



ЎҚИШ ВА ЁЗИШ АМАЛИЁТИ

3 курс

Ўқув-услубий мажмуа

ТОШКЕНТ - 2016

ЎҚУВ – УСЛУБИЙ МАЖМУА ТАРКИБИ

Фаннинг ишчи ўқув дастури

Таълим технологияси

Назорат учун саволлар (ОН ва ЯН)

Глоссарий

Адабиётлар рўйхати

Баҳолаш мезонлари

Муаллифлар ҳақида маълумот

Фаннинг ишчи ўқув дастури ўқув, ишчи ўқув режа ва ўқув дастурига мувофиқ ишлаб чиқилди.

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Фаннинг ишчи ўқув дастури “ЎҚИШ ВА ЁЗИШ АМАЛИЁТИ”
аспектининг “Инглиз тили лексикология” кафедрасининг 2016 йил 26
августдаги 1-сон йиғилишида муҳокамадан ўтган ва факультет кенгашида
муҳокама қилиш учун тавсия этилган.

Кафедра мудири: _____ Матякубов Ж.И.

Фаннинг ишчи ўқув дастури Инглиз тили 2-факультети кенгашида
муҳокама этилган ва фойдаланишга тавсия этилган. (2015 йил 28 августдаги 1-
сонли баённома)

Факультет кенгаши раиси: _____ Омонов П.Х.

Келишилди: Ўқув-услубий бошқарма бошлиғи

_____ **Яриев У. И.**

Кириш

Ўқиш ва ёзиш амалиёти курси 2 та модулдан иборат. Ушбу курсни ўқитиш давомида талабаларнинг ўрганилаётган чет тили бўйича ўқиш ва ёзиш малакаларини ошириш, уларнинг билим даражасини CEFR га кўра B2, C1 даражага етказиш назарда тутилади. Ушбу курс икки модулни ўз ичига олади ва 5-семестрда 76 аудитория ва 6-семестрда 38 аудитория соатини ташкил этади.

Курснинг мақсад ва вазифалари

Ушбу аспект доирасида ўқитиладиган модуллар талабаларнинг хорижий тил бўйича эгаллаган билим, кўникма, малакаларини касбий ва илмий фаолиятда эркин қўллай олишларини таъминлашга хизмат қилади. Модулларнинг асосий вазифаси умумэтироф этилган халқаро меъёрларга кўра талабаларнинг ўрганилаётган чет тилини C1 даражада эгаллашлари учун зарурий билимларни интеграллашган тарзда ўргатиш ва мулоқот малакаларини ривожлантиришдир.

Курс бўйича талабанинг малакасига қўйиладиган талаблар

“Ўқиш” модули бўйича талабанинг малакасига қўйиладиган талаблар:

- ўқиш, тушуниш ва муҳокама қилиш учун берилган катта ҳажмдаги матн билан ишлай олиши ва тегишли хулоса чиқара олиши;
- ўқиш жараёнида ёзма баёнот, ҳисобот, маърузаларда келтириб ўтилган фикр- мулоҳазаларга ҳамда ўз фикрларига таяниб таҳлил ва муҳокама қилиш;
- берилган махсус матнлардаги маълумотлар, ғоялар ва фикрларга таяниб мустақил тарзда илмий маъруза тайёрлай олиши;
- замонавий бадиий матнларни қийналмасдан ўқий олиши;
- берилган ҳикоя, повест ёки романнинг аниқ сюжетини ва улардаги абстракт маъноларни ва бир-бирига боғланган фикрларни тушуниши;
- бадиий адабиётда тасвирланган сиёсий, ижтимоий, маънавий, тарихий

жараёнларни тушуниб, таҳлил қилиши;

- айрим ўринларда луғатлар билан ишлаган ҳолда турли жанр ва соҳаларга оид мураккаб матнларни ўқиб, тушуниб, таҳлил ва муҳокама қила олиши лозим.

“Ёзиш” модули бўйича талабанинг малакасига қўйиладиган талаблар:

- 500-1500 сўздан иборат мураккаб матн ёзиб, унда фикрини аниқ ва мантиқий баён қила олиши;
- мақсадга кўра матн қатор турларини танлаши ва ёза олиши;
- иншо турларини, жумладан ҳал қилувчи жиҳатларни тасдиқловчи ва исботловчи далилларни ўз ичига олган баҳс -мунозарали ва ўз фикрини ифодаловчи иншолар ёзиш;
- ёзма нутқдаги турли услублардан маҳорат билан фойдаланиш;
- танқидий фикрларини чет тилида баён қилиш малакаларини ривожлантириш;
- ўз ёзма нутқини таҳрир қилиш ва текшириш орқали она тили интерференцияси муаммоларини анқилаш ва бартараф этиш;
- режалаштириш, баҳолаш, таҳрир қилиш ва қайта кўриб чиқиш малакасига эга бўлиши шарт.

Ўқув режадаги бошқа фанлар билан боғлиқлиги

Ўқиш ва ёзиш амалиёти курси мазкур таълим йўналишлари ўқув режасидаги бошқа ихтисослик фанлари билан ўзаро боғлиқ бўлиб, модуллар кетма-кетлиги ва мазмунига мос равишда 5-6 семестрлар давомида ўқитилади. Ушбу курс ўз ичига 5 модулни олади ҳамда “Чет тил амалий курси” ва “Асосий ўрганилаётган тил” фанлари таркибидаги “Чет тилларни ўқитишнинг интеграллашган курси”, “Хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш”, “Тил кўникмалари интеграцияси”, “Тил аспекти амалиёти” каби аспект ва модуллар билан узвий боғлиқ ҳолда ўқитилади.

Курсни ўқитишда замонавий ахборот ва педагогик технологиялар

Модуларни ўқитишда шахсга йўналтирилган таълим методи ва чет тилини ўқитишга коммуникатив ёндашувдан максимал даражада фойдаланиш талаб этилади. Машғулотларда дарслик ва ўқув қўлланмалардан ташқари аутентик материаллар: аудио, видео, газета ва журналлар, интернет манбаларидан, интерактив усулларни қўллаган ҳолда ақлий ҳужум, кейс-стади, лойиҳалар тайёрлаш, ролли ўйин, дебатлар, презентация методларидан кенг фойдаланилади.

Асосий қисм

Модулар мазмуни:

“Ўқиш” модули:

Матн турлари (имкон даражасида аутентик, оригинал матнлар)

- газета ва журналлардаги мақолалар (янгиликлар, маърузалар, катта ҳажмдаги мақолалар, халқаро илмий журналларда ўрганилаётган чет тилида чоп этилган мақолалар);
- таҳлил баён этилган қисқа маълумотлар;
- шеърлар
- асарлардан келтирилган парчалар;
- интернет матнлари (блоглар, вебсайтлар);
- қўлланмалар, инструкциялар (техник восита ва асбоблар учун);
- энциклопедик мақолалар;
- профессионал мавзулардаги мақолалар (чет тили ўқитиш, ўқитиш муаммолари, методлари, ўқитиш тизимидаги янгиликлар ёритиладиган журналларда берилган мақолалар);
- маърузаларда келтириб ўтилган ғояга нисбатан билдирилган фикрлар ва муҳокама қилинган ҳисоботлар

Ўқиш мақсадлари

- экстенсив ўқиш (бадий ўқиш)
- интенсив ўқиш (маълумот учун ўқиш, тушуниш учун ўқиш)
- тайёрланган дарс режаларининг муайян контекстга мувофиқлигини баҳолаш;
- маълум контекст учун дарс режасини тузиш

Ўқиш стратегиялари

- хулоса яшаш, “қаторлар ораси” маънони англаш
- тез ўқиш
- хулоса қилиш ва ёзма баён этиш

- муаллиф фикрини ёқлаш ёки инкор қилиш ва уни асослаш;
- таҳлил қилиш;
- синтез қилиш;
- ўқиш сифатини аниқлаш

Ўқитиш методикаси

- амалий вазифалар;
- долзарб мақолалар муҳокамаси;
- турли жанрдаги матнларни таҳлил қилиш;
- интернет матнлари билан ишлаш;
- ўқиш кўникмасини баҳоловчи тестлар;
- мустақил ўқиш

Ўқитиш ва ўқиш жараёнида учрайдиган муаммоларни фарқлаш ва уларни бартараф этиш

Талабалар ўрганилаётган чет тилида аутентик, оригинал матнлар билан кўпроқ ишлашлари лозим. Бироқ ўқиш вазифалари талабаларнинг тил билиш даражасига кўра мослаштирилиши мумкин. Ўқишга ёрдам бериш мақсадида матн бўйича қизиқарли, ҳаётий саволлар бериш, баъзида унда учрайдиган янги сўзлар маъносини ўргатиш, ўқиладиган матн мазмунига тааллуқли топшириқлар берилиши мақсадга мувофиқ.

Матнни ўқиш жараёнида бериладиган вазифа ва топшириқлар асосий ғояни топишга, маълум деталларни излашга ундайди. Масалан, матн бўйича саволларга жавоб бериш, берилган жадвални тўлдириш, берилган гапларнинг тўғри/нотўғри эканлигини баҳолаш, гапларни керакли сўзлар билан тўлдириш каби вазифалар шулар жумласидан.

Матн ўқилгандан кейин бериладиган вазифалар талабаларни матнни ҳар томонлама муҳокама қилишга ундаши керак. Бундан ташқари талабалар ўз фикр мулоҳазаларини, ҳис- туйғуларини бир-бирларига билдира олишлари ва кўпчилик олдида эркин ифодадай олишлари лозим.

Шунингдек, талабалар ўқиган бадиий асарларини биргаликда муҳокама қилишлари ва қайси бадиий асарларни ўқишни хоҳлашлари ва нима учун айнан шу асарни танлаганларини муҳокама қилишлари мумкин.

Бадий ўқиш талабаларнинг зарурий ўқиш кўникмаларини ривожлантириб, уларнинг самарали ўқиш стратегияларига эга бўлган китобхонга айланишларига имкон яратади.

“Ёзиш” модули

Фактларга асосланган ёзма нутқ:

- ҳисоботлар (учрашув ҳисоботлари, ташриф ҳисоботлари);
- тадқиқот ҳисоботлари;
- яхши ва ёмон томонларини баҳолаш ва таҳлилий ҳисобот

Иншолар:

- фикр билдирувчи иншо;
- “қарши ёки қарши эмаслик фикрини баён этувчи” иншо
- баҳс мунозарали иншо тури
- танқидий баёнлар 2-курсдагига қараганда батафсил ва кенг бўлиши лозим;
- воқеа-ҳодисалар шарҳи;
- мақола шарҳи

Хатлар ва расмий ҳужжатлар:

- расмий хатлар;
- ариза;
- илова хати;
- тавсиянома;
- тушунтириш хати ва б.

Ўқиш ва ўқитишга ёндашув

- топшириқларга асосланган амалий иш;
- турли матнлар таҳлили (газета, журнал мақолалари)
- матнларни ўрганилаётган чет тили ва она тилида параллел, қиёслаган ҳолда таҳлил қилиш;
- дарсдан ташқари ёзма вазифалар;

Ёзма нутқ жараёни:

- ёзма нутқ учун тайёргарлик машқлари;
- дастлабки (хомаки);
- ўзаро қайта кўриб чиқиш;
- ўз-ўзини баҳолаш

**“Ўқиш” модули бўйича амалий машғулотларнинг мавзулар ва соатлар
бўйича тақсимланиши:**

Week	Type of a lesson	Topic of a reading	Hours	Self study
1	2	3	4	5
1	practical	Introduction to the course. Types of a text. Different types of authentic material. authentic text from IELTS Cambridge 1-7	4	2
2	practical	Newspaper and magazine articles (news, report, feature articles)	4	2
3	practical	Newspaper and magazine articles (popular scientific articles from the authoritative magazine as Uzbekistan today, The New Scientist)	4	2
4	practical	Newspaper and magazine articles (popular international scientific articles from the authoritative magazine as The economist, The New Scientist, Forum)	4	2
5	practical	Short story passages and extracts	4	2
6	practical	Poems	2	2
7	practical	Extracts from plays and novels.	4	2
8	practical	Internet texts (blogs, forums)	4	2
9	practical	Internet texts (websites)	4	2
10	practical	Instruction manuals(e.g. for equipment)	4	2
11	practical	Encyclopedia entries	4	2
12	practical	Articles on professional topics (from UzTEA Newsletter, Modern English	4	2

		teacher)		
13	practical	Reports, analysis, argumets and comments where opinions, view points are presented and revealed	4	2
14	practical	Proper revision of the comprehended material. Comprehension check.	4	2
15	practical	Comprehension cheking questions and tests	4	2

Т/р	Машғулот тури	Мавзулар номи	Ажратилган соат	Мустақил таълим
1	2	3	4	5
1	амалий	Матн турлари (имкон даражасида аутентик, оригинал матнлар)	4	2
2	амалий	Газета ва журналлардаги мақолалар (янгиликлар, маърузалар,)	4	2
3	амалий	Газета ва журналлардаги мақолалар (катта ҳажмдаги мақолалар);	4	2
4	амалий	Газета ва журналлардаги мақолалар (халқаро илмий журналларда чоп этилган мақолалар);	4	2
5	амалий	Таҳлил баён этилган қисқа маълумотлар;	4	2
6	амалий	Шеърлар	2	2
7	амалий	Асарлардан келтирилган парчалар	4	2
8	амалий	Интернет матнлари (блоглар);	4	2
9	амалий	Интернет матнлари (вебсайтлар);	4	2
10	амалий	Қўлланмалар, инструкциялар (техник восита ва асбоблар учун)	4	2
11	амалий	Энциклопедик мақолалар	4	2

12	амалий	Професионал мавзулардаги мақолалар (чет тили ўқитиш, ўқитиш муаммолари, методлари, ўқитиш тизимидаги янгиликлар ёритилган журналларда берилган мақолалар);	4	2
13	амалий	Маърузаларда илгари сурилган ғояга нисбатан билдирилган фикрлар ва муҳокама қилинган ҳисоботлар	4	2
14	амалий	Мавзулар юзасидан такрорлаш	4	2
15	амалий	Ўқиш кўникмасини баҳоловчи тестлар	4	2

“Ёзиш” модули бўйича амалий машғулотларнинг мавзулар ва соатлар бўйича тақсимланиши:

Т/р	Машғулот тур	Мавзулар номи	Ажратилган соат	Мустақил таълим
1	2	3	4	5
1	амалий	Расмий хатлар	2	1
2	амалий	Ариза	2	1
3	амалий	Илова хати	2	1
4	амалий	Тавсиянома	2	1
5	амалий	Иншолар: фикр билдирувчи иншо	2	1
6	амалий	Фикр билдирувчи иншо;	2	1
7	амалий	Қарши ёки қарши эмаслик фикрини баён этувчи иншо	4	2
8	амалий	Баҳс мунозарали иншо тури	4	2
9	амалий	Ҳисоботлар (учрашув ҳисоботлари, ташриф ҳисоботлари)	2	1
10	амалий	Тадқиқот ҳисоботлари	4	2
11	амалий	Ижобий ва салбий жиҳатларни баҳолаш ва таҳлилий ҳисобот	4	2
12	амалий	Воқеа-ҳодисалар шарҳи	2	1

13	амалий	Мақола шарҳи	2	1
14	амалий	Ҳисоботлар (барча иш турлари бўйича)	4	2

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Мустақил иш мавзулари фан ўқитувчиси ва талабалар томонидан ишлаб чиқилади. Мавзулар талабани мустақил билим олишга онгли равишда йўналтириши лозим. Кафедра мутахассислари томонидан ҳар бир мавзу бўйича талабанинг мустақил ўқиб ўрганишига доир вазифа ва топшириқлар ишлаб чиқилади ва уларни бажариш учун аниқ кўрсатмалар мисоллар ёрдамида берилади. Тилни ўрганиш жараёнида талаба интерфаол усуллар воситасида мустақил таълим олишга рағбатлантирилади ва мустақил фикрлаш талаб қилинади. Бунда ўқитувчи билим берувчи ва баҳоловчи сифатида эмас, балки фасилитатор (инглизча facilitate сўзидан олинган бўлиб, бирор бир жараённинг боришига яхши таъсир этувчи ва унга мос шарт-шароитлар яратиб берувчи) сифатида намоён бўлади. Талабадан фан бўйича мустақил ўрганган билимларини аудиторияда турли хил интерактив услублар орқали намоёиш қила олиши ва бошқаларга ўргата олиши талаб этилади.

