish;
- tinglab tushunish, suzlashish, ukish va yozish kunikmalarini uyg'unlashtirgan holda turli mavzularga doir loyiha ishlarini bajarish orkali rivojlantirish.

Modul mazmuni

Mazkur modulni ukitishda asosiy z'tibor talabalar nutkini rivojlantirishga - ravon va zrkin mulokotga kirisha olishlarini ta'minlashga karatiladi. Mazkur modulni ukitishda loyiha ishiga asoslangan holda yondashish hamda asosiy urFuni talabalarning nutk ravonligi va zrkinligini rivojlantirishga yunaltirish talab ztiladi. quyida keltirilgan tahminiy loyiha ishlari til kunikmalarini integrallashgan holda rivojlantirish bilan birgalikda tilni madaniyatlararo mulokot vositasi sifatida kullanilishini anglab etishga hizmat kiladi.

Modulning informatsion-uslubiy ta'minoti

Talabalar urganilayotgan chet tilida moslashtirilmagan (soddalashtirilmagan) autentik matnlar, shu jumladan, lingvistik kurs mavzularidan kelib chiqqan holda tanlangan gazeta va jurnal makolalari, original hat, broshyura, e'lon kabilar bilan kuproq ishlashlari lozim. Biroq o'qish vazifalari talabalarning til bilish darajasiga kura moslashtirilishi mumkin. Ushbu autentik materiallarni kidirishga, ular asosida vazifalar ishlab chikishga talabalarni ham jalb etish mumkin. O'qishga yordam berish maqsadida matn buyicha qiziqarli, hayotiy savollar berish, joiz bulsa unda uchraydigan yangi suzlar ma'nosini urgatish, uqiladigan matn mazmuniga taalluqli topshiriqlar berilishi maqsadga muvofiq.

Matnni o'qish jarayonida beriladigan vazifa va topshiriqlar asosiy goyani topishga, ma'lum detallarni izlashga undashi lozim. Masalan, matnni uqib savollarga javob berish, yoki matndan kelib chiqib berilgan jadvalni tuldirish, berilgan gaplarning tugri/notugri ekanligini baholash, gaplarni kerakli so'zlar bilan tuldirish kabi vazifalar shular jumlasidandir.

Matn uqilgandan keyin beriladigan vazifalar talabalarni matnni har tomonlama muhokama qilishga undashi kerak. Bundan tashari talabalar uz fikr mulohazalarini, his-tuygularini bir-birlariga bildira olishlari va kupchilik oldida erkin ifodalay olishlari lozim. Shuningdek, talabalar uqigan badiiy asarlarini birgalikda muhokama qilishlari va qaysi badiiy asarlarni o'qishni hohlashlari va nima uchun aynan shu asarni tanlaganlarini muhokama qilishlari mumkin.

Badiiy o'qish talabalarning zaruriy o'qish kunikmalarini rivojlantirib, ularning samarali o'qish strategiyalariga qga bulgan kitobhonga aylanishlariga imkon yaratadi.

Erishiladigan natijalar

Talabalarning quyidagi natijalarga erishishlari nazarda tutiladi:

- kurs davomida utilgan mavzularga oid turli matnlardagi asosiy -oyalarni tushuna oladilar;
- samarali o'qish strategiyalarini egallagan haqiqiy kitobhon malakalariga ega buladilar.

2. Og'zaki nutk amaliyoti (tinglash va gapirish)

O-zaki nutk amaliyoti (tinglash va gapirish) moduli 1-4 semestrlar davomida ukitiladi. Birinchi kurs yakunida talabalar Evropa Kengashining "Chet tilini zgallash umumevropa kompetentsiyalari: urganish, ukitish va baholash" dagi umumz'tirof ztilgan halkaro me'yorlari (CEFR) ga kura kariyb 2 kurs yakuniga borib B2 darajada chet tilida tinglab tushuna olishlari va suzlasha olishlari nazarda tutiladi.

Evropa Kengashining "Chet tilini zgallash umumevropa kompetentsiyalari (CEFR)" me'yorlarida belgilanganidek Og'zaki mulokotni zgallash buyicha birinchi boskichda asosiy z'tibor mulokot strategiyalarini rivojlantirishga va dialogda suhbatga kira olishga karatilsa, ikkinchi kursga kelib monolog (prezentatsiya, debat, kasbga doir intervyu) kurinishdagi Og'zaki mulokotni rivojlantirishga karatiladi.

Og'zaki nutk amaliyoti (tinglash va gapirish) moduli buyicha talaba kuyidagi bilim va kunikmalarni zgallashi shart:

- tanish yoki uzini kiziktirgan mavzularda soddarok gaplar vositasida yuzma-yuz mulokotga zrkin kirisha olishi, mulokotni samarali davom zttirishi va tugallashi;
- tinglab tushunishni osonlashtirish uchun talaba turli strategiyalarni kullay olishi, jumladan, matnning asosiy g'oyasini tushunish, kontekstdagi tayanch suzlarni anglay olishi;
- hissiyotlari va munosabatini tasvirlagan holda kurgan-kechirganlarini batafsil bayon kila olishi;
- urganilayotgan chet tilida tuFri va anik talaffuzda gapira olishi;
- tanish mavzulardagi, jumladan kasbga oid mavzulardagi anik va ravon tuzilgan ma'ruza yoki nutkni tushuna olishi va unga doir savollarga javob bera olishi;

- turli janrdagi (tele yangiliklar, hikoyalar, telereklamalar, z'lonlar va shu kabi) matnlarni tushunish va muhokama qilish uchun tinglashi;
- suzlashuvchining kayfiyati, ohangi va munosabatini anglay olishi;
- birinchi kurs davomida norasmiy va ikkinchi kurs davomida rasmiy kurinishdagi muhokamalarda uz nukta nazarini va fikrini bemalol bayon zta olishi va boshkalarning fikrini surashi;
- ukish va kasbga oid mavzulardagi anik va batafsil ogzaki tavsiflarni tushuna olishi va matn tuza olishi;
- turli variantlar, sabab, natija, turli situatsiyalarning yutuk va kamchiliklarini z'tirof ztgan holda uz nukta nazarini ifoda ztishi;
- turli ijtimoiy kontekstlarda tegishli til vositalaridan urinli foydalana olishi;
- adabiy (standart) ogzaki tilni shovkin yoki nutk yahshi zshitilishiga tuskinlik kilayotgan boshka tashki omillar sharoitida ham tulik tushuna olishi;
- adabiy (sandart) tilda olib boriladigan radio va TV dasturlarni (hujjatli filmlar, jonli intervyular, tok-shou, spektakl va aksariyat badiiy filmlar) tushuna olishi va mazmunini kiskacha ogzaki bayon zta olishi.

Modul mazmuni

1 kurs davomida Tinglab tushunish buyicha:

Tinglash uchun muljallangan matn turlari:

- dialoglar, suhbatlar;
- telefon orkali mulokot;
- jamoat joylaridagi z'lonlar (masalan, temir yul vokzali, azroportdagi z'lonlar);
- kursatmalar, yuriknomalar (masalan, auditoriyadagi ukituvchining kursatmalari, ovkat tayerlash, velosipedni (tehnika vositalarini) ta'mirlash singari oson kursatmalar);
- tele va radio habarlar, ob-havo ma'lumotlari;
- monologlar (masalan, prezentatsiyalar, nutklar);
- tele va radio hujjatli filmlar;
- badiiy filmlar;
- kushiklar
- audio kitoblar va h.k.

Strategiyalar

- matnni tinglab uning asosiy goyasini anglay olish;
- matnni tinglab, undagi muayyan ma'lumotni (masalan, sanalar, ismlar) farqlash;
- suzlashuvchining kayfiyati, hissiyotlari va munosabatini aniklay olishi;

Ogzaki mulokot (dialog) buyicha:

- turli kommunikativ nutk vaziyatlari (salomlashish, kechirim surash, hayrlashish, minnatdorchilik bildirish va h.k.) ni tugri uzlashtirishi;
- uziga yokkan va yokmagan narsalar, jihatlar hakida fikrini bayon ztishi;
- uzi hakida shahsiy ma'lumotlarni bera olishi;
- suzlovchi nutkini tushunganligi yoki yahshi anglay olmaganligini ifodalashi (masalan, suzlovchidan gapini yana bir marta takrorlashni, izohlash, savol berish va h.);
- mulokotni davom zttira olish;
- intervyu olish va savollarga javob kaytarish;
- tanish mavzularda muhokamalarda katnashishi;
- navbat bilan mulokotga kirishishi, suzlovchining nutkini bulmasligi yoki bulishga tugri kelgan vaziyatlarda mulokotni davom zttirishi;
- mulokotni boshlash va tugallash strategiyalarini zgallashi;
- jummalarni perifriza kilish va kaytadan ta'kidlashi;
- ogzaki mulokotda tegishli milliy-madaniy me'yorlarni (masalan, iltimos va raumat suzlarining turli madaniyatlarda ishlatilishi, salomlashish odobi) bilishi va ularni tugri kullashi;
- mulokot jarayonida tegishli imo-ishoralardan (masalan, dikkat bilan tinglayotganligini kursatish uchun oldinga sal zngashish, tushunayotganligini ifodalash uchun bosh iringashi) urinli foydalanishi;

Talaffuz

- intonatsiya (intonatsiyaning grammatik va munosabat bildiruvchi funktsiyalarini farklash)
- URG'U (suz urgusi, gap urgusi)
- tovushlarni transkripsiyalar orkali ukiy olishi;
- ona tili interferentsiyasi

Mustaqil ishlarni bajarish va o'ning mazmuni

	Mustaqil ish mavzulari	Bajariladigan ish turi va topshiriqlar	Soatlar
1	People, personalities	Listening log	2
2	first impression,	Listening log	2
3	talents, in-born talents	Listening log	2
4	National identities of Uzbekistan and English speaking countries	Listening log	2
5	great ancestors	Listening log	2
6	Costumes and traditions	Listening log	2
7	Food	Listening log	2

8	healthy food, keeping diet	Listening log	2
9	national foods	Listening log	2
10	eating places (restaurants, cafes, pubs, choyhonas)	Listening log	2
11	Health	Listening log	2
12	visiting a doctor	Listening log	2
13	illnesses and human body	Listening log	2
14	smoking alcohol drinking, drug addiction	Listening log	2
15	Family values	Listening log	2
16	multinational families	Listening log	2
17	Family celebrations	Listening log	2
18	Education	Listening log	2
19	school life, student life,	Listening log	2
20	gender issues in education	Listening log	2
21	City and country life	Listening log	2
22	problems of big cities	Listening log	2
23	famous cities in world	Listening log	2
24	Leisure and sports	Listening log	2
25	Sports events	Listening log	2
26	Talk shows, soap operas	Listening log	2
27	Technology and communication	Listening log	2
28	internet, computer, e-mails	Listening log	2
29	Mobile phones, sms	Listening log	2
30	science,	Listening log	2
	JAMI:		60

AMALIY DARSLARNING MAZMUNI.