Дастурнинг информацион-методик таъминоти

Амалий машғулотларда аклий ҳужум, кластер, блиц-сўров, кичик гуруҳларда ишлаш, инсерт, презентация, кейс стади каби усуллардан кенг фойдаланилади. Жумладан,

- амалий вазифалар;
- маданиятлараро мулоқотда юзага келадиган муаммо ёки можарони баргараф этиш;
- муҳокама;
- кейс стади;
- ролли ўйинлар;
- кузатувлар/ маълумотлар йиғиш бўйича топшириқлар;

- талабаларни мустақил ўрганишга даъват этувчи вазифаларга алоҳида эътибор қаратилади.

“Ўқиш ва ёзиш” аспекти бўйича талабалар билимини рейтинг тизими асосида баҳолаш мезони

Ўқиш ва ёзиш аспекти бўйича талабалар билими рейтинг тизими асосида баҳоланади. Қуйида модуллар бўйича ўзлаштирилган билимларни баҳолаш турлари ва шакллари келтирилган. Улар ўқув материаллари тўлиқ ва самарали ўзлаштирилганлигини назорат қилишда ягоналик ва тизимлиликни таъминлайди.

5 – семестр

Жорий баҳолаш	40%
- тақдимот ва келгусида ўқиш малакасини ривожлантириши бўйича ишлаб чиқилган режа;	10%
- расмий хатлар	10%
- кўникмаларининг ривожланганлигини назорат қилиш бўйича тест	10%
- проект ишлари ёки ижтимоий муаммоларга асосланган тадқиқот	10%
Оралиқ баҳолаш	30%
- тақриз (бадий асар (роман)нинг ижтимоий, маданий ва тарихий негизини таҳлил қилиш ва ёритиб бериш);	15%
- фикр билдирувчи иншо	15%
Якуний баҳолаш	30%

<ul style="list-style-type: none"> - якуний баҳолаш – янги матнларга асосланган ўқиш кўникмаларининг ривожланганлигини назорат қилиш бўйича тест - қарши ёки қарши эмаслик фикрини баён этувчи иншо 	
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6 – семестр

<p>Жорий баҳолаш</p> <p>баҳс- мунозарали эссе (иншо)нинг кенгайтирилган якуний варианты</p> <p>воқеа-ҳодисалар шарҳи</p> <p>газета мақоласини танқидий таҳлил қилиш</p>	<p>40%</p> <p>20%</p> <p>10%</p> <p>10%</p>
<p>Оралиқ баҳолаш</p> <p>маълумотларга асосланган танқидий баён</p> <p>ҳисоботлар (учрашув ҳисоботлари, ташриф ҳисоботлари);</p>	<p>30%</p> <p>15%</p> <p>15%</p>
<p>Якуний баҳолаш</p> <p>ўзаро тақриз ёзиш, фикрини эркин баён қилиш</p>	<p>30%</p>

Тавсия этилган адабиётлар рўйхати

Асосий адабиётлар

1. Blass, L., & Pike-Baky, M. (1996). *A Content-Based Writing Book*. McGraw-Hill. Third Edition.
2. Coe, N., Rycroft, R., & Ernest, P. (1983). *Writing Skills: A problem-solving approach*. Cambridge University Press. Cambridge
3. Evans, V. (1998). *Successful Writing*. Upper Intermediate. Express Publishing
4. Jordan, R. R. (2003). *Academic Writing Course: Study Skills in English*. Pearson Education Limited. Third Edition.
5. Pete Sharma. (2007). Reading the news. International Herald Tribune. The world daily newspaper.
6. Stephens, M. (2012). *Skills for success: Reading and Writing*. The on-line practice. Oxford.
7. Sam McCarter. (2010). *Improve your reading skills*. Cambridge.

Қўшимча адабиётлар

1. O'Donnell, T.D., & Paiva, J. L. (1993). *Independent Writing*. Heinle & Heinle Publishers. Boston, Massachusetts.
2. Reid, J.M. (1993). *Teaching ESL Writing*. New Jersey: Prentice Hall Regents.
3. Stephens, M. (1996). *Practise Writing*. Longman, China.
4. Weigle, S. C. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

Интернет сайтлари

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.tesol.org
4. www.tefl.com
5. www.teachertrainingvideos.com
6. www.learnenglish.org.uk
7. www.macmillanenglish.com/readers

Изоҳ: Модуллари ўқитишда ҳар бир тил хусусияти ва ахборот олиш имкониятларидан келиб чиқиб, асосий ва қўшимча ўқув адабиётлар рўйхатига ўзгартиришлар киритилиши мумкин. Ўқитиш жараёнида ўқитувчи ягона дарсликка таяниб қолмасдан интернет метариаллари – электрон таълим ресурслари базасидан фойдаланиб модулар бўйича ўқув материалларини янгилаб бориши кўзда тутилади.

“Ўқиш” модули бўйича амалий машғулотларнинг мавзулар ва соатлар бўйича

тақсимланиши:

Т/р	Машғулот тури	Мавзулар номи	Ажратилган соат	Мустақил таълим
1	2	3	4	5
1	Амалий	Матн турлари (имкон даражасида аутентик, оригинал матнлар)	2	1
2	Амалий	Газета ва журналлардаги мақолалар (янгиликлар, маърузалар)	2	1
3	Амалий	Газета ва журналлардаги мақолалар (катта ҳажмдаги мақолалар);	2	1
4	Амалий	Газета ва журналлардаги мақолалар (ҳалқаро илмий журналларда чоп этилган мақолалар);	2	1
5	Амалий	Таҳлил баён этилган қисқа маълумотлар;	2	1
6	Амалий	Шеърлар	2	1
7	Амалий	Асарлардан келтирилган парчалар	4	2
8	Амалий	Интернет матнлари (блоглар);	2	1
9	Амалий	Интернет матнлари (вебсайтлар);	2	1
10	Амалий	Қўлланмалар, инструкциялар (техник восита ва асбоблар учун)	2	1
11	Амалий	Энциклопедик мақолалар	4	2
12	Амалий	Професионал мавзулардаги мақолалар (чет тили ўқитиш, ўқитиш муаммолари, методлари, ўқитиш тизимидаги янгиликлар ёритиладиган журналларда берилган мақолалар);	4	2
13	Амалий	Маърузаларда илгари сурилган ғояга нисбатан билдирилган фикрлар ва муҳокама қилинган ҳисоботлар	4	2
14	Амалий	Мавзулар юзасидан такрорлаш	2	1
15	Амалий	Ўқиш кўникмасини баҳоловчи тестлар	2	1

“Инглиз тили лексикология” кафедраси _____нинг “Ўқиш”
фанидан 2016-2017 ўқув йили 5-семестр учун тузилган ишчи фан дастури
бажарилишининг

КАЛЕНДАРЬ РЕЖАСИ

Факультет: “Инглиз тили иккинчи”

Йўналиш, гуруҳ: Хорижий тил ва адабиёти, Филология ва тилларни ўқитиш

Курси: 3-курс _____ гуруҳлар

Фаннинг номи: Ўқиш

Машғулоти тури: Амалий

Амалиёт ўқитувчиси: _____

№	Мавзулар	Режалаштирилган вақти	Машғулоти тури	Ажратилган соат	Бажарилганлиги ҳақида маълумот		Ўқитувчи имзоси
					Ой ва кун	Соат	
1.	Introduction to the course. Types of a text.	4.09.2016 10.09.2016	Амалий	2			
2.	Different types of authentic material. Authentic text from IELTS Cambridge 1-7	13.09.2016 17.09.2016	Амалий	2			
3.	Newspaper and magazine articles (news, report, feature articles)	19.09.2016 24.09.2016	Амалий	2			
4.	Newspaper and magazine articles. A hunger for English lessons. (Reading the news. Pete Sharma. The world's daily newspaper)	26.09.2016 01.10.2016	Амалий	2			
5.	Global warming: adapting to a new reality-scientific article. The world's daily newspaper publishing. Reading the news. Pp 100-104	03.10.2016 08.10.2016	Амалий	2			
6.	Newspaper and magazine articles (popular scientific articles from the authoritative magazine as Uzbekistan today, The world's daily newspaper The New Scientist)	10.10.2016 15.10.2016	Амалий	2			
7.	Managing globalization: if it's here to stay, what do we do now. The world's daily newspaper. Pp32-36	17.10.2016 22.10.2016	Амалий	2			

8.	A British invasion for the digital age. The world's daily newspaper. Pp32-36	24.10.2016 29.10.2016	Амалий	2			
9.	Short story passages and extracts	31.10.2016 05.11.2016	Амалий	2			
10.	Description of a character and resolution within a story	07.11.2016 12.11.2016	Амалий	2			
11.	Poems. Rhyme, rhythm, figurative language, shape and mood.	14.11.2016 19.11.2016	Амалий	2			
12.	Extracts from plays and novels	21.11.2016 26.11.2016	Амалий	2			
13.	Developing characters, conflicts and resolution	28.11.2016 03.12.2016	Амалий	2			
14.	Internet texts (blogs, forums)	05.12.2016 10.12.2016	Амалий	2			
15.	Internet texts (blogs, forums). Heading, organization and layout	12.12.2016 17.12.2016	Амалий	2			
16.	Internet texts (websites)	19.12.2016 24.12.2016	Амалий	2			
17.	Scientific and educational Websites. Summary, analysis and assessment.	09.01.2017 14.01.2017	Амалий	2			
18.	Instruction manuals (e.g. for equipment)	16.01.2017 21.01.2017	Амалий	2			
19.	Specificity of language. Methods of its presentation. Revision of the materials.	23.01.2017 28.01.2017	Амалий	2			
ЖАМИ:				38			

“ТАСДИҚЛАЙМАН”
кафедра мудири ф.ф.н., доц.
_____ Ж.Матякубов
29.08.2016 йил

“Инглиз тили лексикология” кафедраси _____нинг “Ўқиш”
фанидан 2016-2017 ўқув йили 6-семестр учун тузилган ишчи фан дастури
бажарилишининг

КАЛЕНДАРЬ РЕЖАСИ

Факультет: “Инглиз тили иккинчи”

Йўналиш, гуруҳ: Филология ва тилларни ўқитиш

Курси: 3-курс _____ гуруҳлар

Фаннинг номи: Ўқиш

Машғулот тури: Амалий

Амалиёт ўқитувчиси: _____

Week	Type of a lesson	Topic of a reading	Hours	Self study
1	2	3	4	5
1	practical	Types and structure of professional topics. Ways of their analysis in the context.	2	2
2	practical	Articles on professional topics (from UzTEA Newsletter, Modern English teacher)	2	2
3	practical	Types and structure of Reports. Different sources and methods for their investigation.	2	2
4	practical	Reports, analysis, arguments and comments where opinions, view points are presented and revealed	2	2
5	practical	Investigations, ways of analysis and consolidation of the various types of texts.	2	2
6	practical	Proper revision of the comprehended material.	2	2
7	practical	Demonstration of different sorts of activities, for checking comprehension on reading	2	2
8	practical	Comprehension checking questions and tests	2	2
9	practical	MIDTERM I	2	2
10	practical	Criteria and methods of assessment of the reading materials and various types of the text.	2	2
11	Practical	Criteria for determining the task on reading. Differentiating “True-False-Not Given Questions” from “Yes-No-Not Given Questions”.	2	2
12	Practical	Using the topic sentence to make predictions.	2	2
13	Practical	Looking for specific details in the passage.	2	2
14	Practical	Facilitate students’ recognition of types is	2	2

		skimming		
15	Practical	Facilitate students' recognition of types is scanning	2	2
16	Practical	Enhance tasks' completion	2	2
17	Practical	MIDTERM II	2	2
18	Practical	Consolidation of the previous materials and ways of their assessment.	2	2
19	practical	FINAL	2	2

T/p	Машгулот тур	Мавзулар номи	Ажратилган соат	Мустақил таълим
1	2	3	4	5
1	амалий	Расмий хатлар	2	1
2	амалий	Ариза	2	1
3	амалий	Илова хати	2	1
4	амалий	Тавсиянома	2	1
5	амалий	Иншолар: фикр билдирувчи иншо	2	1
6	амалий	Фикр билдирувчи иншо;	2	1
7	амалий	Қарши ёки қарши эмаслик фикрини баён этувчи иншо	4	2
8	амалий	Баҳс мунозарали иншо тури	4	2

9	амалий	Ҳисоботлар (учрашув ҳисоботлари, ташриф ҳисоботлари)	2	1
10	амалий	Тадқиқот ҳисоботлари	4	2
11	амалий	Ижобий ва салбий жиҳатларни баҳолаш ва таҳлилий ҳисобот	4	2
12	амалий	Воқеа-ҳодисалар шарҳи	2	1
13	амалий	Мақола шарҳи	2	1
14	амалий	Ҳисоботлар (барча иш турлари бўйича)	4	2

“Ўқиш” модули бўйича амалий машғулотларнинг мавзулар ва соатлар бўйича тақсимланиши:

“ТАСДИҚЛАЙМАН”
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29.08.2016 йил

“Инглиз тили лексикология” кафедраси _____нинг “Ёзиш” фанидан 2016-2017 ўқув йили 5-семестр учун тузилган ишчи фан дастури бажарилишининг

КАЛЕНДАРЬ РЕЖАСИ

Факультет: “Инглиз тили иккинчи”

Йўналиш, гуруҳ: Хорижий тил ва адабиёти, Филология ва тилларни ўқитиш

Курси: 3-курс _____гуруҳлар

Фаннинг номи: Ёзиш

Машғулот тури: Амалий

Амалиёт ўқитувчиси: _____

№	Мавзулар	Режалаштирилган вақти	Машғулот тури	Ажратилган соат	Бажарилган лиги ҳақида маълумот		Ўқитувчи имзоси
					Ой ва кун	Соат	
1.	Types of Letters. Style of Letters	4.09.2016 10.09.2016	Амалий	2			
2.	Letter of request	13.09.2016	Амалий	2			

		17.09.2016					
3.	Letters of application, Giving an opinion	19.09.2016 24.09.2016	Амалий	2			
4.	Types of letters, Covering Letter	26.09.2016 01.10.2016	Амалий	2			
5.	Letters giving Advice, Making Suggestions, letters to Authorities	03.10.2016 08.10.2016	Амалий	2			
6.	Letter of Apology	10.10.2016 15.10.2016	Амалий	2			
7.	Letters of Complaint	17.10.2016 22.10.2016	Амалий	2			
8.	Types of letter, Recommendation letter	24.10.2016 29.10.2016	Амалий	2			
9.	Types of Essay. Discursive essay	31.10.2016 05.11.2016	Амалий	2			
10.	Argumentative essays.	07.11.2016 12.11.2016	Амалий	2			
11.	Expressing opinions essay	14.11.2016 19.11.2016	Амалий	2			
12.	Providing solutions essay	21.11.2016 26.11.2016	Амалий	2			
13.	For and against essay	28.11.2016 03.12.2016	Амалий	2			
14.	Advantages and disadvantages essay.	05.12.2016 10.12.2016	Амалий	2			
15.	For and Against essay	12.12.2016 17.12.2016	Амалий	2			
16.	Controversial essay	19.12.2016 24.12.2016	Амалий	2			
17.	Reports. Assessment report	09.01.2017 14.01.2017	Амалий	2			
18.	Informative Report	16.01.2017 21.01.2017	Амалий	2			
19.	Survey Report	23.01.2017 28.01.2017	Амалий	2			
ЖАМИ:				38			

“ТАСДИҚЛАЙМАН”
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2016-2017 ўқув йили 6-семестр учун тузилган ишчи фан дастури бажарилишининг

КАЛЕНДАРЬ РЕЖАСИ

Факультет: “Инглиз тили иккинчи”