№	Til ko'nikmalari integratsiyasi	soat	Og'izaki nutq amaliyoti	soat
1	I-Topic People and Personalities	2	People and personality	2

2	Impressions	2	First impression	2
3	Job selection	2	Personal profile	2
4	Classroom planning. Project submission and discussion	2	In-born talents	2
5	Reviewing and monitoring the work	2	National identities of Uzbekistan and English speaking countries	2
6	II-Topic. National identities of Uzbekistan and English speaking countries	2	National customs and traditions	2
7	Countries and cultures	2	National holidays	2
8	Global English	2	Great ancestors	2
9	Classroom planning. Project submission and discussion	2	Food	2
10	Reviewing and monitoring the work	2	Mid-Course assessment. Healthy food	2
11	III-topic. Food	2	Cooking, recipes	2
12	Healthy food	2	Eating out	2
13	Eating outside	2	Health	2
14	Classroom planning. Project submission and discussion	2	Illnesses and human body	2
15	Reviewing and monitoring the work	2	Healthy lifestyle	2
16	IV-topic. Health. At rest, at work, Doctor	2	Smoking, alcohol drinking, drug addiction	2
17	Classroom planning. Project submission and discussion	2	Family values (Relationship)	2
18	V-topic Family values	2	Marriage, family and home	2
19	Classroom planning. Project submission and discussion	2	Generation gap, Upbringing children	2
20	Reviewing and monitoring the work	2	Mid-Course assessment. Family celebrations	2
	Total:	40	Total:	40
II-Semester				
1	VI-topic Education	2	Education Comparison educational systems	2
2	School days	2	School life, students life	2
3	Irish school. Study abroad	2	Studying abroad	2
4	Classroom planning. Project submission and discussion	2	Irish school	2
5	Reviewing and monitoring the work	2	Learning habits and traditions	2
6	VII- topic City and country life	2	City and country life	2
7	Home town, Famous cities in the world	2	Home towns	2
8	Countries and cultures	2	Best place to live	2
9	Classroom planning. Project submission and discussion	2	Problems of big cities	2
10	Reviewing and monitoring the work	2	Famous cities in world	2
11	VIII- topic Leisure and sports	2	Leisure and sports	2

12	Hobbies. Sport events	2	Sport events	2
13	At the movies. TV shows	2	Show business	2
14	Classroom planning. Project submission and discussion	2	Music, cinema, theatre	2
15	Reviewing and monitoring the work	2	Travelling around	2
16	IX topic Technology and communication	2	Technology and communication	2
17	Online dating. Internet	2	Internet	2
18	Mobile phones, and sms.	2	Mobile phones	2
19	Classroom planning. Project submission and discussion	2	Chat rooms	2
20	Reviewing and monitoring the work	2	Science	2
	Total:	40	Total:	40
	Total I-II terms	80	Total I-II terms	80

Reyting baholash turlari va ularning soni, yuqori bali va o'zlashtirish usullari

1- semestr

Til ko'nikmalari integratsiyasi	1. Til ko'nikmalari integratsiyasi	2. Tinglash va gapirish
Joriy nazorat 40%	Talabanning faolligi mezon asosida baholanadi (1- ilova) 10% <i>Loyiha ishi 2-10%=20</i>	<i>-tinglash tushinisi qaydnomalari (L Logs)-10% -berilgan mavzu va vaziyatga asoslangan rolli oyinlar - 10%=20</i>
Oraliq nazorat 30%	<i>Loyiha ishi 1- 15%</i>	<i>-intervyu -15%</i>
Yakuniy nazorat 30%	<i>1 va 2 modullar asosida 4 ta til konikmalar boyicha</i>	

2- semester

Til ko'nikmalari integratsiyasi	1. Til ko'nikmalari integratsiyasi	2. Tinglash va gapirish
Joriy nazorat 40%	Talabanning faolligi mezon asosida baholanadi (1- ilova) 10 b <i>Loyiha ishi 2- 10%=20</i>	<i>- tinglash tushinisi qaydnomalari (L Logs)-10% -film yoki audio material muhokamasi -10%=20</i>
Oraliq nazorat 30%	<i>Loyiha ishi 4 (Taxliliy yozma sarxisob bilan topshiriladi) 15%</i>	<i>- ozi yaratgan monologni diskka ozib olish va yozma taxlili bilan birga topshirish; -tinglab tushinish testi 15%</i>
Yakuniy nazorat 30%	<i>1 va 2 modullar asosida 4 ta til konikmalar boyicha test</i>	

Asosiy va qo'shimcha o'quv adabiyotlar h'amda axborot manbalari

ASOSIY ADABIYOTLAR

1. Virginia Evans & Jenny Dooley Enterprise (full set) Digital publishing UK, 2009
2. Mike Boyle, Ellen Kisslinger Skillful. Listening & Speaking (full set) Macmillan Education UK, 2013

Qo'shimcha adabiyotlar

1. Mirziyoyev Sh.M. Erkin va farovon demokratik Uzbekistan davlatini birgalikda barpo etamiz. Toshkent, "Uzbekistan" NMIU, 2017. - 29 b.
 2. Mirziyoyev Sh.M. Qonun ustuvorligi va inson manfaatlarini taminlash yurt taraqqiyoti va xalq farovonligining garovi. "Uzbekistan" NMIU, 2017. - 47 b.
 3. Mirziyoyev Sh.M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz. "Uzbekiston" NMIU, 2017. - 485 b.
 4. Uzbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi "Uzbekiston Respublikasini yanada rivojlantirish bo'yicha xarakteristik strategiyasi tug'risida" gi PF-4947-sonli Farmoni. Uzbekiston Respublikasi qonun xujjatlari to'plami, 2017 y., 6-son, 70-modda
 5. Mirziyoyev Sh.M. Tanqidiy taxlil, qat'iy tartib-intizom va shaxsiy javobgarlik - har bir rahbar faoliyatining kundalik qoidasi bulishi kerak. Uzbekiston Respublikasi Vazirlar Maxkamasining 2016 yil yakunlari va 2017 yil istikbollariga bag'ishlangan majlisidagi Uzbekiston Respublikasi Prezidentining nutqi. // Xalq so'zi gazetasi. 2017 yil 16 yanvar, №11.
 6. Uzbekiston Respublikasi Konstitutsiyasi - T.: Uzbekiston, 2014. - 46 b. Inqliz tili
-
1. Platform (online & outline) Macmillan English Campus Platform (online & outline) Macmillan Education UK, 2015

Internet saytlari

1. www.teachingenglish.org.uk
2. www.elgazette.com
3. www.learnenglish.org.uk
4. www.educationuk.org
5. www.bbc.co.uk/worldservice/learningenglish
6. www.channel4.com/learning
7. www.better-english.com/exerciselist.htm
8. www.englishclub.com/index.htm

VOCABULARY

1 **Think Back!** Complete the personality adjectives that describe Paddy.

1 ch _ _ _ _ l 2 c _ _ v _ _
 3 h _ _ _ - w _ _ _ _ 4 m _ _ _ _ t
 5 p _ _ s i _ i _ i _ 6 r _ m _ _ _ _
 7 t _ _ k _ _ v _ _

2 **Underline** personality adjectives that have a positive meaning. Use a dictionary if you need to.

- | | |
|----------|------------|
| stupid | rude |
| tolerant | optimistic |
| lazy | friendly |
| jealous | proud |
| arrogant | selfish |
| bossy | boring |
| quiet | polite |
| shy | helpful |
| lively | confident |
| generous | |

3 **Match** adjectives 1–6 with their opposite meanings a–f.

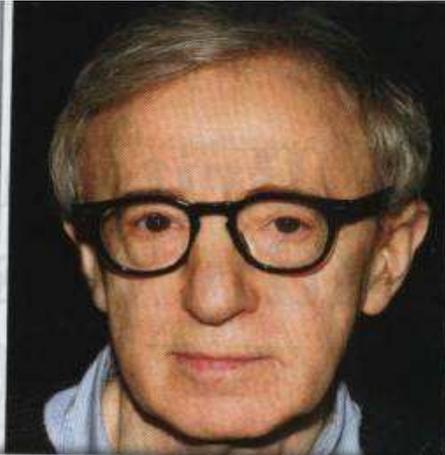
- | | | |
|------------|--------------------------|----------------|
| 1 stupid | <input type="checkbox"/> | a modest |
| 2 lazy | <input type="checkbox"/> | b talkative |
| 3 arrogant | <input type="checkbox"/> | c boring |
| 4 quiet | <input type="checkbox"/> | d polite |
| 5 lively | <input type="checkbox"/> | e hard-working |
| 6 rude | <input type="checkbox"/> | f clever |

4 **Choose** the correct answer.

- Jessica is a very _____ girl. She loves meeting new people.
a generous b selfish c friendly
- The British are quite _____. They feel uncomfortable with strangers.
a confident b cheerful c shy
- Tom is extremely _____. He thinks he's better than everyone else.
a arrogant b tolerant c helpful
- My brother is always _____. He's very positive about the future.
a jealous b optimistic c serious
- Dan is very _____. He always has a smile on his face!
a cheerful b ambitious c tolerant
- Anna's a _____ person. She always tells other people what to do.
a lively b talkative c bossy

5 **Work in pairs and follow the instructions.**

- Choose five adjectives that describe your personality and two that don't.
- Tell your partner what your adjectives are. He/She guesses which two do NOT describe you.



GRAMMAR AND WRITING

1 **CD1E** Read the quotations. Write the missing verbs. Then listen and check.

agree hate understand want (x 2)

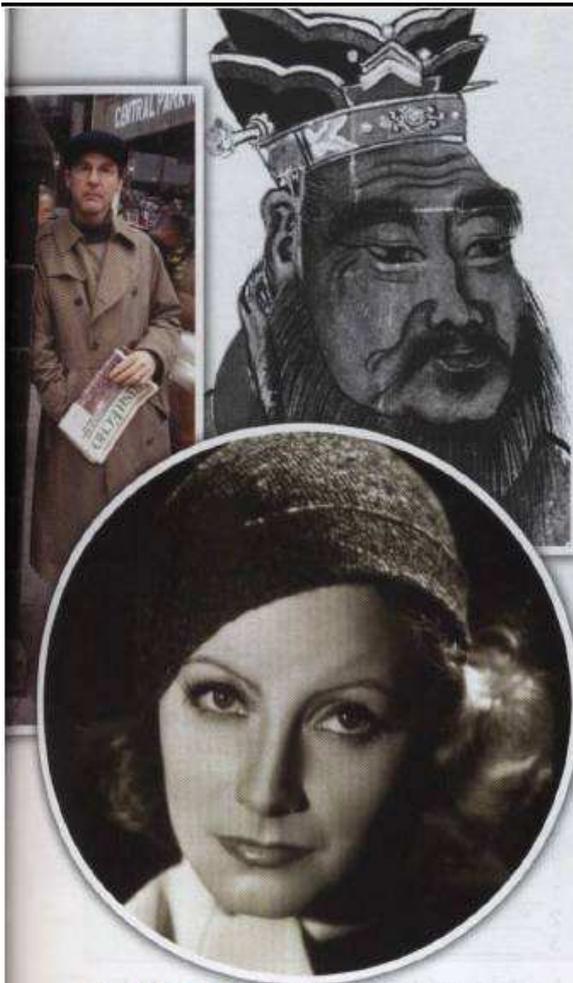
1 "I hear and I forget. I see and I remember. I do and I _____."
Confucius

2 "Whenever people _____ with me, I always think I must be wrong."
Oscar Wilde

3 "It's not that I'm afraid to die. I just don't _____ to be there when it happens!"
Woody Allen

4 "I'm not a vegetarian because I love animals. I'm a vegetarian because I _____ plants."
A. Whitney Brown

5 "I _____ to be alone."
Greta Garbo



Who am I?

3 Tick the correct sentences and correct the wrong ones.

- 1 Jack isn't liking the book.
- 2 I'm listening to a great piece of music.
- 3 George doesn't know the answer.
- 4 I'm sorry but I'm not agreeing with you.
- 5 I'm thinking my answer is wrong.
- 6 You aren't understanding the joke.

4 Complete Michel's message to the *English Contacts* website with the verbs below.

understand love belong like want think

Back Forward Stop Refresh Home Auto fill Print Mail

Address: www.1.englishcontacts.com

English Contacts

Posted by Michel at 14:37

My name's Michel and I'm twenty-two. I come from Belgium but at the moment I'm studying English in London. I ¹ _____ painting and I ² _____ to be a professional artist in the future. I also ³ _____ to a youth theatre group in Liège and I enjoy acting. I don't have time for sport at the moment but I like swimming. I also ⁴ _____ crime novels (at the moment I'm reading books by P.D. James). Thanks to my course, I ⁵ _____ my English is getting better and now I ⁶ _____ more when people speak to me. My friends say that I'm romantic and cheerful. Oh, I'm also crazy about football. This is my first post – if you have the same interests as me, please write! My email address is michel@webmail.be

Posted by Murat at 19:27

Hi Michel,
First of all, welcome to English Contacts! I am also living in London at the moment and studying at a language school in Camden. I come from Istanbul in Turkey and I enjoy Art too. In fact I want to work as an artist in London when I finish my studies.

Work it out

2 Look at these examples and answer the questions.

I often go home at lunchtime.
I want to be alone.

- 1 Which verb describes:
a an action? _____
b a state (thoughts, feelings, beliefs)? _____
- 2 Which of these verbs can you use in the Present Continuous?
- 3 Look at the quotations in Exercise 1 again. Which verbs describe states?

Check it out

State and action verbs

We use simple and continuous tenses with action verbs. The meaning of the verb doesn't change.

I often **eat** fruit. → I'm **eating** an apple now.
I **go** home at lunchtime. → I'm **going** home now.

We can only use simple tenses with state verbs (e.g. believe, belong, hate, know, like, love, need, prefer, see, understand).

I **want** to be alone. NOT I'm **wanting** to be alone.
Yes, I **remember** now. NOT I'm **remembering** now.

5 Read Michel's message again. Tick the things he writes about.

- Age
- Nationality
- Where he lives
- Family
- How well he knows English
- Hobbies, interests, sports
- Personality

6 Now write a short introduction about yourself for the *English Contacts* website. Write about the things in Exercise 5.

Listening Task

 You are going to hear a conversation between two friends about where they are planning to go for dinner. For questions 1 to 7, decide whether the statements are true (T) or false (F).

- 1 They're going out on Friday night.
- 2 They don't choose the Chinese restaurant because the food is greasy and very spicy.
- 3 Steve has been to the Ethiopian restaurant before.
- 4 The main dish at the Ethiopian restaurant consists of various kinds of food.
- 5 Bouillabaisse is made with fish and vegetables.
- 6 The French bistro closed down last Monday.
- 7 Steve is going to make the reservation.

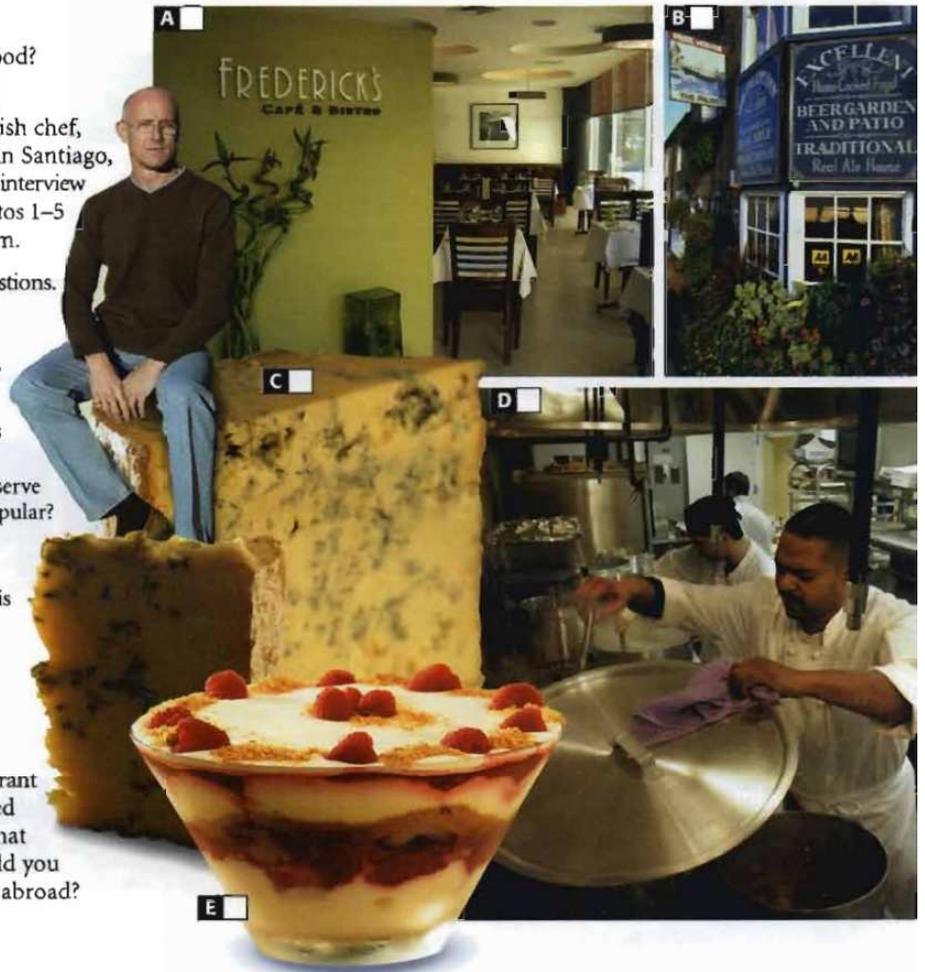
Speaking Task

- Compare and contrast the pictures. Think of what each place looks like, what type and quality of food is served in these restaurants, what kind of service you would expect, and what prices they charge.