Йўналиш, гуруҳ: Хорижий тил ва адабиёти, Филология ва тилларни ўқитиш

Курси: 3-курс _____ гуруҳлар

Фаннинг номи: Ёзиш

Машғулот тури: Амалий

Амалиёт ўқитувчиси: _____

№	Мавзулар	Режалаштирилган вақти	Машғулот тури	Ажратилган соат	Бажарилган лиги ҳақида маълумот		Ўқитувчи имзоси
					Ой ва кун	Соат	
1.	Describing graphs	06.02.2017 11.02.2017	Амалий	2			
2.	Describing charts	13.02.2017 18.02.2017	Амалий	2			
3.	Essay: argumentative essay (brainstorming, gathering ideas)	20.02.2017 25.02.2017	Амалий	2			
4.	Essay: argumentative essay (working on draft)	27.02.2017 4.03.2017	Амалий	2			
5.	Essay: argumentative essay (feedback session on content)	06.03.2017 11.03.2017	Амалий	2			
6.	Essay: argumentative essay (feedback session on language)	13.03.2017 18.03.2017	Амалий	2			
7.	Writing an article (brainstorming, gathering ideas)	20.03.2017 25.03.2017	Амалий	2			
8.	Writing an article (working on draft)	27.03.2017 01.04.2017	Амалий	2			
9.	Writing an article (feedback session on content)	03.04.2017 08.04.2017	Амалий	2			
10.	Writing an article (feedback session on language)	10.04.2017 15.04.2017	Амалий	2			
11.	Factual writing: survey reports	17.04.2017 22.04.2017	Амалий	2			
12.	Factual writing: assessment reports	24.04.2017 29.04.2017	Амалий	2			
13.	Factual writing: memos	01.05.2017 06.05.2017	Амалий	2			
14.	Factual writing: proposal report	08.05.2017 13.05.2017	Амалий	2			
15.	Survey report on writing tasks	15.05.2017 20.05.2017	Амалий	2			
16.	Reflection on developing writing skills	22.05.2017 27.05.2017	Амалий	2			
17.	Final writing reflection	29.05.2017 03.06.2017	Амалий	2			
18.	Revision all materials	05.06.2017	Амалий	2			

		10.06.2017					
19.	Final test	12.06.2017 17.06.2017	Амалий	2			
ЖАМИ:				38			

LESSON #1

Reading

Theme #1.	Introduction to the course. Types of a text.
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Length: One hour and twenty minutes	Number of Students: 12
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Lesson Outline
1. Warm-up
2. Activity 1. Punch lines
3. Activity 2. Write around the world
4. Activity 3. Case study

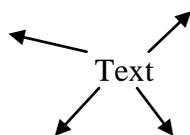
The aim: At the end of the lesson the learners will be familiar with reading types effectively.
--

Objectives:
<ul style="list-style-type: none">• to lead-in to the topic and to raise students' interest to it• to develop students guessing intelligently strategies• to check students' reading comprehension skills• to allow students to express their points of views concerning to the topic.• to let students to justify their points of views

Activity Type:	Individual, small group, whole class (teacher-students)
----------------	---

I. Lead-in (10 min)

- Write a word "Text" in the middle of the board.
- Ask students to come one by one and complete the cluster with their opinions about the Text (answers may vary)



A piece of information

- Ask Ss to explain their ideas.
- Make a conclusive idea to the cluster.
 - ~ A text can come in any form and be any kind of writing. Letters, adverts, user-guides, emails, postcards, notes and magazine articles are all different types of text.
 - ~When reading something, it helps to know what type of text it is. It also helps to know why it has been written. For example:
 - > An advert is written to persuade you to buy something.

- > A user-guide is instructive and is written to tell you how to use something (such as a video recorder or washing-machine).
- > A formal (business) letter might be written to inform you about school dates.
- > A personal letter might be written by a friend, describing a holiday.

II. Pre-reading Part.

Objective: to develop Ss awareness on understanding different types of text

Time: **15 min**

Materials: Handouts, papers, markers

Activity 1.

- Divide the group into 4 teams.
- Tell them that they are going to guess the type of the text from Handouts
- Distribute handouts 1-4
- Give ten minutes for discussion
- Listen all ideas
- Ask the key words of making them think so

III. While-reading part.

Objective: to help Ss to master a new topic

Time: **30 min**

Materials: PPT presentation

Procedure:

- Brainstorm the previous activity's aim
- Put PPT presentation and start discuss the ideas in it.

IV. Post-reading part.

Objective: to develop Ss knowledge on acquired topic

Time: **10 min**

Materials: Handout 2

- Divide the group into 3
- Ask them to match the table with correct ideas (Sample for the teacher, cut it beforehand.)

Handout 2.

Descriptive texts	Informative texts	Persuasive texts	Instructive texts
<u>usually</u>	<u>usually</u>	<u>usually</u>	<u>usually</u>
Make use of	Avoid repetition	Use imperatives	

adjectives		(verbs at the beginning of the sentence)	Repeated words
Use comparisons to help picture the scene(something is like something else)	Contain facts	Use “must” and “must not”	Texts in capitals
Employ the reader’s five senses (how something feels, smells, looks, sounds and tastes)	Give information in a clear way, introducing a new topic then developing it	Use diagrams or pictures to help understanding	Exclamation marks
		Use numbered or bullet points	Rhetorical questions (question where no answer is needed)
			An emotional, one-sided argument
			Humour

Conclusion: (10 min) Make conclusion of ideas, express the misunderstood parts of the lesson.

Home task(5 min) to create samples for different types of the text.

Handouts

Handout 1

Card 1.

**We're having a brilliant time in Scotland.
You get such a feeling of space. The hills
seem to go on forever. The only trouble is
the weather. It hasn't stopped raining since
we arrived!**

Card 2.

You should not park where you see these signs and markings: 'No Parking', Clearway', double yellow lines beside the kerb, double white lines in the middle of the road.

Card 3.

Visit Rome, capital of Italy and ancient capital of the Roman Empire, which is blessed with splendid ruins, delightful markets and intriguing narrow streets that beckon the adventurous explorer .

Card 4.

This car has an aluminum body to resist rust and bumper shields that can absorb an impact of up to 7 mph without distortion.



ALLDAY.RU

Handout 2.

Descriptive texts <u>Usually</u>	Informative texts <u>usually</u>	Persuasive texts <u>Usually</u>	Instructive texts <u>usually</u>
Make use of adjectives	Avoid repetition	Use imperatives (verbs at the beginning of the sentence)	Repeated words
Use comparisons to help picture the scene(something is like something else)	Contain facts	Use “must” and “must not”	Texts in capitals
Employ the reader’s five senses (how something feels, smells, looks, sounds and tastes)	Give information in a clear way, introducing a new topic then developing it	Use diagrams or pictures to help understanding	Exclamation marks
		Use numbered or bullet points	Rhetorical questions (question where no answer is needed)
			An emotional, one-sided argument
			Humour

Literature

1. Longman Reading Games. Jill and Charles Hadfields.
2. Cambridge copy collection. Reading extra A resource book of multi-level skills activities.
3. acmillan Publishers Ltd 2006 Taken from the Skills section in www.onestopenglish.com Zenta Claus picture used with kind permission from BNDjapan.org

Suggested web sites:

http://en.wikipedia.org/wiki/Astrological_sign

http://en.wikipedia.org/wiki/Chinese_astrology

www.onestopenglish.com

Glossary

SALUTATION – the part of the letter where the writer greets the reader

ENDING – the closing part of the letter

INFORMAL LETTER – personal letter to friends, relatives

LESSON #2

Writing

Theme #1.	Introduction to the Course. Formal letter.
-----------	---

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none">1. Warm-up2. Activity 1. My ideas about writing3. Activity 2. What do you think about your writing?4. Activity 3. Golden Rules5. Activity 4. Case study	
The aim: To introduce the students with writing skills.	
Objectives: <ul style="list-style-type: none">• to help students explore the term <i>Writing Skills</i>• to give students an opportunity to share with their course expectations• to introduce students to assessment specifications for the whole academic year	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

Objectives:

- to lead in the topic
- to introduce to some of the possible text types students might meet during the course

Procedure:

- ☺ (5 min) Draw a pen/pencil and paper on the board. Ask students how they are related to each other. Let them guess the name of the course.
- Discuss the following questions with your students:
 1. What is writing?
 2. Did you have Writing classes at school/ lyceum/ college?
 3. What will you be required to write during the course? (What text types?)
- ☺ (5 min) Introduce the topic to students. Say that this lesson they are going to discuss students' ideas, expectations, and the syllabus for Writing Skills. Say that this subject is one of the most important subjects to achieve success in learning the language.

Activity 1 Semco

Objectives:

- to let students share their ideas about writing
- to discuss students' expectations from the course

Time: 20 minutes

Materials: Handout 1

Procedure:

- ☹ (5 min) Distribute students **Handout # 1**. Explain them to read the cards and fill in with answers that are right for them.
- ☹ ☹ (5 min) Tell them to compare their answers with their partners.
- ☹ (10 min) Discuss students' answers and ask them to give reasoning if necessary.

Activity 2 (What do you think about your writing?)

Objective: to make students think of statements that explore concepts of 'cohesion' and 'coherence'

Time: 20 minutes

Material: Handout 2

Procedure:

- ☹ (5 min) Distribute the students **Handout # 2**. Tell them to read the instructions carefully and answer them individually first.
- ☹ ☹ ☹ (5 min) Ask them to discuss their answers within small groups
- ☹ (10 min) Discuss the statements with the whole group.

Activity 3 (Golden Rules)

Objectives:

- to make students think of possible problems that they might face with in this course
- to make students create their golden rules to overcome difficulties

Time: 20 minutes

Materials: posters, markers for each group

Procedure:

- ☹ ☹ ☹ (10 min) Divide the students into 3-4 groups. Give each group poster and markers. Ask them to discuss possible problems that students might meet in writing and then to find out solutions to them. Explain them to create **Golden Rules** and be ready to present.
- ☹ (10 min) Give a chance to each group to make a short presentation. Pick up the best ideas (reform if necessary) and write on the board. Ask students to copy these rules into their notebooks.

Activity 4 Case Study

Read the following case and write a letter to Said recommending what he can do to improve the situation.

Suggest specific actions he can take.

Said: This year my dream has come true - I became a student! My parents were so happy that I would learn foreign languages. I was studying happily. I made so many good friends in the University. But I started having problems... Now at the end of 1st year of my study I am standing in the Dean's office because of my poor results in final-course assessment. I am in trouble! I started thinking why it happened.

I should admit that it is difficult for me to get up early in the morning. I usually go to bed late at 1 or 2 am as I sit in the chat or meet my friends somewhere in a cafe or go to a bowling club. So from time to time I miss the classes, especially the first class in the mornings. Sometimes I forget to take my notebook as I don't want to carry it with me the whole day. So because I don't take notes during the classes I often forget what I had to do as homework and when I have to submit it. It results in missing the deadlines. Sometimes I do the homework myself usually during the breaks between the classes. Sometimes my friends give me their own work to copy out. I never stay after the classes and laugh at people who go to libraries.

I also have another problem - poor memory!

SOS! Help me! What can I do?

Handout 1

<p>Three things I know about writing</p> <ol style="list-style-type: none">1.2.3. <p>Three things I want to learn in writing</p> <ol style="list-style-type: none">1.2.3. <p>In future, I will.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Three things I know about writing</p> <ol style="list-style-type: none">1.2.3. <p>Three things I want to learn in writing</p> <ol style="list-style-type: none">1.2.3. <p>In future, I will</p> <p>.....</p> <p>.....</p> <p>.....</p>
--	---

<p>Three things I know about writing</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>Three things I want to learn in writing</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>In future, I will</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Three things I know about writing</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>Three things I want to learn in writing</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>In future, I will</p> <p>.....</p> <p>.....</p> <p>.....</p>
---	---

Handout 2

What do you think about your writing?

Tick any statements below which are true for you. Then join in a group discussion.

1. I think writing in English is more difficult than speaking.
2. I think I don't really have problems in writing English.
3. I don't write very much in my first language?
4. Writing is important to me because:
 - I may have to write English in a job.
 - I have to pass examinations in English.
 - I want to write letters to English friends.
 -
 -
 -
5. I expect to do a lot of writing in class.
6. I expect to do a lot of writing by myself at home.
7. I would like the teacher to look at my work and help me while I am writing in class.
8. I would like the teacher to talk to me about my writing sometimes.
9. I usually check through my writing before I hand it in.
10. I expect the teacher to mark *all* the mistakes in my work.
11. I expect the teacher to mark the most important mistakes in my work.

12. I want my teacher to write comments about what is good or not good in my writing.
13. I make a careful note of the teacher's corrections when I get work back.
14. I usually read the comments and look at the grade but I don't study the corrections in detail.
15. I would like to other students' writing sometimes.

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
2. Driscoll, L. (2004), Reading Extra A resource book of multi-level skills activities. CUP.
3. Fry, E. B. (2000), Skimming and scanning Pre-intermediate. Jamestown Publishers.
4. Scarry, S., & Scarry, J*. (2008).The Writer's Workplace with Readings: Building College Writing Skills. Thomson Learning. Sixth Edition.
6. Harmer, J. (2004). Just (Reading and Writing. Marshal Cavendish.
7. Littlejohn, A. (2000). Writing 1&2. Cambridge: CUP
8. Mc Arthur, T. (1994). The Written Word Book. Oxford: OUP
9. Stephens, M. (1996). Practise Writing. Longman
10. Peterson, J., & Hagen, S. A. (1999). Better Writing through Editing. McGraw-Hill College (Student and Teacher's Edition)
11. Greenall, S. & D. Pye (2007), Reading 1, Cambridge Skills for Fluency. Cambridge: CUP.
12. Newspapers and magazines (e.g. English Teaching professional, Modern English
13. Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic etc)

Suggested web sites:

www.teachingenglish.org.uk

www.online-literature.com

www.literature.org/

www.pearsonlongman.com/ae/

www.developreading.com

Glossary

TO ACHIEVE – to succeed in something, now especially in academic performance.

SPECIFICATIONS – an explicit set of requirements to be satisfied by a material, product or service

TO SHUT ONESELF AWAY FROM - to put someone in a place where they are kept away from other people.

TO SPRING INTO ACTION - to act, to move.

LESSON #3

Reading

Theme #2.	Newspaper and magazines articles
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none">1. Warm-up2. Activity 1. Prediction3. Activity 2. Role-play4. Activity 3. Reading comprehension5. Activity 4. Fill in gaps6. Activity 5. Case study	
The aim: <p>To introduce students with the types of texts and show their significance on the example of Newspaper and magazines articles</p> <p>At the end of the lesson the learners will be familiar with and be able to use the language of making predictions and giving advice effectively.</p>	
Objectives: <ul style="list-style-type: none">• to lead-in to the topic and to raise students' interest to it• to develop students guessing intelligently strategies• to check students' reading comprehension skills• to allow students to express their points of views concerning to the topic.• to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

I. Warm up (10 min)

Materials: PPT presentation

Time: 10 min

Put the photo of "Orange Marilyn" by Warhol and ask students to estimate the price of the Andy Warhol painting Marilyn.



How much would YOU pay for this? And why?

(Collect all ideas and let them to explain)
Inform them the original price of the photo

In 2007 an Andy Warhol Orange Marilyn was sold for just over US \$ 16 Million.
Compare their answers. Let them discuss today's topic.

II. Pre-reading

Materials: Slides

Time: 15 min

Attract Ss attention on the next slides. Let them discuss the quotes

~ **Abstract art is a product of the untalented, sold by the unprincipled to the utterly bewildered.**

Al Capp *US cartoonist (1909 - 1979)*

- Discuss the definition given in the quote, and whether students agree or disagree with it. (the quote implies that a lot of money can be made out of “valueless” art.)
- Ask students to look up the English definition of art in a dictionary and discuss the differences with their partner. (note the different meanings)
- Discuss what students consider to be art, such as painting, graffiti, cooking, acting, handwriting, dancing and etc.

III. While-reading:

Objective: to develop Ss knowledge on Skimming and Scanning

Time: 30 min

Material: Handout 1

Distribute handout 1

Work with Handout 1.

Ex. A

- Ask students to look at the pictures and then think about words which they associate with each other
- Explain that you want them to **SKIM** the first paragraph
Encourage Ss to look for key words they know in the sentences. Ask a student to tell you the gist of the paragraph in one sentence
- Repeat the process with Texts 2 and 3

- Ask Ss to match the texts with a picture

Answers: a. Text 3 b. Text 1 c. Text 2

Ex. B

- Ask Ss to read the sentences carefully, and work out which part of speech could fit in each gap from the choices.

- Ask Ss to find examples of other different parts of speech in the sentences.

Answers: 2 verb 3 noun 4 adjective.

- Explain to students that there are word limits to this type of question and that they will be marked incorrect in the exam if they exceed the word limit. Encourage Ss to circle or underline the limit each time they see the capitalized text in the question. In this case it is ONE, most commonly the limits THREE.

- Ask Ss to scan Text 1 for the answers.

Answers: 1. Prehistoric 2. Date 3. Paintings 4. Rare

Ex. C

- Explain to Ss that they should read the sentences to identify the kind of information that is described. Encourage Ss to underline the key words in the sentences to help them identify the information such as style of music in Text 1.

- Demonstrate the example and ask Ss to scan Text 2 to identify the sentences. (note: some information is given in more than one sentence)

Answers: 2 I and ii (note the difference between years)

3 ii and iii

4 v

- Highlight the difference in the word limit for this exercise
- Ask Ss to look back at the key words they identified in Ex. C more carefully to determine the answers.
- Explain that some answers require two words for a correct answer, thus they should try to find two words if possible.

Answers: 1. Indie (rock) 2. Formed 3. Number one 4. (first) week

Cultural Note: Roman numerals

Roman numerals are commonly used in modern times in lists, movie publication dates, pages of pre-matter in books, and sports events. The following letters have these values: i=1; V=5; L=50; C=100; D=500; M=1000.

Ex.D

- Highlight the word limit for this question. Answers should fit grammatically and not exceed this limit. (Note: not all answers are three words.)

- Ask Ss to think about the parts of speech that would fit in the gaps, such as adjective, noun in Ex. A
- Ask Ss to identify and underline key words in the sentences that they will use to scan for the information, such as “Anime” in Japan. Students should then Scan the sentences and write the answers in the gaps.

Answers :

1 all forms of

... “anime” refers to all forms of animation.....

2 exaggerated

... ‘use of exaggerated physical features.....

3 drawn by hand

Traditionally, anime is drawn by hand

4 (digital) technology

... developments in digital technology have led to much

IV. Post-reading

Time: 10 min

Material: Handout 2

- Ask Ss to read each sentence and decide what kind of information it refers to.
- Encourage Ss to guess which text it might be located in, and finally scan the text for appropriate word.

Answers:

1. abstract 2. band 3. brought 4. animation 5. style 6. highlight

V. Conclusion: 15 min

- Ask Ss to discuss how important art is to them.

Further ideas for discussion:

What types of art Ss have done.

Places to see art in your town/ city

Whether Ss would ever think of investing in art

Conclude the lesson with the video of “Art of Hands”. ask their impressions of the video.

Home task: to film 5-10 minutes of video about the art.

Handout 1.



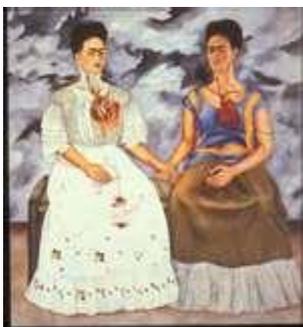
Text 1 There are more than 300 caves in Spain and France containing art which was produced in prehistoric times. It is difficult to date these cave paintings accurately, but many of them are more than 10,000 years old and scientists believe the oldest to have been produced around 32,000 years ago. While some of the paintings consist of abstract shapes, others are of clearly identifiable wild animals. Although paintings of full human beings on the cave walls are extremely rare, there are pictures of human hands.

B Read the sentences below and **CIRCLE** the part of speech you think is missing. Then write **ONE WORD** from Text 1 in each gap to complete the sentences.

- 1 **noun / adjective** Humans in Europe in _____ times created works of art.
- 2 **noun / verb** It has not been easy for scientists to _____ the art accurately.
- 3 **noun / adjective** There are examples of abstract art and animals in the cave _____.
- 4 **adjective / verb** It is _____ to find pictures of humans in this ancient art.



Text 2 ⁽ⁱ⁾ The British indie rock band Arctic Monkeys have broken numerous records since they formed in Sheffield back in 2002. ⁽ⁱⁱ⁾ Their first single, *I Bet You Look Good On The Dancefloor* was released on 17 October 2005. ⁽ⁱⁱⁱ⁾ It went straight into the UK Singles Chart at number one. ^(iv) When, the following January, they brought out their debut album, *Whatever People Say I Am, That's What I'm Not*, it soon became the fastest-selling first album in British music history (although this record has since been broken). ^(v) Their second album, *Favourite Worst Nightmare*, which came out on 23 April 2007, sold more than 225,000 copies in its first week alone.



C Decide which sentence or sentences in Text 2 contain the information below. Write the number or numbers (i–v) on the first line. Then, write ONE OR TWO WORDS from Text 2 in each gap to complete the sentences in Exercise C.

- 1 i The style of music produced by Arctic Monkeys is sometimes called _____.
- 2 _____ The band actually _____ three years before releasing *I Bet You Look Good On The Dancefloor*.
- 3 _____ Arctic Monkeys' first single reached the _____ position in the UK Singles Chart.
- 4 _____ Almost a quarter of a million copies of *Favourite Worst Nightmare* were sold in the _____ after its release.

Text 3 The Japanese word 'anime' comes from the English word 'animation'. In Japanese, 'anime' refers to all forms of animation. In English, however, anime is used to refer to the specific art form and style of animated material originating from Japan, or material produced in the same style. It is therefore considered a sub-category of animation. Anime can be recognised by its use of exaggerated physical features of characters (such as large eyes), its distinctive use of lines, and its emphasis on highlighting the three-dimensional image. It should be noted, however, that not all anime contains all these features. Traditionally, anime is drawn by hand, although developments in digital technology have led to much computer-generated anime being produced in recent years.

D Write NO MORE THAN THREE WORDS from Text 3 in the gaps to complete the sentences.

- 1 'Anime' in Japan is _____ animation rather than a particular type of art.
- 2 The appearance of people often seems _____ in anime.
- 3 When anime started, it was usually _____.
- 4 Anime artists nowadays often make use of _____.



Handout 2.

Wordbank: Text vocabulary

Write a word from the texts in the correct form in each gap to complete the sentences.

1. Art which doesn't show people or physical things is known as _____ art.
2. A group of musicians (often jazz, pop or rock musicians) is sometimes referred to as a _____.
3. If a singer releases a new CD, we can also say that the singer has _____.
4. Drawn moving pictures, such as cartons, are also known as _____.
5. If a work of art has distinctive features, we can say it has a particular _____.
6. If you _____ something, you emphasize it or make it easier to see or notice.

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Activity 5 Case Study

Read the blog taken from casestudy.com site, study the case and help **Nadine** to solve the problem.

Nadine: Horoscopes

Nadine's obsession is following her horoscope. She is an 18 year old Level 1 student. Nadine follows her horoscope closely and believes in the predictions contained within them, but she recognises that not all horoscopes are as accurate or useful as others. She reads the Lancashire Evening Post horoscope each evening and thinks that this is well-written – she worries if she has not had the opportunity to look at this paper's horoscope in the evening. She doesn't like the horoscopes that appear in the national daily newspapers, although she might glance at the Daily Mail horoscopes if her mum has left the newspaper lying around. She reads the horoscopes in Cosmo Girl, although she thinks these tend to be a bit too general, and might skim through the contents of Take a Break, Chat, or other magazines which other students bring to college. Using the handset of her parents' television, she navigates the Sky Channels to find astrology programmes and reads her horoscope on Sky menus and using teletext. She doesn't particularly like using computers, but took advantage of an IT lesson to go on-line and use a search engine to find different astrology sites. Nadine keeps a diary of the major events that happen to her – she dates these so that she can refer back to them to see patterns in her life.

On her child care course, Nadine is expected to be able to find information relating to her course using the internet. However, her approach is always to use one search engine – Google – and to use only the first website she is directed to.

Handout 1

Here is the horoscope for different people. Classify the horoscope into two categories:

Prediction (P) and Advice (A).

- You will visit your close relatives this week and enjoy life in a place you like the most. The company of your cousins will revive your spirits. One of your relatives might present you with a new computer or games console. You will have a very successful week. You will be on top of the world. You will show interest in music and buy some music videos.
- You might get sick. You should avoid taking non-vegetarian food.
- One of your classmates will try to annoy you. They don't want you to be popular in your class. He wants to ruin your reputation. You should be very careful around him. It is a good idea to avoid him.
- An amazing opportunity will arise in your school. There will be a tough competition — but you are talented enough to win the competition. Make sure you don't miss the opportunity.

- This week someone you like very much will contact you. The interaction between you and the person will be very pleasant and it will lead to a close relationship. You should not reveal it to anyone.
- You may have a road accident this week. You definitely should not use your motorbike. It is a good idea to avoid going out.
- It will be a week to remember. You will taste success in all your assignments. You may win the support of your teachers. One or two of your classmates will try to find fault with you. You should not let your secrets be known to others. You should avoid arguing with your classmates even if they try to provoke you.
- You may lose some of your friends. It would be better if you avoid any explosive arguments.
- You're going to win a lottery this month. You may be tempted to invest the winnings in the stock market. If you do so, you may lose the money. You should be careful in investing the money.

Handout 2

Useful phrases for making predictions

Here is a list of useful phrases for the language function of forecasting or making predictions:

- You will...
- You are going to...
- You are likely to...

Useful phrases for giving advice

Here is a list of useful phrases for the language function of giving advice to someone:

- You need to/should/must...
- It is a good idea to...
- My advice is...
- You could try...
- You should definitely...
- I would suggest that...
- The most important thing to do is...
- You'd better...
- My recommendation would be...
- The best possible way is...
- Make sure you don't...

Handout 3

Worksheet a

Astrology: Reading A

The Fire Dog

In Chinese astrology the Chinese zodiac is made up of a cycle of 12 years, and each year is a different animal. The 12 animals are: Rat, Ox, Tiger, Rabbit, Dragon, Snake, Horse, Sheep, Monkey, Rooster (male hen), Dog and Boar (wild pig). The Chinese zodiac starts at the beginning of the New Year – around the end of January or the beginning of February. The day of the New Year changes because the Chinese use a lunar calendar – it depends on the moon. In 2007 the Chinese New Year is 18th February, in 2008 it's 7th February.

There is also a cycle of five elements, and each year is a different element. The five elements are: Wood, Fire, Earth, Metal and Water. Therefore it's possible to be a Wood Rat, or Wood Horse or a Metal Rat or Metal Horse. The whole cycle of animals and elements takes 60 years.

In Chinese astrology your horoscope is a description of what's going to happen to you in the future, based on the year when you were born. Your personality also depends on your animal and element.

People born under the year of the Dog usually have lots of friends because the Dog is one of the most popular animals. Dog people are honest, intelligent and fair. Dog people are also good listeners, they are very generous and are happy to help others. Of course they are also faithful. On the other hand they can sometimes be unfriendly and aggressive. They can worry a lot. They get along with Horses and Tigers but not Dragons. The last Fire Dog year was 2006 so Fire Dogs are either babies or 60 years old. Fire Dogs are natural leaders. They often have lots of admirers and an interesting personality. They can also be very aggressive.

Worksheet b

Astrology: Reading B

Cancer

In Western astrology the zodiac is made up of a cycle of 12 star signs. The sky is divided into twelve equal parts and each part has a sign made from the stars. In the past the path of the sun went from one star sign to another but because the stars move this is no longer true. Each star sign is 30 or 31 days long and the cycle is one year. The zodiac starts on the March (or Spring) equinox, usually March 20 or 21 – it depends on the sun. This is the day when, on the equator, the sun and night are the same length. The 12 star signs are: Aries the ram (a male sheep), Taurus the bull, Gemini, Cancer the crab, Leo the lion, Virgo, Libra, Scorpio the scorpion, Sagittarius, Capricorn the goat, Aquarius and Pisces the fish. Cancerians are born between 21st June and 23rd July.

There are also four elements, and each element has three star signs. The four elements are: Fire (Aries, Leo and Sagittarius), Earth (Taurus, Virgo and Capricorn), Air (Gemini, Libra and Aquarius) and Water (Cancer, Scorpio and Pisces). This never changes, for example Gemini is always Air and Taurus is always Earth.

In Western astrology your horoscope is a description of what's going to happen to you in the future, based on the position of the stars and the planets when you were born. Your personality also depends on your star sign.

People born under the sign of Cancer (21st June to 22nd July) are usually kind and romantic. When they trust people they can be very faithful. On the other hand Cancerians are not always easy to understand and can sometimes be difficult to be with. They can be sweet one minute and then angry the next. They are often moody. Cancerians are often good journalists, writers or politicians. They are very fond of food and eat a lot. They get along with Scorpions and Capricorns.

Handout 4

Read your text and fill in the table below:

A Chinese astrology	B Western astrology
The zodiac is a cycle of 12 _____.	The zodiac is a cycle of 12 _____.
There are _____ animals.	There are _____ star signs.
Each animal is about _____ long.	Each sign is about _____ long.
There are _____ elements.	There are _____ elements.
The zodiac starts _____ or _____,	The zodiac starts _____ or _____,
it depends on _____.	it depends on _____.
Your personality depends on _____.	Your personality depends on _____.
Dogs are: • _____ • _____	Cancerians are: • _____ • _____
but they can also be: • _____ • _____	but they can also be: • _____ • _____
They get on well with • _____ and • _____	They get on well with • _____ and • _____

Astrology: reading tasks

1 Which statement is true for you?

a I always read my horoscope and believe what is said.

b I read my horoscope but just for fun.

c I never read my horoscope – it's all nonsense!

Literature

1. Class 9 students, ages 14–15 with ability level CEFR B1 (intermediate) Dr Albert P'Rayan (Professor of English and ELT Materials Writer): KCG College of Technology, Chennai- Funny horoscopes — Making predictions and giving advice
2. © Macmillan Publishers Ltd 2006 Taken from the Skills section in www.onestopenglish.com Zenta Claus picture used with kind permission from BNDjapan.org

Suggested web sites:

http://en.wikipedia.org/wiki/Astrological_sign

http://en.wikipedia.org/wiki/Chinese_astrology

www.onestopenglish.com

Glossary

ADMIRE- one who admires.

EQUINOX- the intersection of the ecliptic (apparent path of the sun) with the celestial equator

FAITHFUL –loyal; adhering firmly to person or cause.

LESSON #5

Reading

Theme #3.	Short newspaper and magazine articles
-----------	--

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none">1. Warm-up2. Activity 1. Understanding3. Activity 2. Comprehension check game4. Activity 3. Giving your opinions5. Activity 4. Looking for meaning6. Activity 5. Case study	
The aim: to enable students to think critically and analyze the situations.	
Objectives: <ul style="list-style-type: none">• to lead-in to the topic and to raise students' interest to it• to develop students guessing intelligently strategies• to check students' reading comprehension skills• to allow students to express their points of views concerning to the topic.• to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

Objectives: to lead-in to the topic and to raise students' interest to it.

Procedure:

➤ Ask students to answer these questions.

1. Have you ever read an ebook (an electronic book read on a computer or other electronic device)?
2. Do you think that traditional books will one day be completely replaced by ebooks?
3. What do you think people like and dislike about ebooks?

➤ Explain about articles give some hints:

Newspaper articles are often organized in a set way.

- The headline is a short attention-grabbing summary of story (not necessarily a full sentence), designed to hook readers and make them want to read the article.
- The first paragraph is a summary of the story.
- The rest of the article examines the story in depth, usually answering the questions: What? When? Where? Who? Why?

Reading a newspaper requires a number of different reading skills. First, **scan** over the headlines until you find a story that interests you. Then, **skim** the first paragraph of the article for a summary of the story. By this point, you should have a fairly good idea of what the article is about and, if you want to know more about the story, then **read it carefully**.

Activity 1 Understanding

Objective: to introduce students with newspaper style.

Time: 10 minutes

Materials: Handout 1

Procedure:

- Ask students to read the article and find out suitable headline:
- Write down on the board the headlines:
 - a Ebook sales in dramatic downturn
 - b More ebooks than traditional books sold last month
 - c Can you turn that book down, please?
- Ask students to read the rest of the text to check their ideas.

Activity 2 Comprehension check game

Objective: to check students' reading comprehension skills

Time: 20 minutes

Material: Handout 2

Procedure:

- Divide the group 2
- Give out handout 2
- Ask students to look through the questions on the handout and to choose correct answer.
- Explain them the difference in grammar use in headlines:

Note how the grammar of headlines is different from standard written English.

Honeymoon couple in accident

- Headlines may feature noun phrases or noun strings, so you will have to work out what the verb might be.

Committee to vote tomorrow

- The infinitive is often used to refer to the future.

Boy kited by failing bronchi

- Auxiliary verbs are left out of passive.

Students protest at fees increase

- Simple verbs are more common than continuous verbs.