5 LISTENING

- a Have you ever tried English food? What did you think of it?
- b **1.5** Kevin Poulter, an English chef, has just opened a restaurant in Santiago, the capital of Chile. Listen to an interview with him and number the photos 1–5 in the order he mentions them.
- c Listen again and answer the questions.
- 1 Why did he decide to open a restaurant in Chile?
 - 2 Why did he call it Frederick's?
 - 3 Why were Chilean people surprised when he opened his restaurant?
 - 4 What English dishes does he serve in his restaurant? Are they popular?
 - 5 Where does he recommend tourists eat in England? Why?
 - 6 How many women work in his kitchen? Why does he think there are so few women in restaurant kitchens?
 - 7 What English food does he miss most?
- d Do you think an English restaurant would be a success if it opened in your town? Why (not)? What food from your country would you miss most if you went to live abroad?



6 SPEAKING

- a Work in groups of three A, B, and C. First read sentences 1–6 and decide (individually) whether you agree or disagree. Think about examples you can use to support your point of view.
- 1 Women worry more about their diet than men.
 - 2 Young people today eat less healthily than ten years ago.
 - 3 Men cook as a hobby, women cook because they have to.
 - 4 Vegetarians are healthier than people who eat a lot of meat.
 - 5 You can often eat better in cheap restaurants than in expensive ones.
 - 6 Every country thinks that their cooking is the best.
- b Now A say what you think about sentence 1. B and C listen and then agree or disagree with A. Then B say what you think about sentence 2, etc. Try to use the expressions in Useful language.



Useful language

For example...

I agree.

I don't agree.

I think it's true.

I don't think it's true.

(I think) it depends.

- 4 In pairs, read the advert and circle the correct answer.

Bad Cold? Headache? Sore throat?



- You *shouldn't* / *have to* stop eating.
- You *should* / *mustn't* have a lot of hot drinks.
- You *must* / *shouldn't* stay in bed if you've got a temperature.
- You *must* / *shouldn't* go to school or work.
- You *don't have to* / *must* see a doctor if you don't get better.

And remember to take **Citrocon**, available from all good chemists!

Citrocon

Mind the trap!

Must and *have to* both mean that it is necessary to do something but there is a difference between them.

Must means that the speaker personally feels that it is necessary to do something.

I **must** phone the doctor immediately!
(I feel absolutely terrible!)

Have to means it is necessary to do something because it's a rule/the law or somebody else told the speaker to do something.

The doctor says I **have to** give up smoking.

- 5 Complete the sentences with *must*, *mustn't*, *have to* or *don't have to*.

- 1 You _____ smoke in the hospital.
- 2 You _____ fill in all the form – your name and signature are enough.
- 3 I _____ remember to go to the chemist's. I've got a sore throat.
- 4 I feel fine but my doctor tells me that I _____ take more exercise.
- 5 Thanks but you really _____ help me – I can do it myself.
- 6 You _____ eat before your operation. It's dangerous!

- 6 Work in groups. Organise a sports camp for young people. Make a list of rules. Use the ideas below.

- Get up/Go to bed at ...
- Keep quiet between ... and ...
- Smoke or drink alcohol
- Keep rooms clean
- Take part in all the activities
- Invite guests to the camp
- Stay with the group during trips/activities

You *don't have to* take part in all the activities.
You *mustn't* invite guests to the camp.

VOCABULARY



- 1 **0322** Look at pictures a–f and match them with the words below. Then listen and check.

- hay fever backache
toothache a headache
stomachache flu

- 2 **0323** In pairs, match problems 1–6 with the best advice a–f. Then listen and check.

- 1 toothache
- 2 hay fever
- 3 stomachache
- 4 flu
- 5 a headache
- 6 backache

- a Drink some peppermint tea.
- b Take a painkiller and lie down.
- c Stay indoors.
- d Phone for a doctor.
- e Take an aspirin.
- f See a dentist.

- 3 In pairs, give advice for each problem. Use the ideas below.

- a headache
- a temperature
- a stomachache
- flu
- hayfever
- backache

lie down take an aspirin
drink lots of water see a doctor
take antibiotics stay in bed
go to school/work ignore the problem
take some time off work stop eating

- A I've got a headache.
B You should take an aspirin.

- 3 **CD 3.27** Study **Speak Out**. Then listen again and fill in the expressions Dr Moody uses in the gaps in Exercise 2.

SPEAK OUT | Asking for and giving advice

Asking for advice

What should I do?
 Could you give me some advice?
 Have you any ideas about how to [+ infinitive]?
 Have you any tips on how to ...?

Giving advice

If I were you, I'd ...
 I (don't) think you should ...
 You should/shouldn't ...
 (I think) it's a good idea to ...
 It's better (not) to ...
 Why don't you [+ infinitive]?

Mind the trap!

Advice is uncountable, so it is always singular.

Can you give me some advice? NOT
 Can you give me some advices?
 Can you give me an advice?

- 4 Read the email to Becky from her classmates. What's the situation and what advice do you think she asked for? Circle the correct phrases.

Home | My MSN | Hotmail | Shopping | Money | People & Groups | Sign Out | Web Search

Today Mail Calendar Contacts

Send | Save Draft | Attach | Tools | Cancel

To: Becky Davids

Subject: Get well soon!

Hi Becky,

We're all so glad you're feeling better. In less than a month you'll be out of hospital and back with us in the classroom! You'll catch up in no time, but here are a few suggestions.

First of all, ¹ *why don't you / you shouldn't* contact our form tutor and explain the problem? I'm sure she'll be sympathetic. Also, ² *I think you should / it isn't a good idea* to read Hamlet. Mrs Dewar said the final exam is going to be on Shakespeare. Finally, ³ *it's better not to / I think you should* relax. At the end of the day, your health is the most important thing.

Good luck!

Sam

P.S. Ali, Karen, Gwen, Mark and Chris all send their love. We all miss you!

- 5 In pairs, give advice to your partner on one of the problems below.
- What to do on the evening before a big exam.
 - Advice to help someone who has problems sleeping.
 - How to keep fit if you don't have much time or money.

- 6 In pairs, roleplay the situation. Use phrases from **Speak Out** to help you.

Student A

It's your boyfriend/girlfriend's birthday soon and you don't have any ideas for a present. He/She hates clothes and jewellery but he/she is interested in art and music. Explain your problem to your friend and:

- ask him/her for some advice.
- thank your friend for his/her advice and tell him/her what you have decided to do.
- make some suggestions for your friend's problem.

Student B

Look at page 142 and start the conversation.

- 7 Write a short letter to a friend giving advice on one of the problems in Exercise 5. Use the ideas below to help you.

- Use the advice from Becky's friends in Exercise 4 and your advice from Exercise 5 to help you.
- Try to use as many different expressions from **Speak Out** as you can.
- Then swap letters with a friend. Is their advice useful?



Describing parents and children

A Look at these adjectives. Which do you think are positive (+)? Which are negative (-) or neutral (N)? Compare your answers with a partner.

- | | | | |
|-----------------|-------------------|-----------------|----------------|
| ___ active | ___ generous | ___ mischievous | ___ sensible |
| ___ adventurous | ___ inexperienced | ___ patient | ___ strict |
| ___ frank | ___ innocent | ___ responsible | ___ supportive |

B Which words in Exercise A describe parents? Which describe children? Are there any adjectives that can fit under both categories? Can you think of two more words to add to each list?

Parents	Children

C Can you think of an opposite for each word in Exercise A?

D Pair work Choose an adjective to describe each person in your family. Ask follow-up questions.

A: My father is very supportive.

B: In what way?

A: For one thing, he . . .

Summary

James' father became ill twelve years ago. He was 75 years old, and living alone at the time. One February James visited to find his father lying on the kitchen floor. His father had had a stroke, and spent two weeks in hospital to recover. James couldn't look after his father as he was out at work all day. His sister Kate wouldn't look after him. So when he came out he went into a nursing home. James visited his father at weekends, but Kate visited about once a month. Their father died of a heart attack five months later.

James' father became ill twelve years ago. He was 75 years old, and living alone at the time. One February James visited to find his father lying on the kitchen floor. His father had had a stroke, and spent two weeks in hospital to recover. James couldn't look after his father as he was out at work all day. His sister Kate wouldn't look after him. So when he came out he went into a nursing home. James visited his father at weekends, but Kate visited about once a month. Their father died of a heart attack five months later.

James' father became ill twelve years ago. He was 75 years old, and living alone at the time. One February James visited to find his father lying on the kitchen floor. His father had had a stroke, and spent two weeks in hospital to recover. James couldn't look after his father as he was out at work all day. His sister Kate wouldn't look after him. So when he came out he went into a nursing home. James visited his father at weekends, but Kate visited about once a month. Their father died of a heart attack five months later.

Emotion cards

resentful	pressurised	guilty
selfish	caring	dutiful

Match the expressions with the explanations.

- 1 Children should be seen and not heard.
- 2 Parents who want to divorce should stay together for the sake of the children.
- 3 Parents should be allowed to smack their children.
- 4 A family that prays together stays together.
- 5 A family that plays together stays together.
- 6 It is a parents' right to refuse medical treatment for their children.
- 7 It is a child's duty to love, respect and obey its parents.
- 8 A wife should obey her husband.
- 9 Blood is thicker than water.
- 10 Children should be responsible for the welfare of their elderly parents.
 - a In the UK, some see the aged as being the state's responsibility, and, in the USA and North West Europe, increasing numbers of people are less inclined to have their aged parents live with them, preferring them to go into care homes instead.
 - b There has been a lot of debate in Britain recently about whether punishing children by slapping them should be illegal.
 - c There have been a number of cases where parents have resisted doctors' urgent advice on religious grounds, for example the resistance of Jehovah's Witnesses to accepting necessary blood transfusions even when life is at risk.
 - d This American Christian saying suggests that there is less divorce if the whole family says prayers together, at home as well as in church.
 - e This is a belief common to most cultures to differing degrees, although the modern trend is to regard respect as something that must be earned.
 - f This is a popularised American saying in response to saying 4, meaning that families should take part in hobbies and leisure activities together.
 - g This was a commonly held belief in Britain and America, but now it is often ignored as divorce rates rise.
 - h This old proverb refers to the fact that family members are naturally loyal to each other, but that this can be both a good thing and a bad thing, sometimes leading people to behave unfairly or even dishonestly to help or protect relatives.
 - i This saying from nineteenth-century England means that children should stay where they can be carefully watched so they can not misbehave, but should be quiet so that they do not disturb adults.
 - j This used to be the law in Britain until women gained equal rights.

Use of English

- I For questions 1-10, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

- 0 **A** believed **B** tried **C** wondered **D** seen

Choosing Boarding School

Have you ever (0)^C what it would be like to live away from home while you attend school? Would you like to have the (1) of living and studying with students from different countries around the world? Cranbrook Kingswood School is one of the few schools that can offer you this kind of remarkable opportunity! Cranbrook's green, wooded campus is a beautiful and safe living and learning (2) A freshwater lake and (3) sculptures by the famous artist Carl Milles awaken the imagination! The many buildings of Cranbrook were designed by world-renowned architect Aiel Sarineen and are both beautiful and (4) In fact, all of the furniture, woodwork, window glass and tapestries at the school were specially designed for the school and made by hand. Each room and building was created to please and (5)

The students of Cranbrook Kingswood are very (6) Their studies are (7) and prepare them for some of the best universities around the world. But it's not all hard work at Cranbrook! Students (8) in a rich programme of athletics, music and art courses. Clubs and other activities keep the students happy and busy during the year.

If you are (9) boarding school, consider Cranbrook. Call now to arrange a visit and we'll be happy to show you (10) the school.

- | | | | | |
|----|---------------------|----------------------|----------------------|-----------------------|
| 1 | A need | B experience | C subject | D exploration |
| 2 | A expression | B environment | C attitude | D surround |
| 3 | A few | B lots | C very | D several |
| 4 | A unique | B unfit | C united | D usual |
| 5 | A inquire | B intend | C invest | D inspire |
| 6 | A jealous | B selfish | C competitive | D mean |
| 7 | A impressive | B challenging | C depressing | D hard-working |
| 8 | A attend | B study | C follow | D participate |
| 9 | A thinking | B wondering | C considering | D going |
| 10 | A around | B to | C at | D off |

Writing

- 1 Read this letter and number the parts 1-8 in the correct order.

Take care!

Pat

You asked about the educational system here in the USA. Young kids often go to nursery school from 2-4, and then they go to kindergarten when they're five.

It was great to hear from you again! Hope you passed your German exam.

Well, I hope that helps! Ask if there's anything else. I've got to go practise piano now.

Dear Andrea,

PS Say hello to Georgia!

Each school year is divided into two terms and we take tests at the end of each term. When we have passed all the tests, we can graduate. We don't have one big exam at the end of high school.

After kindergarten, we go to elementary school. After elementary school, there's intermediate school, which is sometimes called junior high school. After that, it's four years of high school! When you finish that, you're ready for college or university.

- 2 Find informal phrases in the letter that mean the same as these formal phrases and write them on the line given.

- 1 Yours sincerely,
- 2 I was very pleased to receive your letter.
- 3 Please contact me if you require further information.
- 4 I hope that you now have the information you require.
- 5 Please send my regards to Miss Georgia Brown.

- 3 Tick (✓) the phrases you can use to end an informal letter/email.

- 1 See you later!
- 2 Sincerely yours,
- 3 Take care.
- 4 Love,
- 5 Yours faithfully,
- 6 Yours truly,
- 7 Lots of love,

Listening CD Track 12

- 1 You will hear five different people talking about teachers. For questions 1-5, choose from the list (A-F) what each person says about their teacher. Use the letters only once. There is one extra letter which you do not need to use.

- A She didn't know the subject very well.
- B She treated us like adults.
- C She made us do too much work.
- D She had a problem with some students.
- E She made difficult things easy to understand.
- F She never lost her temper.

- Speaker 1 1
- Speaker 2 2
- Speaker 3 3
- Speaker 4 4
- Speaker 5 5

EVERYDAY ENGLISH

A city break

- 1 Rolf has booked a city break. He is going for three nights with his friend, Jonas. Look at the pictures and complete the online booking form.



Metropole Hostel Online Booking

Booking details		Please select a room	
Check in date	<input type="text" value="12 July"/>	Price per person per night	
Number of nights	<input type="text"/>	6 bed mixed dorm	20€ <input type="checkbox"/>
Number of people	<input type="text"/>	6 bed female dorm	25€ <input type="checkbox"/>
Customer details			
First name	<input type="text" value="Rolf"/>	Last name	<input type="text"/>
email	<input type="text"/>	Phone number	<input type="text"/>
Gender	M <input type="checkbox"/> F <input type="checkbox"/>	Nationality	<input type="text"/>
Credit card details			
Card holder's name	<input type="text"/>		
Credit card number	<input type="text" value="257868"/>		
Card type	<input type="text" value="Visa"/>	Expiry date	<input type="text" value="07/12"/> MM/YY
Total cost of rooms	<input type="text"/>	€	
Booking fee	10	€	
Total		<input type="text"/>	€
I have read and accept the Terms and Conditions <input type="checkbox"/>			

- 2 Rolf and Jonas are in the Tourist Office. Make questions from columns A and B. Match a question with a leaflet.

Where can I buy a new backpack? Orchard Shopping Centre – c

A	B
Where	can I buy a new backpack?
How much	exhibitions are showing this week?
What time	's the nearest cashpoint?
How long	does the metro stop running?
What	can I get something to eat?
	does the tour take?
	play is on this week?
	is a travel card for a week?
	can I get a battery for my camera?
	is there a bar with live music?

- 3 **T 6.15** Listen to a conversation between Rolf, Jonas, and someone who works in the tourist office. What do Rolf and Jonas want to do and see? What problems are there?

- 4 **T 6.15** Listen again and complete the lines of conversation with the exact words.

- 1 Excuse me. _____ help me?
- 2 _____ a trip on one of those buses ...
- 3 _____ does the tour _____ ?
- 4 How much _____ ?
- 5 ... it's best _____ advance.
- 6 I _____ for my mother.
- 7 Is there a _____ here?
- 8 There's a good _____ .

- 5 In pairs, ask and answer the questions in exercise 2 about your town or city.

Where's the nearest cashpoint?

Go out of the building and turn left. Walk to the post office. It's about five minutes.

Planning a break

- 6 Plan a two-day break for someone coming to your town. Include information on:

- Where to stay/eat/shop ...
- What to see/do ...
- How to get around



Тестлар

LISTENING

1. TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

- | | |
|--|-------|
| a. A new medical development allowed a paralysed man to walk a little. | T / F |
| b. The breakthrough is a special drug that stimulates the spinal cord. | T / F |
| c. The man who was paralysed hit a car while he was running. | T / F |
| d. A professor was happy that the man walked down a long road. | T / F |
| e. The research behind the breakthrough has taken 30 years. | T / F |
| f. Electrical signals moved the man's legs independently of his brain. | T / F |
| g. The man doubts if the treatment will impact his life so much. | T / F |
| h. He said a lot of people are now surprised to hear he's paralysed. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article.

- | | |
|-----------------|------------------|
| 1. breakthrough | a. triggered |
| 2. pioneered | b. people |
| 3. stimulated | c. go around |
| 4. spine | d. arms and legs |
| 5. individuals | e. development |
| 6. stage | f. feeling |
| 7. bypass | g. test |
| 8. limbs | h. backbone |
| 9. sense | i. step |
| 10. trial | j. innovated |

3. PHRASE MATCH: (Sometimes more than one choice is possible.)

- | | |
|-----------------------|-----------------------------|
| 1. A medical | a. below the chest |
| 2. Doctors pioneered | b. well-being |
| 3. paralysed | c. a major impact |
| 4. "dead" nerves in | d. of research |
| 5. going to have | e. breakthrough |
| 6. over three decades | f. been life-changing |
| 7. electrical signals | g. in the trial |
| 8. the treatment has | h. a special procedure |
| 9. My sense of | i. bypass the brain |
| 10. taking part | j. Mr Summers' spinal cords |

1. WORD SEARCH: Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'medical' and 'breakthrough'.

medical	breakthrough

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

<ul style="list-style-type: none"> • millions • spine • accident • few • huge • major 	<ul style="list-style-type: none"> • decades • bypass • limbs • toe • sense • trial
---	---

LANGUAGE – MULTIPLE CHOICE

A (1) ____ breakthrough has given hope to millions of people who are unable to walk. Doctors pioneered a special procedure that electrically (2) ____ the spine of ex-athlete Rob Summers. Mr Summers, 25, was paralysed below the chest in a hit-and-(3) ____ car accident in 2006. Professor Susan Harkema, of the Kentucky Spinal Cord Injury Research Center gave the revolutionary treatment to “dead” (4) ____ in Mr Summers’ spinal cords. He was able to move his legs and toes and take a few steps with the help (5) ____ a walking frame. DrHarkema said: "This is a breakthrough. It opens a huge opportunity to improve the daily functioning of...individuals...but we have a long road ahead." She said this is "going to have a major (6) ____ " on people with disabilities.

The treatment is called epidural stimulation. It has taken over three decades of research to get to this (7) ____ . The process works when electrical signals bypass the brain to tell the spinal cord what to do. The signals allow the (8) ____ to function independently (9) ____ the brain. Mr Summers said the treatment has been life-changing. "This procedure has completely changed my life. For someone who for four years was unable to (10) ____ move a toe, to have the freedom and ability to stand on my own is the most amazing feeling," he said. He added: “My sense of

(11) ____-being has changed. My physique and muscle tone has improved greatly. Most people don't even believe I'm paralysed." Five other patients are also taking part in the (12) ____.

Put the correct words from the table below in the above article.