Headlines do not usually contain articles

Activity 3 Asking for opinions

Objectives: to allow students to express their points of views concerning to the topic.

Time: 20 minutes

Materials: Handout 3

Procedure:

- Give brief information about scanning.
- Ask students to work in pairs and discuss the questions .
- Ask students to be active and say their opinions freely.
- Give each pair to say their mind.
- Elicit the most interesting ones and discuss with the whole group.

Activity 4 Looking for meaning

Objectives: to let students to find out words with similar meaning.

Time: 15 minutes

Materials: Handout 4

Procedure:

- Let the students to work in pairs
- Discuss the answers.
- Give as a home task to bring two types of newspapers: tabloids and broadsheets. To find out the differences between them two.

Activity 5 Case Study

Read the blog taken from **casestudies.com site**, study the case and help Bryn to solve the problem. **Give your opinion to to the statement about replacing computer games the newspapers for spending free time.**

Bryn: Computer Games

Bryn is a Level 3 BTEC Science student. He plays computer games for about two to three hours each evening and most of the day on a Saturday. Most of the games that he plays are on-line – he uses his home PC to go onto the internet. He researches different on-line games through using review sites on the internet and through reading computer gaming magazines. When searching for review sites he might use the sites that he has bookmarked on his favourites, use a search engine (his favourite is Mamma.com), or follow hyperlinks from other sites he visits. He currently plays extensively on one international computer game. For this he has devised an alter-ego character called Reverend Pink Mullet. He keeps extensive hand-written notes on this character. He also writes messages onto the message board on the computer game site. To play the game he needs to follow

detailed written instructions on the screen and then write onto the game what his character does. Bryn has started to communicate with some of the other game players through email and MSN messenger. When in class, Bryn has difficulty in putting pen to paper. He lacks confidence in his ability to communicate effectively in writing.

Handout 1

1

1 An advance in electronic publishing could make the book you are reading seem as dated as a silent film. Publishers hope to exploit the growing success of ebooks by releasing versions with added soundtracks and musical accompaniments.

2

2 The noises in the first multimedia books – released in Britain on Friday – include rain hitting a window in a Sherlock Holmes tale. Works by Oscar Wilde and Rudyard Kipling are also available. A Salman Rushdie story with an orchestral score will follow this year. When the plot of a book reaches a climax, background scores will create tension. In America, works by Shakespeare and Jane Austen have already been released with music and background noise so that, for example, readers can hear tea cups clinking in Mr Darcy’s garden as they read *Pride and Prejudice*.

3

3 Supporters argue that sound effects are the next logical development for ebooks and will add excitement for younger readers. Critics, however, will argue that the noises will ruin the simple pleasure of having the imagination stimulated by reading.

4

4 Caroline Michel, chief executive of the literary agency PFD, said the new generation of computer-literate readers was used to multiple sensory input. She

said: ‘Concentration now is such that people have split computer screens where they may be watching television and replying to an email at the same time. If **that’s** what the market wants then we should respond to the market.’

5

5 Booktrack’s sound effects work by estimating the user’s reading speed. Each time you ‘turn’ a page, the software reassesses where you have reached in the text and times the sounds to switch on accordingly. If the soundtrack becomes out of synch, a click on any word will re-set **it**.

6

6 Some authors fear a soundtrack could destroy the peace and quiet of libraries and ruin the pleasure of reading. David Nicholls, author of *One Day*, the bestseller now released as a film, said: ‘**This** sounds like the opposite of reading. It would be a distraction. I have enough trouble reading an ebook because I’m constantly distracted by emails and so I’ve given up on **it** for the time being.’

7

7 Stuart MacBride, the crime writer whose novel *Shatter the Bones* was an ebook bestseller, sells 18% of his books as electronic downloads. He said: ‘If I’m reading, I will do the noises in my head. I don’t need someone to tell me what crunching gravel sounds like. **That** would irritate me.’

Authentic text taken from *The Sunday Times*

- 3 'it' in line 57 (paragraph 6) refers to ...
 a reading eBooks. b answering emails.
- 4 'That' in line 66 (paragraph 7) refers to the sound of ...
 a noises In his head. b crunching gravel

Handout 4

Find words in the text that mean the following:

Example: *use something to gain an advantage for yourself (paragraph 1)* exploit

- 1 written piece of music (paragraph 2) _____
- 2 a feeling of suspense or excitement (paragraph 2) _____
- 3 reasonable or sensible (paragraph 3) _____
- 4 encouraged something to develop or progress (paragraph 3) _____
- 5 something that takes your attention away from what you are doing (paragraph 6)
-
- 6 annoy or aggravate (paragraph 7) _____

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
2. Driscoll, L. (2004), Reading Extra A resource book of multi-level skills activities. CUP.
3. Fry, E. B. (2000), Skimming and scanning Pre-intermediate. Jamestown Publishers.
4. Scarry, S., & Scarry, J*. (2008).The Writer's Workplace with Readings: Building College Writing Skills. Thomson Learning. Sixth Edition.
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7. Littlejohn, A. (2000). Writing 1&2. Cambridge: CUP
8. Mc Arthur, T. (1994). The Written Word Book. Oxford: OUP
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10. Peterson, J., & Hagen, S. A. (1999). Better Writing through Editing. McGraw-Hill College (Student and Teacher's Edition)
11. Greenall, S. & D. Pye (2007), Reading 1, Cambridge Skills for Fluency. Cambridge: CUP.
12. Newspapers and magazines (e.g. English Teaching professional, Modern English
13. Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic etc)

Suggested web sites:

www.teachingenglish.org.uk
www.online-literature.com
www.literature.org/

Glossary

TO GO WRONG - used when something stops working, problem happens.

TO SHUT ONESELF AWAY FROM - to put someone in a place where they are kept away from other people.

TO SPRING INTO ACTION - to act, to move.

LESSON #7

Reading

Theme #4.	International Newspaper and magazines articles
-----------	---

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none">1. Warm-up2. Activity 1. Elicit students to read short stories3. Activity 2. Reading comprehension4. Activity 3. Answer the questions5. Activity 4. Case study	
The aim: <p>To introduce students with the types of texts and show their significance on the example of Newspaper and magazines articles. •The students will examine in detail different parts of a newspaper. The students will understand previously discussed terminology through their examination of a newspaper. The students will recognize general characteristics of a newspaper. to enable students to use of a number of literary elements, including symbolism, techniques of characterization.</p>	
Objectives: <ul style="list-style-type: none">• Students will learn to read closely (close Reading) for clues to character and plot.• Students will learn to interpret character based on specific evidence form the text.• Students will learn that character creates plot.• Students will learn to extract a theme from the elements of character and plot.	
Activity Type:	Individual, small group, whole class (teacher-students)

Activity 1 Dealing with sections

Objective: to let students identify key points of newspapers

Time: 10 min

Materials: board, chalk

Procedure:

- Tell students to list the sections of a newspaper as much as they can.
- Let them to compare their list to the partner and add one ne section to theirs.
- Discuss the types of sections and the types of news which go with them.

The sections may include:

- International news
- Sports
- Economy
- Business
- Health
- Culture
- Editorials
- Letters to the Editor
- Technology
- Classifieds (advertisements in categories — cars for sale, job opening, rentals)
- Local news
- Arts and Entertainment
- Society
- Obituaries (deaths)

Activity 2. Clarifying the types of newspaper articles

Objective: to let students practice their ideas about sections, and the types of articles in newspapers

Time: 15 minutes

Materials: Handout 1

Procedure:

- Distribute Handout 1.
- Ask students learn the content of the magazine “New Scientist” and clarify their opinions with the sections
- Discuss with students the types of articles from the content.
- Elicit the random answers

Suggested answers:

Types of newspaper articles

Remember - all writing tasks are about understanding **genre, audience, purpose and style** (GAPS). Before writing a newspaper article, you need to be clear about the different kinds of article you might find in a newspaper:

News articles: these are found at the front of a newspaper. They inform readers about things that are happening in the world or in the local area.

Feature articles: these explore news stories in more depth. They may be triggered by a story that has been in the news for a while. The purpose of a feature is not just to tell you what has happened, but to explore or analyse the reasons why.

Editorials, columns and opinion pieces: these are pieces by 'personality' writers. They might be there to inform (because the writer's expert opinion is valued), or they might be there to entertain (because the writer has a comic or interesting way of describing everyday life).

Pre-reading:

Time: 15 min

Objectives: to raise students awareness about the types of articles in newspapers.

Materials: Handout 2

Procedure:

- Distribute Handout 2 and ask students to clarify the type of the article

Suggested answers: .

<p>Hunt for ET starts afresh</p> <p>IS ANYONE out there? This week, Russian satellite operators launched a \$100 million project to investigate the search for ET.</p> <p>The scheme, which will initially be funded for 10 years, involves an array of telescopes, including Stephen Hawking, Adronomer Royal Martin Rive, Frank Drake and the SETI Institute and NASA's Peter Heward.</p> <p>The first part of the project - called Breakthrough Listen - will look for signals that could be alien worlds, either messages deliberately sent into space or the alien equivalent of leaked TV broadcasts. Breakthrough Listen will focus on the million nearest star systems, the ones and planets of the Milky Way, and the handful nearest galaxies. A full result is still a good way.</p>  <p>Listen closely</p>	<p>The anti-social network</p> <p>The gender gap in the tech industry and online attacks on women are inextricably linked, says Sonya Chermay</p>  <p>B. Opinion</p>	<p>Gone off</p> <p>Our love of lactose has turned sour, but is it really true that milk could be bad for our health? Linda Gestler reports</p>  <p>C. features</p>
<p>D. Culture</p> <p>How to make cloud movies</p> <p>Liz Elise and Kat Austen see a historic horse ride to a night-sky first</p> <p>FROM the ground, the green and white lights hovering above the city of Nottingham probably looked like a distant moon, but from a Cessna 172 aircraft, the green shape of a man on horseback could clearly be seen galloping across the darkened landscape.</p> <p>Last month, after three years of graft, artist Dave Lipnic, scientist Mike Nix and reader Austen Nixers pulled off a world first by projecting moving images of the horseman directly onto clouds from an aircraft.</p> <p>Project Nimbus, named after the clouds that form the best backdrop for the images, is an ambitious collaboration between scientists, artists and makers. It involved a laser version of the original image, a projection system designed by 19th-century painter Richard Matheridge Fittingly, it featured his famous image of a galloping horse.</p> 	<p>E. Culture</p> <p>Killers, kicks and cures</p> <p>Shaoni Bhattacharya on our complex relationship with plants</p> <p>Phylogenetics, herbariums, and flowers by Ben Orr van der Meer, University of Chicago, Persoonia 34(2) 2012</p> 	<p>F. letters</p> <p>Does brain training really help ADHD?</p> <p>From Sebastian Dawls, Jonis Angelika van Rooijen and Hilde Huttenloer, Department of Developmental Psychology, University of Amsterdam</p> <p>You wrote that "brain training may help people with ADHD to focus", reporting a meta-analysis by Megan Spencer-Smith and Torkel Klingberg which claims to show that a working memory training programme called Cogmed reduces inattentiveness in people with attention-deficit hyperactivity disorder and other problems related to attentiveness. (25 March, p. 153).</p>

While-reading:

Time: 30 min

Objectives: to deal with feature articles

Materials: Picture, Handout 3.

Procedure:

- ~ Hang on the Picture on the board.
- ~ Brainstorm the topic of the article that they are going to read
- ~ Distribute the Handout 3.
- ~ Attract Ss attention on the headlines and ask them about the idea of the article.
- ~ let them to read the article and compare their ideas.
- ~ Underline the main ideas in a feature story in the newspaper and then outline the story.

Post- reading:

Time: 10 min

Objectives: to support today's topic

Procedure:

- ~ question Ss on the handout 3.
- ~ ask them about type of the article in Handout 3.
- ~ brainstorm their ideas and give the right answer (the answer is: feature article.)

Home-assignment: to find, read, and compare the plot of different feature articles from Magazines: Uzbekistan today, The Economist, The New Scientist, National Geographic, Teaching English Professional.

Handout 1.

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news.scientist.com/issue/3031

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- 10 **IN BRIEF**
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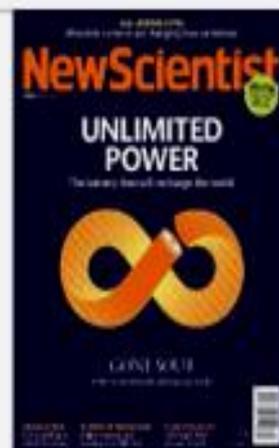
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Cover image
Gary Hall

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rbi read business information



Handout 2.

A.

Hunt for ET starts afresh

IS ANYONE out there? This week, Russian venture capitalist Yuri Milner launched a \$100 million project to reinvigorate the search for ET.

The scheme, which will initially be funded for 10 years, involves an all-star line-up, including Stephen Hawking, Astronomer Royal Martin Rees, Frank Drake of the SETI Institute and NASA's Pete Worden.

The first part of the project - called Breakthrough Listen - will look for signals that could be alien-made, either messages deliberately sent into space or the alien equivalent of leaked TV broadcasts. Breakthrough Listen will focus on the million nearest star systems, the core and plane of the Milky Way, and the hundred nearest galaxies.

The second part - Breakthrough

Message - is a competition with a \$1 million prize pool to design a message to send into space that represents our species and home.

The \$100m funding buys the Breakthrough Listen team some time on two of the world's largest radio telescopes: the Green Bank Telescope in West Virginia and the Parkes Observatory in New South Wales, Australia. This will let them scan frequency ranges between 500 MHz and 15 GHz, roughly five times wider than previous searches. More computing power will analyse the data.

Worden is circumspect about the project's prospects. "We might not find anything," he says. "But that begins to tell us something significant about the universe. A null result is still a good one."



Listen closely

ROGER HESSE/VEER/CORBIS

B.

The anti-social network

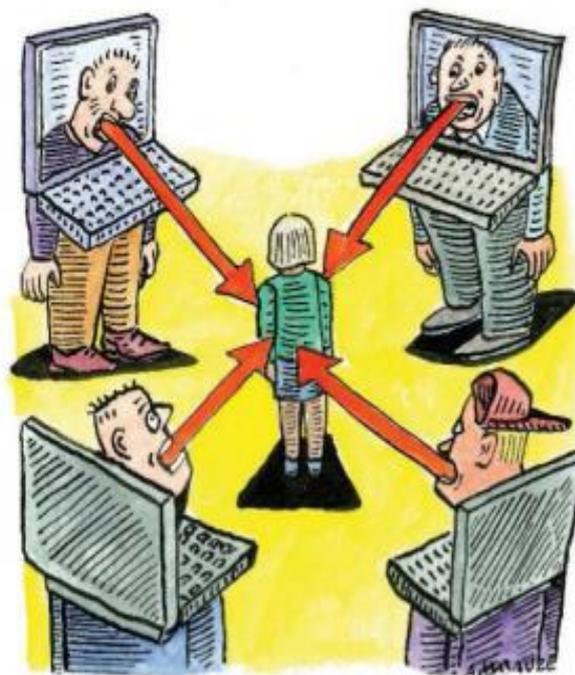
The gender gap in the tech industry and online attacks on women are inextricably linked, says [Soraya Chemaly](#)

UGLY trending hashtags, personal attacks, pornified images and death threats are not usually part of a corporate departure. But they were for Ellen Pao, one of Silicon Valley's most prominent women.

She resigned as interim CEO of Reddit in the wake of a user revolt that, in part, began with the firing of Victoria Taylor, popular manager of the company's Ask Me Anything forum, and ended in a petition demanding Pao's exit.

Despite Reddit co-founder and chairman Alexis Ohanian taking responsibility for firing Taylor, it was Pao who bore the brunt from the users. She has been targeted for months with racist and sexist threats and commentary, mainly from young men on a platform historically optimised to ensure their free expression at any cost, a cost often paid by women.

Ohanian had his take on the abuse: "Reddit reflects the



Internet, and the Internet reflects humanity. Unfortunately, humanity is always going to have jerks." But Reddit has a specific audience that reflects a particular demographic on the internet, namely that of young men.

The very cohort that spurred Reddit's success is now inhibiting it. Figures reported in 2012 show 74 per cent of its users are men, mostly under 35, many routinely expressing misogyny and a particular brand of toxic masculinity. In the case of Pao, the first woman to run the company, user hostility was always likely.