- | | | | | |
|-----|---------------|----------------|----------------|-----------------|
| 1. | (a) medical | (b) medics | (c) medicinal | (d) medical |
| 2. | (a) simulated | (b) stimulated | (c) simulation | (d) stimulus |
| 3. | (a) run | (b) walk | (c) jog | (d) sprint |
| 4. | (a) nervous | (b) nervy | (c) nerves | (d) nervousness |
| 5. | (a) by | (b) to | (c) of | (d) at |
| 6. | (a) affect | (b) impact | (c) compact | (d) impress |
| 7. | (a) stage | (b) ladder | (c) stair | (d) consent |
| 8. | (a) bombs | (b) lambs | (c) combs | (d) limbs |
| 9. | (a) for | (b) of | (c) from | (d) four |
| 10. | (a) evens | (b) never | (c) ever | (d) even |
| 11. | (a) good | (b) nice | (c) well | (d) lovely |
| 12. | (a) trial | (b) toil | (c) trial | (d) Tile |

LISTENING

GAP FILL: Put the words into the gaps in the text and discuss with your pair.

A medical breakthrough has (1) _____ hope to millions of people who are unable to walk. Doctors pioneered a special procedure that electrically (2) _____ the spine of ex-athlete Rob Summers. Mr Summers, 25, was paralysed below the (3) _____ in a hit-and-run car accident in 2006. Professor Susan Harkema, of the Kentucky Spinal Cord Injury Research Center gave the revolutionary (4) _____ to "dead" nerves in Mr Summers' spinal cords. He was able to move his legs and toes and take a (5) _____ steps with the help of a walking frame. DrHarkema said: "This is a breakthrough. It opens a (6) _____ opportunity to improve the daily functioning of...individuals...but we have a (7) _____ road ahead." She said this is "going to have a major (8) _____ " on people with disabilities. The treatment is called epidural stimulation. It has taken over three (9) _____ of research to get to this stage. The process works when electrical signals (10) _____ the brain to tell the spinal cord what to do. The signals allow the (11) _____ to function independently of the brain. Mr Summers said the treatment has been life-changing. "This procedure has (12) _____ changed my life. For someone who for four years was unable to even move a toe, to have the freedom and (13) _____ to stand on my own is the most amazing feeling," he said. He added: "My (14) _____ of well-being has changed. My physique and muscle tone has (15) _____ greatly. Most people don't even believe I'm paralysed." Five other patients are also taking part in the (16) _____.

*huge
treatment
impact
few
given
long
stimulated
chest*

*completely
bypass
trial
sense
limbs
decades
improved
ability*

LISTENING – Listen and fill in the gaps

DISABILITY DISCUSSION

STUDENT A’s QUESTIONS(Do not show these to student B)

- a) What did you think when you read the headline?
- b) What springs to mind when you hear the word ‘disability’?
- c) What do you think about this story?
- d) Do you think this could be the beginning of the end of paralysis?
- e) Would you like to work on research like this?
- f) What would be (is) the most difficult thing about being paralysed?
- g) Do you ever think about how fragile we are and what can go wrong with our body?
- h) Is your country good about providing facilities for people in wheelchairs?
- i) What impact will this research have on people with disabilities?

STUDENT B’s QUESTIONS(Do not show these to student A)

- a) Did you like reading this article?
- b) What do you know about the spinal cord?
- c) Have you ever had a life-changing experience?
- d) How do you think he feels?
- e) What do you do to look after yourself?
- f) How’s your sense of well-being?
- g) Who is the most inspirational person with a disability you know?
- h) What three adjectives describe this news story (and why)?
- i) What questions would you like to ask Professor Susan Harkema and Rob Summers?

STUDENT DISABILITY SURVEY

Write five GOOD questions about disability in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Writedowntheiranswers.

	STUDENT 1	STUDENT 2	STUDENT 3
Q.1.	_____	_____	_____
Q.2.			
Q.3.			
Q.4.			

Баҳолаш мезонлари

LISTENING AND SPEAKING I

Compulsory for English majors, 80 hours in Semesters 1-2.

Aim

By the end of Year 1 students will be able to understand and speak English to a level corresponding to Band B1 in the CEFR.

Objectives

By the end of Year 1 students will:

- have worked on a range of listening text types (TV news, stories, ads on TV, series of announcements) for understanding and discussions;
- be able to use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues;
- be able to understand main points of radio news bulletins, TV programmes and some films in standard dialect on familiar topics;
- be able to identify a speaker's mood, tone and attitude;
- be able to start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest;
- be able to give or seek personal views and opinions in an informal discussion;
- be able to give detailed accounts of experiences, describing feelings and reactions
- have a good standard of pronunciation.

Indicative content

Listening

Text types for listening

- Conversations, dialogues
- Telephone conversations
- Public announcements (e.g. train/airport announcements)
- Instructions (e.g. classroom instructions, instruction for carrying out simple tasks such as cooking, repairing a bicycle)
- TV and radio news, weather broadcasts
- Monologues (e.g. presentations, talks, speeches etc.)
- TV and radio documentaries
- Fiction films
- Songs
- Audio books

Strategies

- listening for main idea
- listening for specific information
- listening for identifying a speaker's mood, emotions, attitude

Spoken Interaction

- interactional talk (greetings, apologising, leaving, thanking and other main language functions for communication)
- expressing likes and dislikes
- giving personal information
- showing understanding (e.g. by echoing speaker's words or by comment/question)
- keeping conversation going
- asking for clarification
- participating in discussion on familiar topics
- turn-taking and interrupting
- strategies for starting and ending a conversation
- restating and paraphrasing
- recognising and using appropriate cultural conventions in spoken interaction (e.g. use of *please* and *thank you*, greeting conventions)
- using appropriate body language during interaction (e.g. leaning forward to show active listening, nodding to show understanding)

Pronunciation

- intonation (recognising grammatical and attitudinal functions of intonation)
- stress (word stress, sentence stress)
- checking pronunciation in dictionary
- areas of L1 interference

Approaches to teaching and learning

- Discussion
- Role-play
- Simulation
- A variety of listening tasks based on video and audio recorded texts
- Keeping a Learning Log
- Self-study (e.g. extensive listening, working on pronunciation)

Learning outcomes

By the end of Year 1 students should have:

- developed strategies to promote understanding of a range of listening text types on topics listed in the curriculum for Year 1;
- developed an ability to take part in and sustain a conversation on any of the topics in the curriculum for Year 1 in informal contexts.

Assessment profiles

Semester 1:

Continuous Assessment	40%
Listening Logs	15%
Role-play	5%
Discussion	5%
Participation	10%

Mid-course Assessment	30%
Discussion (based on a film or an audio recording)	15%
Listening test (focusing on developing listening strategies)	15%
Final Assessment	30%
Listening test (focusing on students' use of effective listening strategies)	20%
Role-play (see the specification)	10 %

Semester 2:

Continuous Assessment	40%
Listening Logs	15%
Interview (see the specifications)	10%
Simulation	5%
Participation	10%
Mid-course Assessment	30%
Self-assessment task (record a conversation with a friend + analysis of the speech + reflection on the performance (see the specifications)	15%
Listening test	15%
Final Assessment	30%
Pair discussion (see the specifications)	15%
Listening test	15%

Indicative bibliography

NB: All these books are accompanied by cassettes or CDs.

Doff A. & C. Becket (1991) Cambridge Skills for Fluency: Listening 1, CUP

Doff A. & C. Becket (1995) Cambridge Skills for Fluency: Listening 2, CUP

Craven M. (2004) Listening Extra. A resource book of multi level skills activities, CUP

Hancock M. (2003) English Pronunciation in Use. Self-study and classroom use. Intermediate and above, CUP

Harmer J. (2003) Just Listening and Speaking, Intermediate, Marshall Cavendish Ltd

Harmer J. (2007) Just Listening and Speaking: Pre-intermediate Level, Marshall Cavendish Ltd

Phillips T. (2003) Skills in English. Listening. Level 1., Garnet Publishing

Phillips T. (2003) Skills in English. Listening. Level 2.,Garnet Publishing

Audio materials (tapes, CD etc.)

Video materials (DVD, VHS etc.)

ASSESSMENT SPECIFICATIONS

LISTENING & SPEAKING 1

1. ROLE-PLAY

For the final assessment on the Listening and Speaking course students will have to act a role play in groups of 2-3 for 10 minutes. Each group should receive a separate role card where the situation and the roles will be described. Students will have 15 minutes for preparation. Sample role-play tasks are given here. You will have to prepare a different task for each group or a pair. The role plays should be based on the topics covered during the semester and require conducting informal and semi-formal conversation.

Sample role-play task 1

In groups of 3 you will have to act out a situation in a restaurant. You can distribute the following roles among yourself: waiter/waitress, customers.

Customers: You are friends and decided to have a dinner together. You haven't seen each other for a long time. You want to order the food but it takes too long for the waiter/waitress to take and then bring your order. Then the meal is cold, not tasty etc. Make a complaint about it to the waiter.

Waiter/waitress: Today you are very busy and tired because you had to work yesterday until late at night. You think you are doing your job to the best of your ability. Try to deal with the complaints as politely as possible.

Sample role-play task 2

In groups of 2 you will have to act out a situation in a train. Both of you are passengers going from Samarkand to Tashkent.

Passenger 1: You are very tired and want to sleep. You are not in a mood to talk to anyone. However another passenger keeps talking to you. Try to deal with the passenger as politely as possible.

Passenger 2: You are very excited by your trip to Samarkand and want to share it with someone. Share your impressions with the passenger sitting next to you, ask his/her name, job, family, reason for visiting Samarkand and others.

Students' performance will be assessed based on the following criteria:

Total score: 10%

Fluency <i>Is the speech smooth and free of too many pauses?</i> <i>Is the speed of speech natural?</i> <i>Does intonation vary when necessary (e.g. while asking questions, showing surprise)</i>	3
Turn-taking <i>Is the turn-taking natural?</i> <i>Are appropriate verbal (phrases) and non-verbal (gestures) signals used to show the beginning or end of the contribution?</i> <i>Is the speech built on the ideas and contributions of another speaker?</i>	3

Asking and answering questions <i>Are questions asked appropriately?</i> <i>Are questions answered appropriately?</i>	2
Style <i>Is the level of formality/informality appropriate to the situation?</i> <i>Are the chosen grammar and vocabulary appropriate to the addressed conversation partner or dialogue participant (friend, teacher, Manager and so on)?</i>	2

2. LISTENING TEST

- Listening passages:
 - 2 listening passages of different text types, e.g. monologue, dialogue.
 - Each passage should be of 2-3 minutes length
- Focus: listening for main idea, listening for specific information, listening for identifying a speaker's mood, emotions, attitude; listening for stress, listening for identifying sounds etc.
- Tasks:
 - Different types of tasks, e.g. multiple choice, sentence/table completion, True/False/Not Given, etc. But for one listening task there should be no more than two different types of tasks.
 - 20 items (10 items for each listening passage)
- Time: 15-20 minutes
 - Before each listening passage 1 minute should be allowed for students to look through the questions
 - *After each listening passage 3 minutes should be given for students to write/organise their answers on the answer sheet/exam paper.*

Sample Task:

Listen to the radio interview and answer the questions Q11-20. You have 1 minute to look through these questions before you start listening.

11-14 Choose the correct answer for each question.

11. 'zines can be read:
- a) on a word-processor
 - b) online
 - c) in a comic
 - d) none of the above
12. Jean has published:
- a) two issues of the 'zine
 - b) three issues
 - c) four issues
 - d) none of the above
13. The 'zine called 'Fill Me In' is sold in:
- a) supermarkets
 - b) alternative bookshops
 - c) second-hand bookshops
 - d) all of the above
14. The publishing team's office is:

- a) at home
- b) in the Design College
- c) in an alternative bookshop
- d) in the front room of a bookshop

15-20 Are the following statements True, False or Not Given?

- 15. 'zine is shortened from for 'magazine'.
- 16. 'zines contain everything except controversial topics.
- 17. Using computers for publishing can reduce the prize of 'zines.
- 18. Jean is planning to sell 2000 'zines in the next 4 weeks.
- 19. The publishing team studied at the same college.
- 20. Jean thinks her 'zine is successful because people like lies in it.

3. DISCUSSION

The discussion might be based on a film or an audio recording. If you choose a film you can watch it in the previous lesson or you can choose an excerpt from it. While listening you can ask students to take notes focusing on the main idea of the recording (e.g. summarise the message/content of the recording in 150 words), specific information (e.g. note the names of the characters, where they are from, their job, relations etc.). You can ask students to submit their notes for assessment. It is better if you choose one or two volunteers to be facilitators who would make sure the discussion goes well and each of the students could contribute. Based on the film or the audio recording you can give out several questions to the facilitator as a guidance.

Sample guiding questions:

- Choose a character from the film that you sympathize with and give your reasons.
- What do you see as the main message of the film?
- What do you think will happen after the film?
- What would you do if you were in the position of X in the film?
- Do you agree/disagree with ...?

Assessment will be based on the students' notes and on listening and performance during the discussion.

Criteria for assessment:

Ability to listen and understand the main idea of the recording	4%
Ability to catch specific information from the recording	4%
Ability to express his/her opinion and justify the reason	3%
Fluency <i>Is the speech smooth and free of too many pauses?</i> <i>Is the speed of speech natural?</i> <i>Does intonation vary when necessary (e.g. while asking questions, showing surprise)</i>	2%
Asking and answering questions <i>Are questions asked appropriately?</i> <i>Are questions answered appropriately?</i>	2%
<i>Total:</i>	15%

4. LISTENING LOG

Every day students are recommended to listen to English and keep a diary to take short notes. Students can listen to songs, audio books, films, audio recordings with conversations, talks, TV/radio news, podcasts. Students write at least one entry every week. The following structure can be used for the 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 _____

Besides the everyday entries the students will have to write 2 reflective pieces of writing at the start of the semester and the end of it.

Reflection on what kind of listener I am

For this entry you will have to write a reflective paragraph (no less than 100 words) addressing the following issues:

- What do you usually listen to in English?
- How often do you listen to spoken English ?
- What difficulties do I have with listening?
- What helps me understand while listening?

Reflection on the listening skills that I have developed

For this entry you will have to write a reflective paragraph of not less than 150 words. Reflect on the listening skills that you have developed during the Listening & Speaking course over the semester. The following might guide you:

- variety of strategies you started using to achieve comprehension (refer to course description)
- benefits to you of regular listening
- plans for further development of your listening skills.

The following criteria will be used to assess the Listening Log:

Completeness	3%
Evidence of regular listening	3%
Ability to self-evaluate your listening skills	3%
Ability to reflect on your listening strategies	3%
Ability to plan further development of your listening skills	3 %
Total:	15%

Please note that although writing skills will not be evaluated for the purposes of this course, students should try to express their ideas clearly in English.

5. INTERVIEW

Note: 1 minute prior the tasks should be spent on warm-up for dealing with anxiety. These include questions asked by the teacher students' response for which is not assessed

- *Task type:*
 - Role play – 2 students interview each other based on their role cards
- *Focus:* students' ability to engage in a conversation
- *Topic:* from the range of topics covered through the course.
- *The prompt sheets* for students should include the following information:
 - Instructions
 - Information they need to play their roles
 - Information on how much time is allowed for preparation and for answering
- *Time:* 1 minute for preparation
- *Assessment criteria:*

Fluency <i>Is the speech smooth and free of too many pauses?</i> <i>Is the speed of speech natural?</i> <i>Does intonation vary when necessary (e.g. while asking questions, showing surprise)</i>	2
Turn-taking <i>Is the turn-taking natural?</i> <i>Are appropriate verbal (phrases) and non-verbal (gestures) signals used to show the beginning or end of the contribution?</i> <i>Is the speech built on the ideas and contributions of another speaker?</i>	1
Asking and answering questions <i>Are questions asked appropriately?</i> <i>Are questions answered appropriately?</i>	1
Style <i>Is the level of formality/informality appropriate to the situation? (Note for interview students should use more formal style)</i> <i>Are the chosen grammar and vocabulary appropriate to the addressed conversation partner or dialogue participant (friend, teacher, Manager and so on)?</i>	1
Total	5%

Sample task:

Holiday job

Student A

You own a restaurant.

It is open from 4 pm to 11 pm and only national food is served there.

You want to hire a waiter or a waitress. You invited a person to an interview.

You want to know:

how did he/she find out about the position

for how long and in which restaurant(s) he/she worked

which weekdays and at what time he/she can work

why he/she thinks he/she is good for this job

the contact details of the person who would give a recommendation to him/her

any interesting information he/she wants to share with you

Interview the person. She/he will ask some questions too. You have 5 minutes for this.

Student B

You are a student and your summer holidays have just started. You want to work during the season and earn some money. Your friend told you that a restaurant close to your house wants to hire a waiter/waitress. You think that this is a very good opportunity because you already have an experience of working in your uncle's restaurant for 4 months last year and. So, you decide to try yourself. The owner of the restaurant wants to interview you. Answer his/her questions.

You also want to ask the owner of the restaurant:

what are the working hours of the restaurant

what kind of food is served there

You have 5 minutes for this.

6. SELF-EVALUATION TASK

For this task students should record a conversation with their friend and analyse their own performance.

Advise to take the following steps:

1. Find a friend and make arrangements for the recording (on mobile phone, tape-recorder, etc.)
2. Hold a conversation for 10 minutes based on the following topics:
 - the current news
 - the film you've seen recently
 - your experience studying in the University/Institute.
3. Then evaluate your own speech using the form below.
4. Write a reflection on your performance (about 150 words) using the following questions:
 - ~ What are my strengths in spoken interaction?
 - ~ What are my weaknesses?
 - ~ What am I going to do to improve my speech?

5. Submit the recording, reflective piece of writing and the self-evaluation form.

Criteria for assessment

Ability to self-evaluate using the criteria	5%
Ability to analyse own strengths and weaknesses in speaking	5%
Ability to set realistic plans to improve their speaking	5%
Total	15%

FORM FOR ASSESSING SPOKEN INTERACTION

Use this form to evaluate your own ability to interact with others – to take part in conversations, interviews, discussions - or ask your peer to evaluate it using this form. You can take notes answering the questions and rate your skills from 1 – 5: 5 – *very good*; 4 – *good*; 3 – *satisfactory*; 2 – *not satisfactory*; 1 – *very poor*.

Criteria	Score	Notes
<p>Fluency <i>Is the speech smooth and free of too many pauses?</i> <i>Is the speed of speech natural?</i> <i>Does intonation vary when necessary (e.g. while asking questions, showing surprise)</i></p> <p>Coherence and cohesion <i>Are the ideas logically linked?</i> <i>Are the linking words used correctly?</i></p> <p>Turn-taking <i>Is the turn-taking natural?</i> <i>Are appropriate verbal (phrases) and non-verbal (gestures) signals used to show the beginning or end of the contribution?</i> <i>Is the speech built on the ideas and contributions of another speaker?</i></p> <p>Asking and answering questions <i>Are questions asked appropriately?</i> <i>Are questions answered appropriately?</i></p> <p>Style <i>Is the level of formality/informality appropriate to the situation?</i> <i>Are the chosen grammar and vocabulary appropriate to the addressed conversation partner or dialogue participant (friend, teacher, Manager and so on)?</i></p> <p>Other (please specify)</p>		

7.

8.