The arc of Pao's tenure is a prototypical "glass-cliff" story – in other words, the appointment of a woman to a top job during precarious times. She was hired in a period of transition and risk, during which it became evident that Reddit's libertarian free-speech approach was

Gone off

Our love of lactose has turned sour, but is it really true that milk could be bad for our health? Linda Geddes reports



ELTON John sported one. So did Taylor Swift, David Beckham and Heidi Klum. For many years, a milk moustache was touted as a badge of good health, confirmation that you were getting the essential calcium, protein and other goodies packed into a fresh glass of moo-juice. The advertising campaign behind these images, “Got Milk?”, was one of the most influential ever in the US.

Yet today, many households are going off milk. Around 15 per cent of people in Europe now avoid dairy products for medical or lifestyle reasons, and the market for dairy-free alternatives is growing rapidly.

For many, the move away from milk is rooted in concerns about lactose intolerance, or the view that plant-based alternatives are healthier. Recent research suggesting that milk might actually be bad for your bones has only further soured our relationship with it.

So what’s the skinny on milk: is it an elixir or a poison? And if you have to avoid cow’s milk, what should you drink instead?

The ability to consume large amounts of milk in adulthood is thought to have arisen >

LUBITZ • (OPPOSITE PAGE) J. MANTON

D.

How to make cloud movies

Liz Else and **Kat Austen** see a historic horse ride to a night-sky first

FROM the ground, the green and white lights hovering above the city of Nottingham probably looked like a distant storm. But from a Cessna 172 aircraft, the green shape of a man on horseback could clearly be seen galloping across the darkened troposphere.

Last month, after three years of graft, artist Dave Lynch, scientist Mike Nix and maker Aaron Nielsen pulled off a world first by projecting moving images of the horseman directly onto clouds from an aircraft.

Project Nimbus, named after the clouds that form the best backdrop for the images, is an ambitious collaboration between scientists, artists and makers. It involved a laser version of the zoopraxiscope, a proto-projector designed by 19th-century pioneer Eadweard Muybridge. Fittingly, it featured his famous image of a galloping horse.



E.

Killers, kicks and cures

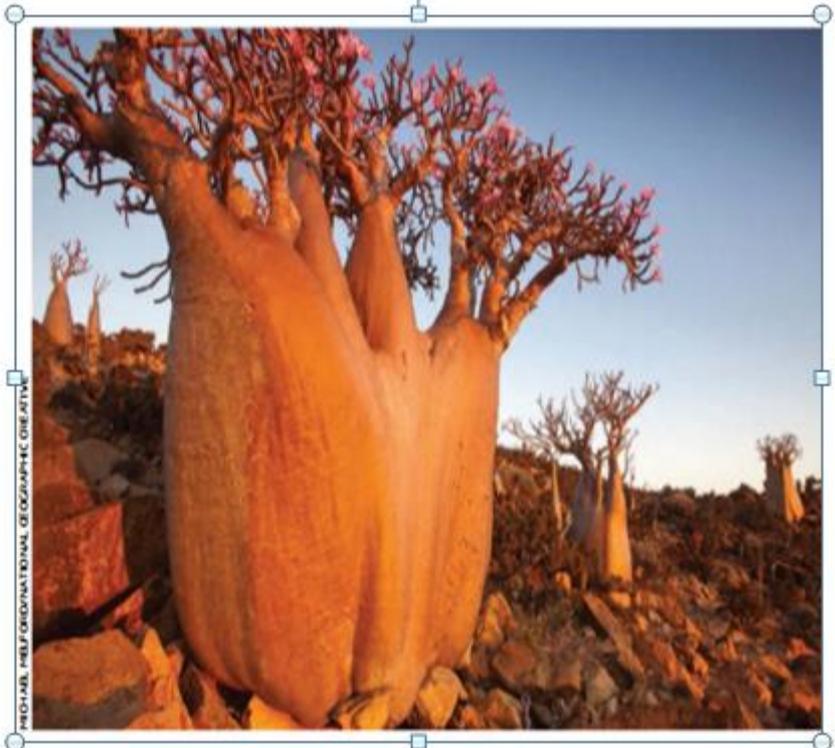
Shaoni Bhattacharya on our complex relationship with plants

Phytomedicines, Herbal Drugs, and Poisons by Ben-Erik van Wyk and Michael Wink, University of Chicago Press/Kew \$45/£40

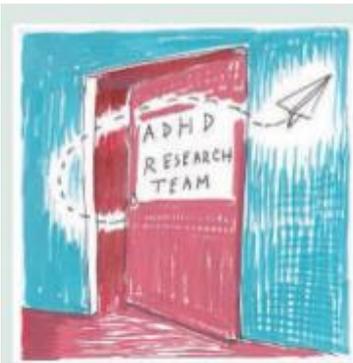


I love English country gardens and churchyards full of yew trees, foxgloves, native monkshood and snowdrops. They mark the seasons, and are utterly charming.

They are also so utterly deadly that they should be better known as cell toxins, heart-stoppers and neurotoxins. The whole of the English yew (*Taxus baccata*), bar the plump, red flesh around its seeds, is poisonous. Foxgloves (*Digitalis purpurea*) can stop hearts dead, whereas monkshood (wolfsbane or aconite) opens the doors of sodium ion channels in cells, poisoning neurons while "opening minds". Even the tiny snowdrop (*Galanthus*) can be highly toxic.



F.



Does brain training really help ADHD?

From Sebastiaan DAVIS, Joost Agelink van Rentergem and Hilde Huizenga, Department of Developmental Psychology, University of Amsterdam

You wrote that "brain training may help people with ADHD to focus", reporting a meta-analysis by Megan Spencer-Smith and Torkel Klingberg which claims to show that a working memory training programme called Cogmed reduces inattentiveness in people with attention-deficit hyperactivity disorder and other problems related to attentiveness (28 March, p 18).

Picture:

“Not everyone is convinced of the link between milk and bone health”



G.M.B. A.K.A. SHIPANOS PICTURES

Gone off

Our love of lactose has turned sour, but is it really true that milk could be bad for our health? **Linda Geddes** reports



ELTON John sported one. So did Taylor Swift, David Beckham and Heidi Klum. For many years, a milk moustache was touted as a badge of good health, confirmation that you were getting the essential calcium, protein and other goodies packed into a fresh glass of moo-juice. The advertising campaign behind these images, "Got Milk?", was one of the most influential ever in the US.

Yet today, many households are going off milk. Around 15 per cent of people in Europe now avoid dairy products for medical or lifestyle reasons, and the market for dairy-free alternatives is growing rapidly.

For many, the move away from milk is rooted in concerns about lactose intolerance, or the view that plant-based alternatives are healthier. Recent research suggesting that milk might actually be bad for your bones has only further soured our relationship with it.

So what's the skinny on milk: is it an elixir or a

cow's milk, counts of ve arisen >

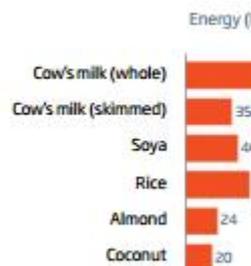
"Not everyone is convinced of the link between milk and bone health"



bloating, cramps and diarrhoea – a condition known as lactose intolerance or malabsorption. In China and South-East Asia, more than 90 per cent of people are thought to be lactose intolerant (see map, opposite), compared with between 2 and 20 per cent of those of northern European descent. However, its incidence is hard to pin down as many people inaccurately self-diagnose rather than taking a clinical test (see "Are you lactose intolerant?", page 35). "I think that people are a little too quick to self-diagnose bowel conditions like lactose intolerance these days because so much information is out there about them," says Sioned Quirk, a spokeswoman for the British Dietetic Association. "The market for alternative milk products has also gone crazy, so people probably think lactose intolerance must be on the rise; it's not."

The white stuff

Dairy-free milk alternatives are of



around 7000 years ago. The main sugar in milk is lactose, which can only be absorbed by the gut if broken down into simpler sugars by the enzyme lactase. All baby mammals produce lactase, but usually switch off making it around the time they start eating solid food. About 35 per cent of humans, however, have a genetic mutation that means they continue to produce lactase, and so can drink milk in quantity throughout life.

A bucketful of goodness? Depends who you ask

It's easy to see how this mutation would have been beneficial, as milk is a rich source of fats, proteins and other nutrients. "It improved health in general, and this led to more successful reproduction," says Ian Givens, who studies nutrition and human health at the University of Reading, UK.

In people who lack lactase, lactose passes into the colon where it feeds bacteria that generate gas and fluid, resulting in painful

Appealing alternatives

Lactose intolerance aside, people might be opting for milk alternatives for other reasons. In recent years consuming milk has been linked to cancer, diabetes, asthma, acne and even weak and fragile bones. The alternatives, meanwhile, can be low in calories and fats, and often have the added appeal of new and interesting flavours.

The switch away from milk throws the spotlight on to one essential mineral we get from it: calcium. It helps build healthy teeth and bones, and plays a crucial role in blood-clotting, nerve signalling and muscle contraction. Milk and dairy products are among the best sources, but calcium is also found in green leafy vegetables, soya beans and nuts. Without enough calcium, children risk stunted bone development and some



adults are placing themselves at greater risk of osteoporosis and bone fractures, either now or in the future.

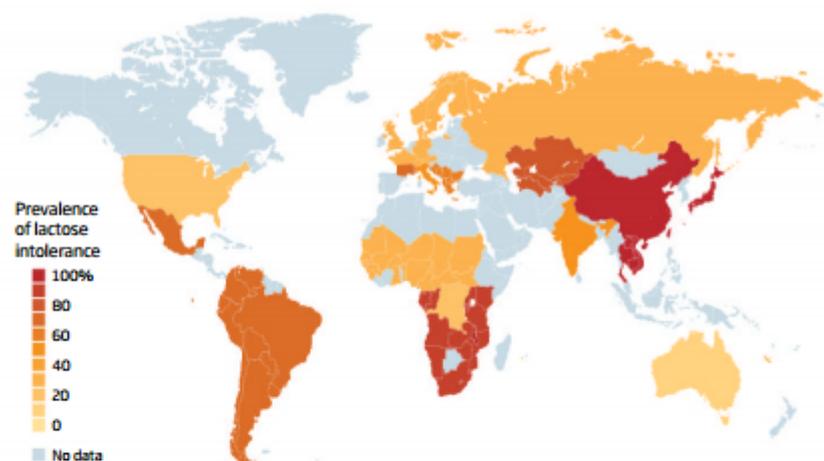
Yet in many Western countries, milk consumption has been falling since the 1970s, and dairy consumption is well below recommended levels. In 2010, the official Dietary Guidelines for Americans recommended 2.5 cup equivalents (about 0.6 litres) of dairy products per day for children aged 4 to 8, and 3 cups for anyone over 8. Average consumption for adults in the US is half the suggested intake.

"My biggest worry about the current trend for ditching cow's milk relates to bone development in children and adolescents, and its long-term effect on bone strength in postmenopausal women," says Givens. Teenage girls, in particular, tend to lack the calcium they need in their diet (see "Calcium concerns", page 37), and this could boost their future risk of osteoporosis, as well as affecting bone development as they grow.

Not everyone is convinced that there is always a link between milk consumption and bone health, however, and new findings hint that for adults, drinking too much milk might have a dark side. Last year, Karl Michaëlsson at Uppsala University in Sweden and his colleagues published a paper which challenged the dogma that high milk consumption results in stronger bones. They followed 61,433 women over 20 years and 45,339 men for 11 years, and found that the more cow's milk people said they drank, the more likely they were to experience a bone fracture during the study period. The risks were greatest for women: those who drank three or more 200-millilitre glasses of milk per day had a 16 per cent higher chance of sustaining a bone fracture than those who

Lactose breakdown

Only one-third of adults can digest milk. The rest stop making the enzyme needed to process milk sugar



drank only one. What's more, those who consumed more milk were also more likely to die during the study; the women who drank three or more glasses had double the chance of dying as those who drank one (*BMJ*, doi.org/f22kjh).

Michaëlsson's theory is that galactose, one of the constituent sugars of lactose, is to blame. When lab animals are fed modest amounts, equivalent to one to two glasses of milk per day for humans, galactose triggers premature ageing and shortens life expectancy due to oxidative stress and chronic inflammation. Theoretically, this could lead to bone loss and muscle damage – which would boost fracture risk – and also contribute to other diseases of ageing, which might explain

the increased mortality that Michaëlsson recorded.

Although other studies have similarly cast doubt on the link between a high calcium intake and a reduced risk of fractures, there isn't enough evidence yet to suggest the general population should change their dietary pattern, Michaëlsson says, but it is an area which needs more investigation. As for the advice to drink two to three glasses of milk per day for healthy bones, he says such government messages are based on studies of the maximum amount of calcium that can be forced into bones over a short period of time. "It is a long way to extrapolate these studies to real life," he says.

Other concerns centre around the



LEFT: GETTY IMAGES; RIGHT: PAUL BURNS/GALILEO/ISTOCK

Are you lactose intolerant?

Symptoms of lactose intolerance peak between the ages of 10 and 16. But people can become temporarily lactose intolerant as a result of gastroenteritis, bowel injury and other diseases.

"Our bowels are very sensitive organs," says Sioned Quirke of the British Dietetic Association. "If we've been ill, stressed or run down, we often will have some type of bowel symptom. It's not necessarily lactose intolerance." Numerous test kits claim to detect it, but not all are reliable

or based on solid science.

If you suspect you are lactose intolerant, Quirke advises that your doctor perform a clinical test – usually a breath test that detects the fermentation of lactose by gut bacteria.

There are other misconceptions, too. For one thing, people who genuinely can't absorb lactose can still drink moderate amounts of milk without ill effects – up to 240 millilitres in a single sitting, perhaps twice this amount if

spread throughout the day.

They can also usually consume yoghurt and hard cheese as most of the lactose is broken down during production. Not so for goat's, buffalo's, sheep's or yak's milk, all of which contain similar levels of lactose to cow's milk. Finally, although some celebrities love to blame lactose intolerance for skin complaints, weight gain and asthma, none of these is likely to result from failing to absorb lactose in the gut.

Milking it

Sticking to dairy? Options abound

Low fat

Low fat milk is popular, but there has been little research into whether it offers any health benefits over the full-fat variety. Recent studies have hinted that some saturated fats may in fact be beneficial, and that full fat milk could help with weight loss.

Organic

Organic milk comes from cows that are allowed out to graze whenever conditions allow, meaning their milk contains higher levels of essential omega-3 fatty acids, which are found in grass. Even so, the total amount it contains is small in relation to the whole of a person's diet. Organic milk also contains less iodine than usual, which is particularly important for pregnant women as it is needed for fetal brain development; non-organic cows get iodine as a supplement, although in the UK, organic farmers are now also supplementing with iodine.

A2

One of the most abundant proteins in cow's milk is beta-casein, found in two common forms: A1, most often found in regular milk, and A2, from cows selected for this trait. They only differ by a single amino acid, but this influences how they are digested in the gut. The breakdown of the A1 type can form a peptide called beta-casomorphin-7, which some claim increases the risk of diabetes, schizophrenia, autism and heart disease.

So is A2 milk a neat idea, or a cunning marketing ploy? In 2009, a review by the European Food Standards Agency concluded that current evidence doesn't support the idea that A2 milk is healthier.

Raw

Milk you buy from the supermarket has been heat-treated or pasteurised to kill any harmful bacteria. However, untreated or "raw" milk can be bought direct from farmers, markets or through a delivery service in some countries; in others it is banned because of fears about food poisoning. In the days before pasteurisation, an estimated 25 per cent of all food and waterborne disease outbreaks in the US were associated with milk, which is an ideal growth medium for microbes. Proponents of raw milk claim that it tastes better, guards against certain health conditions and is easier for people with lactose intolerance to cope with, but evidence fails to back this up. A recent review concluded that salmonella and *E. coli* represented a genuine threat to consumers of raw milk.

For more on these and the health effects of other types of milk see bit.ly/Milks

hormones in milk, such as insulin-like growth factor (IGF-1). There are claims that they could boost the risk of cancer and diabetes, not to mention triggering acne and precocious puberty. Cows given recombinant growth hormone, as is allowed in some areas, produce milk with elevated levels of IGF-1.