9. PAIR DISCUSSION

- *Task type:* pair discussion – two students doing a problem solving task
- *Focus:* students’ ability to take part in and sustain a conversation
- *Topic:* from the range of topics covered through the course.
- *The prompt sheets* for students should include the following information:
 - Description of the problem
 - Each student should have some information his/her partner doesn’t have
 - Each student should have a hint that his/her partner knows particular information
 - Instructions on who starts the conversation
 - Information on how much time is allowed for the discussion
- *Time:*
 - 1 minute for preparation
 - 5 minutes for response
- *Assessment criteria:*

Fluency <i>Is the speech smooth and free of too many pauses?</i> <i>Is the speed of speech natural?</i> <i>Does intonation vary when necessary (e.g. while asking questions, showing surprise)</i>	3
Turn-taking <i>Is the turn-taking natural?</i> <i>Are appropriate verbal (phrases) and non-verbal (gestures) signals used to show the beginning or end of the contribution?</i> <i>Is the speech built on the ideas and contributions of another speaker?</i>	3
Asking and answering questions <i>Are questions asked appropriately?</i> <i>Are questions answered appropriately?</i>	3
Style <i>Is the level of formality/informality appropriate to the situation? (Note for pair discussion students should use more informal style)</i> <i>Are the chosen grammar and vocabulary appropriate to the addressed conversation partner or dialogue participant (friend, teacher, Manager and so on)?</i>	3
Ability to justify one’s opinion	3
Total:	15%

Sample task:

~~~~~

*Prompt sheet for student A*

You will find below information on two films. Your partner has information on two more films. You and your partner want to buy a DVD of some new comedy film as a present for your friend

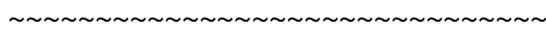
Rustam. You know that Rustam is interested in comedies and adventure films. Your partner knows how much money you have to spend. Using information you both have, you must decide which film to buy. Make sure you check all information before deciding. When you have finished discussing, you should tell your teacher which film you would buy, and why. **Wait for the other person to start the conversation. You only have 5 minutes for the discussion.**

**Film A**

Title: Super kelinchak  
Starring: A.Rajabov and others  
Film type: Comedy  
Where it is made: Uzbekistan  
When released: 2008  
Price: 8,000 soums

**Film B**

Title: Slumdog Millionaire  
Starring: Anil Kapur and others.  
Film type: Adventure  
Where it is made: India, Bollywood  
When released: 2008  
Price: 11,000 soums



*Prompt sheet for student B*

You will find below information on two films, C and D. Your partner has information on two more films A and B. You and your partner want to buy a DVD of some new comedy film as a present for your friend Rustam. You have 10 thousand soums to spend. Your friend knows about Rustam's interests. Using the information you both have, you must decide which film you would buy. Make sure you check all information before deciding. When you have finished discussing, you should tell your teacher which film you would buy, and why. **You must take the responsibility for starting the discussion. You only have 5 minutes for the discussion.**

**Film E**

Title: Death at The Funerals  
Starring: S.Johnson  
Film type: Comedy  
Where it is made: UK  
When released: 2006  
Price: 10,000 soums

**Film F**

Title: London to Brighton  
Starring: J.Kelly and D.Allen  
Film type: Thriller  
Where it is made: UK  
When released: 2005  
Price: 10,500 soums

## **Integrated Skills 1**

Compulsory for English majors

80 hours for practical classes over Year 1, semesters 1- 2

### **Aims**

By the end of Year 1 students will

- be able to use the four language skills in integrated ways to a level equivalent to Band B1 in the CEFR
- have developed intercultural awareness and learned how to communicate appropriately across cultures

### **Objectives:**

In Year 1 students will

- develop an ability to utilize the skills of listening, speaking, reading and writing for the purposes of obtaining and providing information
- be able to initiate and sustain discourse in role-plays, discussions, pair and group work on the targeted topic areas
- be able to read/listen, comprehend, and respond to authentic materials when the topic and language are reasonably familiar
- be able to express themselves clearly but at a basic level in oral presentations
- develop writing, reading, listening, and speaking skills in integration through accomplishing a wide range of project work built around the topic.
- develop a number of transferable skills.
- develop an ability to compare and contrast their native culture and the target culture
- develop awareness of how cultural contexts influence language use.
- develop tolerance and empathy towards otherness.

### **Indicative content:**

This course will complement the other skills courses, reinforcing the use of language for intercultural communication. Emphasis will be on developing students' fluency and confidence in language use. Intercultural awareness is considered as an integral part of language learning in this course.

### **Approaches to teaching and learning:**

- Task-based practical work
- Process-oriented learning
- Discussion
- Project work
- Self study
- Presentation
- Writing portfolio entries
- Conducting survey

- Role play
- Internet searches and other means of investigating topics
- Work on transferable skills, e.g.
  - problem solving (through a variety of tasks)
  - team work (through group work and pair-work)
  - research skills (through preparation of projects)
  - presentation skills (through practice in class)
  - critical thinking (through engaging with ideas in texts, internet etc.)
- development of intellectual awareness (through multiple perspectives on topics in Year 1 syllabus)
  - reasoning (through planning arguments and expressing opinions)
- Work on intercultural awareness skills, e.g.
  - observing, identifying and recognising
  - comparing and contrasting
  - negotiating meaning
  - dealing with or tolerating ambiguity
  - effectively interpreting messages
  - limiting the possibility of misinterpretation
  - defending one's own point of view while acknowledging the legitimacy of others
  - accepting difference

**Learning outcomes:**

By the end of Year 1 students should have

- developed an ability to use skills in conjunction with each other in ways that correspond to real-life situations
- improved fluency in expressing themselves in speech and writing through task-based sessions and project-based assignments
- developed a range of transferable skills
- developed a basic level of intercultural awareness

**Assessment profile**

Semester 1:

Continuous Assessment:

|                                                                                                                             |      |
|-----------------------------------------------------------------------------------------------------------------------------|------|
| Participation                                                                                                               | 10%  |
| Student participation is assessed based on teacher's observations.<br>(see introduction for the specified criteria)         |      |
| Project                                                                                                                     | 75%  |
| Four projects in semester 1 based on the indicative content. Students may select three projects out of four to be assessed. |      |
| Project 1                                                                                                                   | 25 % |
| Project 2                                                                                                                   | 25 % |

Project 3 25 %  
(see the specified criteria for assessment of project)

Final Assessment  
Reflective writing 15%  
Submitted by students at the end of a semester  
(see the specified criteria for reflective writing)

Semester 2

Continuous Assessment

Participation 10%  
Student participation is assessed based on teacher's observations.  
(see the specified criteria for participation)

Project 75%  
Five projects in semester 2 based on the indicative content. Students  
may select three projects out of five to be assessed.

Project 1 25 %  
Project 2 25 %  
Project 3 25 %  
(see the specified criteria for assessment of project work)

Final Assessment  
Reflective writing 15%  
Submitted by students at the end of a semester  
(see the specified criteria for reflective writing)

### **Materials and resources**

Fried-Booth D. L. (1986) *Project work*, Oxford, Oxford University Press  
Newspapers (e.g *Newsweek*, UzTEA Newsletter, etc) and magazines (e.g. *Uzbekistan Today*,  
*National Geographic*, *The Economist*, etc)

Web-sites

- [www.macmillanenglish.com/readers](http://www.macmillanenglish.com/readers)
- [www.bbc.co.uk/radio](http://www.bbc.co.uk/radio)
- [www.climatercrisis.net](http://www.climatercrisis.net)
- [www.friendsunited.co.uk](http://www.friendsunited.co.uk).
- [www.encyclopedia.com](http://www.encyclopedia.com)
- <http://wikipedia.org>
- <http://info.britannica.co.uk>
- <http://liveearth.org>
- <http://wonderclub.com>
- <http://www.teachingenglish.org.uk/think/methodology/intercultural2.shtm>

## ASSESSMENT SPECIFICATIONS:

### Integrated skills 1

#### 1. PROJECT WORK

Students will be involved in student-centred project work done in small groups. The project will be planned, discussed, and later evaluated.

The project work involves three stages:

Classroom planning (discussing the content and scope of the project).

Carrying out the project (conducting interviews, gathering materials, making recordings).

Reviewing and monitoring the work (discussions and feedback sessions, group analysis of the work, self-monitoring by the participants).

The percentage to be allocated to each criterion is determined by a teacher according to the content and scope of the project, and the specifications can be modified to cater for the project content, Ss' level, institutional requirements and others.

#### Sample of Project Work “Our Book of People”

The project “Our Book of People” requires the following procedures:

In groups of 3-4 select people who will be described in your book and make a list of things about them

Use books, newspaper/magazine articles, or the Internet to come up with a list of facts/illustrations about them.

Go through the list and choose the most interesting facts/illustrations in your groups.

Take the agreed facts/illustrations and write them in your book.

When books are ready, present them in the class

Your work will be assessed according to the following criteria:

*Process-oriented 10 %*

Contribution to the process (teamwork, research skills, etc)

Language used in the process (negotiation, interaction, interim products e.g. questionnaires) etc

*Product-oriented 15 %*

Task response (focused on topic, use of resources; relevant and well supported by evidence of research)

Language (in the outputs, e.g. presentation, brochures, posters etc)

Organisation and delivery (a logical organisational structure)

Design (creativity, layout, format, attractiveness)

#### 2. 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:

What have you learned from the projects? (language, transferable and intercultural awareness skills)

What problems have you faced during the work?

How have you contributed to the completion of the work?

How well have you worked as a team member?

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?

How have your attitudes and perceptions changed?

Assessment criteria:

Task fulfilment (appropriate writing style, keeping to word limit, degree of frankness)

Adequate support with examples

Quality of reflection (signs of critical thinking, intercultural competence and ability to self-evaluate)