A key proponent of this theory is Bodo Melnik at the Osnabrück University in Germany. He suggests that IGF-1, plus some of the amino acids and fragments of genetic material in milk, all feed into a cellular signalling pathway that essentially takes the brakes off cell growth, boosting the risk of cancer and other diseases. Constantly high levels of IGF-1 could also cause insulin-producing beta cells in the pancreas to burn out, resulting in type 2 diabetes. "Milk is not just a nutrient. It is a complex, bioactive substance honed by evolution to promote growth at the cellular level," Melnik says.

Melnik's ideas are controversial. Jeff Holly, an IGF-1 researcher at the University of Bristol, UK, says that levels of the hormone in cow's milk are not an issue in themselves, but milk does stimulate production of the same hormone by our pituitary gland. "The more milk you drink, the more IGF-1 you will have in your body," he says.

IGF-1 certainly stimulates cellular growth, and could help explain why children who drink milk tend to be taller, although the protein and calories in milk would also play a

part. But Holly agrees with Melnik that too much IGF-1 in later life could be a bad thing. His main concern is that drinking a lot of milk as an adult might boost growth of subclinical cancers, although the evidence is mixed.

Reviews by both the World Cancer Research Fund and the American Institute for Cancer Research have concluded that there is a probable link between dairy product consumption and prostate cancer, but also

"As we live longer lives, milk may have undesirable effects on the body"

that milk and dairy consumption probably protects against colorectal cancer and may lower the risk of bladder cancer.

"Overall the evidence from long-term cohort studies is much stronger for the protective effect of milk for colorectal cancer than for the increased risk of prostate cancer," says Givens, "but we should not ignore it." Studies into the effects of milk on diabetes have generated mixed results too, and diabetes rates in the West have risen at the same time as milk consumption has dropped, casting doubt on any link.

So why is it so difficult to get a clear-cut answer on the health effects of milk? One



Drink up: children who drink milk tend to be taller



reason may be that milk itself is so complex. It promotes IGF-1 production, and it contains whey proteins and protein fragments called peptides, all of which, like calcium, have signalling roles. A protein called lactoferrin, for instance, plays a crucial role in iron absorption and exerts antioxidant and anti-carcinogenic effects. Meanwhile, peptides derived from another milk protein called casein may influence the behaviour of immune cells, and prevent harmful bacteria from attaching to the gut.

Then there's the question of what we consume alongside milk as part of our complex diet. One reason why milk and other dairy products may protect against colorectal cancer is because calcium seems to bind to and neutralise carcinogenic substances in meat.

This interplay with other aspects of our diet could benefit heart health too. A meta-analysis of 15 studies by Givens and his colleagues concluded that high consumers of milk and dairy have a 16 per cent lower risk of heart disease and stroke than low consumers. Again, the reason could be calcium, which binds to dietary fats in the intestines and also to some of the bile acids that help to digest fat, preventing its absorption by the body.

But of course there are other sources of calcium in the diet, such as nuts and vegetables, not to mention other dairy products. One problem with many of these studies is that they rarely distinguish between milk, cream and butter on one hand and fermented dairy products like cheese, soured milk and yoghurt on the other. Cheese and yogurt are low in lactose and galactose, whereas milk contains high levels of these sugars; cheese also contains around six times as much calcium weight for weight as whole milk. Although

Michaelsson found an increased risk of mortality associated with milk consumption, when he looked at big consumers of fermented milk products, it was a different story. "We saw some reduction in fractures and mortality," he says. These findings suggest it might be wise to get some of the protein, vitamins and minerals milk provides from other healthy sources, like yogurt, nuts and seeds.

You can't readily pour these into your tea or cereal, though. So with the health benefits of milk still under scrutiny, how do the fashionable dairy-free alternatives stack up?

Just over 3 per cent of cow's milk is protein, and it's also an excellent source of vitamin D and iodine – essential for healthy bones and the production of thyroid hormones respectively. That's in marked contrast to some plant-based substitutes, which are made

Dairy free

Worldwide sales of non-soya, non-dairy milks are on the rise



by grinding plant material, adding water to make a slurry and then straining it.

Plant milks are often perceived as healthier than cow's milk, but in reality their nutritional properties can vary greatly, says Outi Elina Mäkinen at the University of Copenhagen in Denmark, who recently published a review on the subject. "Apart from soya milk, most of them are quite low in protein, and there are some extreme cases: rice milk has just 0.1 per cent protein," she says (see "The white stuff", page 34).

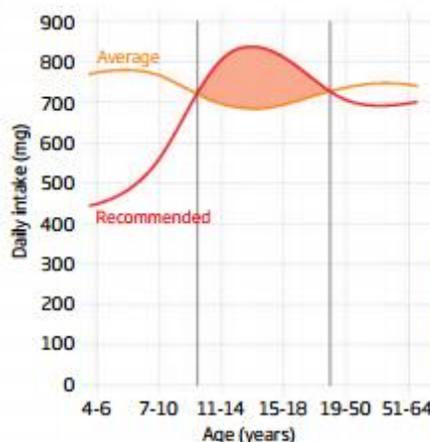
Plant-based milks may have other benefits, however. Many are low in calories, which could be helpful for weight loss. On the other hand, plant milks tend to be low in calcium and vitamin D – unless they are fortified. Even then there is evidence to suggest that this doesn't confer the same health benefits as calcium from milk. The calcium in dairy products is more similar to the calcium compounds in the body so it's more readily incorporated into the bones.

It is easy to dismiss the current trend for ditching cow's milk as nothing more than a fad. Lactose intolerance is often misdiagnosed,

Calcium concerns

Calcium concerns

Teenage girls in the UK often don't get enough calcium



and avoiding milk comes with risks of its own. Yet despite its ubiquity in the West, we are discovering that milk really is a most peculiar substance, and that as we live longer lives, it may have unexpected and potentially undesirable effects on the body. Rather than seeing it as a simple nutrient, we should perhaps come to revere milk as a complex signalling system, evolved to promote the optimal growth of infants. "Overall you have to balance benefits and risks and decide what is best for you," says Givens. "There is clearly much more work needed on this." In the meantime, the rest of us may want to question whether the pure milk moustache is a look you want to sport quite so often. ■

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LUKE T. CORREIVE/IMMEDIATE

SOURCE: UNIVERSITY OF BIRMINGHAM, BATES ET AL.

Activity 5 Case Study

You are studying at a university in the United States. In line at the cafeteria, you meet a friendly American student. You have a long conversation. You are new in the United States and lonely. Here, you think you have found a real friend. You exchange phone numbers, but your new friend doesn't call you. A week later you see her again in the cafeteria. She smiles and says: "Hi", but she passes by your table to sit with some friends. What should you do?

Handout 1

A Man Who Had No Eyes

By McKinley Kalltor

A beggar was coming down the avenue just as Mr. Parsons emerged from his hotel.

He was a blind beggar, carrying a battered cane and thumping his way before him. He was a shaggy, thick-necked fellow: his coat was greasy about the labels and pockets. He wore a black pouch slung over his shoulder. Apparently he had something to sell. The air was rich with Spring. Sun was warm and yellowed on the pavement. Mr. Parsons standing there in front of his hotel and noting the clack-clack approach of the sightless man felt a sudden and foolish sort of pity for all blind creatures,

And, thought Mr. Parsons, he was very glad to be alive. A few years ago he had been little more than a skilled laborer: now he was successful, respected, admired. And, he had done it alone, unaided, struggling beneath handicaps.... And he was still young. The blue air of spring, fresh from its memories of windy pools and lush shrubbery, could thrill him with eagerness,

He took a step forward just as the tap-tapping blind man passed him by quickly the shabby fellow turned.

"Listen, mister, just a minute of your time."

Mr. Parsons said, "It's late, I have an appointment. Do you want me to give you something?"

"I ain't no beggar, mister. You bet I ain't. I got a handy little article here" -- he fumbled until he could press a small object into Mr. Parsons' hand -- "that I sell. One buck, Best cigarette lighter made,"

Mr. Parsons stood there, somewhat annoyed and embarrassed. He was a handsome figure, with his immaculate gray suit and gray hat and walking stick. Of course the man with the cigarette lighters could not see him... "But I don't smoke," he said "Listen, I bet you know plenty people who smoke, Nice little present," said the man, "And, mister. you wouldn't mind help a poor guy out?" He clung to Mr. Parsons' sleeve.

Mr. Parson's sighed and felt in his vest pocket. He brought out two half dollars and pressed them into the man's hand, "Certainly. I'll help you out. As you say, I can give it to someone. Maybe the elevator boy would --" He hesitated, not wishing to be rude and nasty, even with a blind peddler, "Have you lost your sight entirely?"

The shabby man pocketed the two half dollars, "Fourteen years, mister," Then he added with an insane sort of pride: "Westbury, sir. I was one of them."

"Westbury," repeated Mr. Parsons, "Ah, yes, the chemical explosion.... The papers haven't mentioned it for years. But at the time it was supposed to be one of the greatest disasters in ---"

"They've all forgot about it' the fellow shifted his feet wearily. " I tell you, mister, a man who was in it don't forget about it last thing I ever saw was C shop going up in one grand blaze, and that awful gas pouring in at all the busted windows."

Mr. Parsons coughed. But the blind peddler was caught up in his own dramatic story. Also, he was thinking that there might be more half dollars in Mr. Parsons' pocket.

"Just think about it, mister. There was a hundred and eight people killed, about two hundred injured, and over fifty of them lost their eyes. Blind as bats --" He groped forward until his dirty hand rested against Me Parsons coat. "I tell you, sir, there wasn't nothing worse than that in the war, If I had lost my eyes in the war, okay. I would have been well taken care of. But I was just a workman, working for what was in it. And I got it. You're so right I got it, while the rich men were getting richer. They was insured, don't worry about that. They --"

"Insured," repeated his listener. "Yes. That's what I sell--"

"You want to know how I lost my eyes?" cried the man. "Well, here it is!" His words fell with the bitter and Well-rehearsed drama of a story often told, and told for money. "I was there in C shop, last of all the folks rushing out. Out in the air there was a chance, even with the buildings exploding right and left. A lot of guys made it safe out the door and got away. And just when I was about there, crawling along between those big vats, a guy behind me grabs my leg. He says, 'let me past, you --!' Maybe he was nuts. I dunno. I try to forgive him in my heart, mister. But he was bigger than me. He hauls me back and climbs right over me! Tramples me into the dirt! And he gets out, and I lie there with all that poison gas pouring down on all sides of me, and flame and stuff. .." He swallowed _ - a practiced sob -- and stood waiting He could imagine the next words:

Tough luck. fellow. Awfully tough. Now, I want to -- "That's the story, mister." The spring wind shrilled past them, damp and quivering.

"Not quite," said Mr. Parsons.

The blind peddler shivered crazily. "Not quite? What you mean, you -- ?"

"The story is true," Mr. Parsons said, "except that it was the other way around." "Other way around?" He croaked angrily. "Say, mister---

"I was in C shop," said Mr. Parsons. "It was the other way around. You were the fellow who hauled back on me and climbed over me. You were bigger than I was, Markwardt. "

The blind man stood for a long time, swallowing hoarsely. He gulped: "Parsons. By heaven! By heaven! I thought you --" And then he screamed fiendishly: "Yes. Maybe so. Maybe so. But I'm blind! I'm blind, and you've been standing here letting me spout to you, and laughing at me every minute! I'm blind!"

People in the street turned to stare at him.

"You got away, but I'm blind! Do you hear? I'm---

"Well" said Mr. Parsons, "don't make such a fuss about it, Markwardt. ... So am I"

Handout 2

- 1 Describe the beggar. What is he wearing?
- 2 Describe Parsons.
- 3 Based on these descriptions, which man has been more successful in life? What kind of personality (character) do you think Mr. Parsons has? What kind of personality do you think the beggar has?
- 4 Why does the beggar speak to Mr. Parsons? (What is he selling?) Do you think the cigarette lighter is worth \$1.00?
- 5 What is the beggar really asking money for? (What is he really "selling"?) What does he mean when he says, "And, mister, you wouldn't mind helping a poor guy out?"
- 6 What was Westbury?
- 7 Based on the beggar's description, what happened at Westbury?
- 8 Why does the beggar tell Mr. Parsons about the Westbury explosion? What does "He swallowed – a practiced sob-" tell us about the beggar's motives? What do the words "Tough luck, fellow. Awfully tough. Now, I want to –" mean?
- 9 How does Mr. Parsons know what happened in C shop? Who is Markwardt? How does Parsons know the beggar's name?
- 10 Markwardt knows Parsons' name. How does he know? Which man is telling the truth about what happened in C shop? How do you know?
- 11 Why does Markwardt scream at Parsons on the street?

- 1 What's the surprise ending?
- 2 Although the ending is a surprise, there are clues to it throughout the story. Look back at the story (examine the text) from the beginning.
- 3 What are some clues that Mr. Parsons is blind? (noted the clack-clack approach of the sightless man; walking stick; struggling beneath handicaps: two half-dollars from his vest –are there others?)
- 4 Look at the last words Parsons speaks. What is Parsons' attitude toward Markwardt?
- 5 Does he have any sympathy for him, and for what he has become? Why not? What is Parsons' attitude toward blindness as a handicap? (“don't make such a fuss about it?)
- 6 Fourteen years ago Parsons and Markwardt were in the same position in life: both were skilled laborers in a chemical factory, and both were blinded in the explosions.
- 7 How are they different now?
- 8 Why has Parsons been so much more successful since the explosion than Markwardt has?
- 9 How has each man's character determined (or created) the path he took in life (i.e. the plot of his life's story)?
- 10 What do you think McKinley Kantor's theme is in this story (his message for you)?

Handout 3

How are they different now? Why has Parsons been so much more successful since the explosion than Markwardt has? Fourteen years ago Parsons and Markwardt were in the same position in life: both were skilled laborers in a chemical factory, and both were blinded in the explosions.

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Suggested web sites:

www.teachingenglish.org.uk

www.online-literature.com

www.literature.org/

www.pearsonlongman.com/ae/

www.developreading.com

Glossary

BEGGAR - a person who begs

SYMPATHY - a feeling of pity or sorrow for the suffering or distress of another compassion.

LESSON #9

Reading

Theme #5.	Newspaper and magazine short entries
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Length: 80 minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none">1. Warm-up2. Activity 1.3. Activity 2.4. Activity 3.5. Activity 4.6. Activity 5. Case study	
The aim: <p>Scan-reading. To develop students' creative thinking. To develop students critical and thinking by encouraging them to get involved in a variety of challenging thought – provoking activities.</p> <p>To develop students' critical reading and writing skill.</p> <p>Students identify the content that will go into at least half their leaflet and will design the layout of their front page</p>	
Objectives: <ul style="list-style-type: none">• to lead-in to the topic and to raise students' interest to it• to develop students guessing intelligently strategies• to check students' reading comprehension skills• to allow students to express their points of views concerning to the topic.• to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm up (5 min)

- Invite students to think of what types of newspapers and magazines are they acquainted in the local and foreign publication. Elicit random answers. Ask students to explain why they consider them appropriate and acceptable for student's critical thinking.

Answers may vary:

Guidebook, vocabulary, check comprehension, world outlook, authentic material.

Lead-in

Time: 5 min

► Procedure:

☺ (5 min) Ask participants the following questions and elicit a few random answers after each question:

~ *Have you ever used English language newspapers (e.g. The Times, The Guardian, etc.) in your classroom?*

~ *How did you use them? In what kind of lesson? For what purpose?*

~ *(Optional question: How else do you think can newspapers be used in classroom?)*

Possible answers:

Newspapers are used/can be used: in 'Press' classes to explore features of mass media; in reading classes as the source of authentic modern English; in speaking classes to initiate discussion; as the source of news at the beginning of a lesson; as materials for language awareness raising tasks.

Elicit random answers. Add your own examples if necessary. Say that in this session you would like participants to explore some ways newspapers can be used in classroom.

Activity 1 Exploring newspapers

Objective: to familiarise participants with the format of British newspapers

Time: 15 min

Materials: 6-7 copies of British newspapers (e.g. *The Times*, *The Daily Telegraph*, *The Independent*, *The Guardian*, *The Observer*), handouts 1a and 1b to each pair.

► Procedure:

☺☺☺☺ (8 min) Put participants in four groups of five and distribute newspapers among the groups. Ask them to look at different newspapers and compare them with Uzbek newspapers they know. Ask the following questions:

~ *How are British newspapers different from Uzbek papers?*

~ *What can these differences tell you about the British culture?*

Elicit a few random answers. Add your own examples and comments if necessary.

Possible answers:

British newspapers are larger; they are subdivided into several sections (e.g. *Business, Property, Finance, Travel, Sports*) for different groups of readers; a lot of advertisements; cartoons used to comment on topical issues; a variety of views on different subjects; letters from readers; a big section of national news as compared to international; large colourful photos and pictures; a lot of word games; a big Sports section that is usually to be found on the back pages; detailed weather forecasts etc.

These differences reflect the interests and obsessions of the British public in general and some groups of readers in particular (e.g. British women's interest in health, fitness and cooking; British men's interest in sports – this is why so many men start at the back when they read their newspaper).

☺ ☺ (7 min) Put participants into pairs. To introduce some key newspaper terms distribute handouts 1a and 1b to each pair and ask them to match a term to its definition:

leader (the main article that starts on the front page)

report (an article in the news)

feature article (an article on an interesting current topic)

editorial (articles that reflect the opinion of the newspaper editors)

cartoons (a series of comic drawings often on a topical political subject)

captions (text with photos)

insets (short quotations or data to accompany a large article)

headlines (article titles).

Answer Key: **1c 2f 3a 4e 5g 6h 7d 8b**

Ask participants to find all these features in the newspaper.

Say that you would like participants to explore some newspaper-based tasks.

Activity 2 Exploring newspaper-based tasks I

Objective: to enable participants to do a culture-focused newspaper-based task

Time: 20 min

Materials: 6-7 copies of British newspapers (e.g. *The Times, The Daily Telegraph, The Independent, The Guardian, The Observer*) and handouts 1a-f – one per group.

► Procedure:

☺ ☺ ☺ ☺ (10 min) Put participants in six smaller groups and give each group the task of finding a particular piece of information in the newspapers they have. Ask

representatives from each group to choose one handout 2a-f at random.

☺ (10 min) Invite a spokesperson from each group to present their findings to the whole group. Comment where necessary.

Possible answers:

2a. The business section is almost always in the middle of a newspaper. It covers all areas of industry, and in some newspapers stock market news is covered across several pages.

2b. Sports news is almost always at the back of a newspaper or in a separate section. The most popular sports are likely to be football, rugby, cricket, horse racing, followed by tennis, athletics, boxing and motor racing.

2c. The British love different games, especially word games. Apart from the traditional crosswords, there are also chess, bridge, sudoku, scrabble, word watching, polygon and others. They are mostly found closer to the end of the paper, before the sports or business section, but may also be found in the Review section.

2d. Cartoons are often used to make political comments, especially about senior political figures. They can be found almost anywhere in the paper, but often in the political sections.

2e. Gossip about celebrities can be found almost in any British newspaper. Some newspapers, like *The Sun*, *The Daily Mail*, *The Daily Mirror*, *The Daily Express* (tabloids) devote very large amounts of space to features and articles on celebrities.

2f. There are special sections dedicated to travel; they contain advertisements and different descriptions of travel destinations, hotels, cities etc. One of the most popular travel destinations is the Mediterranean.

Ask participants the following question:

~ *What was the focus of this task?*

Elicit a few random answers. Say that the main focus of the task was exploration of how different cultural issues are covered in different newspaper sections. Say that you would now like participants to do a few language-focused tasks.

Activity 3 Exploring newspaper-based tasks II

Objective: to enable participants to do a language-focused newspaper-based task.

Time: 22 min

Materials: handouts 3a- 3f – one per group.

► Procedure:

😊 (5 min) Say that you would like participants to work with headlines. Ask participants to look through the newspapers for one or two minutes and answer the following question:

~ *What have you noticed about the use of grammar, vocabulary and punctuation in newspaper headlines?*

Suggested answers:

Headlines are often ‘ungrammatical’; there are frequent omissions of articles and linking verbs; verbs are often in the present and past simple tense; ‘telescoped’ passives without the auxiliary verb are common; there are often quotations from the main text in inverted commas; the use of informal and idiomatic language is frequent.

Elicit a few random answers and give your comments if necessary.

□ ☺ (5 min) Say that you would like participants to guess the meaning of a few headlines and the topic of the main article. Write the following headlines on the board. Say that often it is not possible to do so due to the lack of context. Elicit a few guesses about each in turn, then give your comments if necessary:

~ **Haircut teacher sacked** (The Mail on Sunday, 4 March 2007 p53, about a college teacher who was sacked for cutting a pupil’s hair without his permission in the middle of a lesson.)

~ **I knew after two months I was there for one year only** (The Times, 3 March 2007, p94, about the football player Michael Owen’s unsuccessful season with the Spanish team Real Madrid)

~ **Five best... sunny breaks** (Saturday Guardian, 3 March 2007 Travel p8, about five recommended travel destinations in winter)

□ ☺ ☺ ☺ (10 min) Ask participants to return to their six groups and say that you are going to give each group the task of expanding a headline into a full sentence and guessing the meaning of the article. Give your own example: ‘Haircut teacher sacked’ – ‘A teacher who cut off her student’s’ hair was sacked’. Ask representatives from each group to choose one handout 3a-3f at random. Give participants about 5 minutes to complete the task.

Invite feedback from the groups and give your comments as necessary.

Suggested answers:

3a The last king of France has been found in India. The article is about one of Napoleon Bonaparte’s distant descendants, who would be the first in line of succession to the French throne if it existed.

3b It is feared that caffeine added to soft drinks may cause addiction. The article is about new research which has shown that caffeine, added to soft drinks, like colas, may cause mild addiction to it with children who drink them in large quantities.

3c And you thought air travel was bad for the climate, but it is not as bad as

shipping goods by sea. According to the article, carbon emission from cargo ships is greater and, consequently, more damaging to the environment than emissions from flights.

3d Furious Phil Neville, an Everton football player, was in a bottle-throwing row with a fan

The article discusses Phil Neville's negative reaction to an Everton fan's disruptive behaviour that involved throwing a bottle of cider on the field during the match between Everton and another club.

3e Transatlantic routes have been opened for free competition between different airlines.

The article is about the new agreement between the USA and the European Union that enables different airline companies to compete with each other on different transatlantic routes.

3f During the next total lunar eclipse the Moon will be seen as red. The article discusses the reasons why the Moon is seen as red during a total lunar eclipse, when the Earth shades it from the Sun.

□ ☺ (2 min) Say that newspapers contain a wide variety of different texts and other authentic materials that can be used in class for different purposes. Say that you would like participants to brainstorm other ways of using newspapers in their classes.

Activity 4 Exploring newspapers for designing tasks

Objective: to enable participants to explore different ways of using newspapers in their classes

Time: 15 min

Materials: 6-7 copies of newspapers (*The Times, The Independent, The Guardian* etc.)

► Procedure:

□ ☺☺☺ (10 min) Ask participants to return to their six groups and remember different approaches to task design. Refer them back to the matching exercise in Activity 1.

Distribute newspapers to the groups. Ask the following questions:

~ *What other newspaper sections apart from headlines can you use in your classes?*

~ *What can you do with them in your classroom?*

Give your own examples if necessary.

Possible answers:

Apart from culture-focused tasks and tasks exploring headlines, teachers can use **newspaper texts** both for language awareness purposes and as discussion points.

Cartoons can be used to infer their meaning and to discuss the point. **Photos** can be used in different ways, e.g. as discussion points, for students to write their own **captions**, for students to match photos with captions etc.

Advertisements can also be used for cultural awareness raising, for comparing different goods and services and for interpreting their visual and verbal messages.

Letters to the editor, weather forecasts, announcements and short news can be exploited as texts written in a specific genre (language-focused) as well as discussion points (topic-focused).

- ☐ ☺ (5 min) Take feedback from the groups and write down their ideas on the board.

Comment where necessary.

Summary

- ☐ Remind participants about the discussion they had at the beginning of the session on different ways of using newspapers in class.
- ☐ Say that newspapers can be used in class for two main reasons: 1) in linguistic faculties in the classes studying mass media and/or the press, where the focus is on specific qualities of newspapers, their design, style and different sections (e.g. features, news, editorials, letters etc.); 2) in general English classes as a source of modern authentic English and other authentic materials. Emphasise that newspaper reading skills in such classes may be integrated with other skills (e.g. speaking and writing) and that these materials (i.e. pictures, headlines) may be helpful in this.
- ☐ Underline the role of newspapers in raising students' cultural awareness about the target language context.
- ☐ Conclude by saying that newspapers are also available online and distribute handout with a few addresses of internet websites.

Activity 5 Case Study

Read the blog taken from **beautysurgery.com** site study the case and tell your opinion. What would you do if you were a husband of Nicola.

Nicola loathes her nose and would have surgery to make it smaller, but even if I was the richest man in Britain I wouldn't pay for her to have it done. Aside from the fact that I love her exactly the way she is, why go under the knife needlessly? It seems so vain. Any operation is worrying, so I wouldn't want her to be put at risk unnecessarily. Nicola knows how I feel, so I'd be really upset if she had surgery behind my back – she'd no longer look like a woman I fell in love in.

Materials for the lesson

Handout 1



Queen's University Belfast
ion leaflet for participants

(This is a sample of some items to be included in the information leaflet, but it must be adapted for your own project with any relevant additional information. Remember to keep it clear and simple.)

Title:

Background: Short and simple explanation as to why this study is needed.

You may find it easier to explain exactly what is needed from a participant using these headings:

What does this study aim to do?

If you participate in this study what will you be required to do?

When will this study take place?

Where will this study take place?

How much of your time will your participation require?

Always consider including

1. Your participation is entirely voluntary and you may withdraw from this research at any time and for any reason, without having to give an explanation.
2. Your participation, or non-participation will not affect your treatment / career progression (as appropriate) or legal rights.
3. The data collected will be treated securely and confidentially as necessary under the Data Protection Act and stored as required by the University.
4. All results, if published, will be treated in an anonymous manner. No one will be identifiable in any data produced from this study.
5. Explain if they will be given information about the outcome of the study or debriefed at the end of their participation.
6. Explain that they can contact researchers with any concerns during the study.
7. If your study involves a questionnaire explain that they may omit any questions they do not wish to answer.

At the end give name(s) and contact details of the researcher that the participants may use.

Many versions of protocols are used as a study is in the planning and development stage. Make sure the information leaflet and consent form are dated to confirm they are the versions which received ethics approval.

Handout 2

Comparison between Leaflet and Brochure

	Leaflet	Brochure
Definition	A sheet of paper advertising something, usually a single sheet perhaps folded in two and used for dissemination of said information	A small book that usually has many pictures and information about a product, a place like a pamphlet, often for promotional purposes.
Size	Not more than 2 pages	4 to 8 panels
Folded or Stapled	Folded	Folded or stapled
Information	Points or in one sentence	One paragraph to fully detail
Contain	Description in points about the product or an event	Descriptions of the company, a few highlighted products or about an event

Suggested web sites:

www.teachingenglish.org.uk

[www.online-literature.com/leafletwriting.com/](http://www.online-literature.com/leafletwriting/)

www.literature.org/

www.pearsonlongman.com/ae/

www.developreading.com

www.queenuniversity.com

Glossary

ANONYMOUS – nameless

PARTICIPATION – be involved

VERSION – particular form of something

CONSENT – agreement

LESSON #10

Writing

Theme #5.	Opinion essay
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Length: One hour and twenty minutes	Number of Students: 12
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LessonOutline <ol style="list-style-type: none">1. Warm-up. PPT2. Activity 1. Introducing with capitalization3. Activity 2. General information of capitalization4. Activity 3. General rules of punctuation5. Activity 4. Case study
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The aim: Writing an opinion essay. To develop students' creative thinking and skill of writing. To develop students critical and thinking by encouraging them to get involved in a variety of essay structures – provoking activities. To develop students' critical thinking and writing skill. by the end of the lesson students will be able to demonstrate knowledge of basic capitalization and punctuation skills.
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Objectives: <ul style="list-style-type: none">• to provide students with capitalizing and punctuating structure• to give students an opportunity to proofread, recognize, and correct capitalization and punctuation marks• to prepare students to correct the mistakes

ActivityType:	Individual, small group, whole class (teacher-students)
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Warm up (5 min)

- Invite students to think of what types of essays they are aware of before. Review the structures of those kinds of essays generally. Elicit random answers that what is the difference between them. Ask students to explain why they consider them appropriate and acceptable for student's critical thinking.

Answers may vary:

For and against, letters, vocabulary, check comprehension, world out-looking, and

authentic material, descriptions.

Lead-in

Time: 5 min

► Procedure:

□ ☺ (5 min) Ask participants the following questions and elicit a few random answers after each question:

~ *How many compositions have you learnt during the previous study terms?*

~ *What kinds of compositions are considered as discursive essays?*

~ *What's their prediction is that why "opinion essays" is hailed as like this?*

Possible answers:

There remains quite extensive diversity of essays such as descriptions, narratives, letters and reports. Among them "for and against" essays, "opinion" essays and "suggesting solutions to problems" essays are considered as types of discursive essays. The crucial reason why this kind of composition named like this is that here mainly the writer's personal opinion is required to present towards to the given statement.

□ Elicit random answers. Add your own examples if necessary. Say that in this session you would like participants to explore some ways compositions can be used in classroom.

Pre-writing part: Explanation

Objective: to interpret the theme providing with points to consider.

Time: 5 min

An opinion essay is a formal piece of writing. It requires your opinion on a topic, which must be stated clearly, giving various viewpoints on the topic supported by reasons or examples. You should also include the opposing viewpoint in another paragraph. A successful opinion essay should have:

a) an introductory paragraph in which you state the topic and your opinion.

b) a main body which consist of several paragraph presenting the viewpoint supported by reasons. You also include a paragraph presenting the opposing viewpoint and reason why you think it is an unconvincing viewpoint; an familiarize participants with the transitive word so as to represent their viewpoints;

c) a conclusion in you restate your opinion using different words

Points to consider

- Decide whether you agree or disagree with the subject of the topic, then make a list of your viewpoints and reasons.
- Write well-developed paragraphs, joining the sentences with appropriate linking words and phrases. Do not forget to start each paragraph with a topic sentence which summarises what the paragraph is about.
- Linking words and phrases should also be used to join one paragraph with the other.
- Apply techniques presented on p. 56 to begin and end your essay.

Activity1: matching task based activity

Aim: practice using of transitive words while expressing personal viewpoints

Time: 15min

Materials: pages 70and 72 from “Essential writing proficiency” book. Distribute handout **1a** to each pair.

► **Procedure** ☐ ☺ ☺ ☺ (8 min) Put participants in four groups of five and distribute handouts among the groups. Ask them to read the viewpoints and reasons mentioned in the table below, and then match each of the viewpoints with appropriate reason. Then, identify using the notes; give a one-minute talk on the subject, using words from the following list.

I firmly believe

For example/instance

Finally

The reason for this

Furthermore

In addition

Because

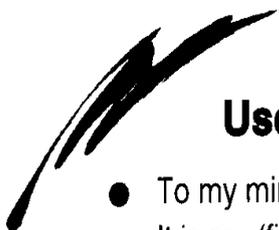
VIEWPOINTS	REASONS
1 Community service saves taxpayers' money	a Punishment includes providing care for the aged, maintaining parks, etc
2 Benefits other members of the community directly	b They keep their jobs, live at home with their families, etc
3 Prison turns minor offenders into hardened criminals	c Prisons are expensive to run, while community service costs little
4 Minor offenders doing community service remain part of normal society	d To survive prison life, they must become like other prisoners

☐ Elicit a few random answers. Add your own examples and comments if necessary.

Possible answers:

I firmly believe that community service saves taxpayer' money because punishment are expensive to run while community service a little.

☺ ☺ (7 min) Put participants into pairs. To introduce some key linking words distribute handouts 1b to each pair and ask them to put those words in correct place.



Useful Expressions for Giving Opinions:

- To my mind/To my way of thinking, ...
It is my (firm) belief/opinion/view/conviction (that) ...
In my opinion/view ... My opinion is that,
I (firmly) believe ... I (definitely) feel/think that ...
I am (not) convinced that ... I am inclined to believe that ...
I (do not) agree that/with ... It seems/appears to me ...
It strikes me that ... As far as I am concerned, ...

4 Look at the following skeleton sentences and decide whether you agree or disagree with each statement. Then, give your opinion on each, using expressions from the above table and expanding the sentences.

- 1 television / have / negative effect / society
- 2 carry out experiments / animals / be / morally wrong
- 3 wildlife parks, if / be / managed properly, / can help / protection / certain endangered species
- 4 real problem / be / lack / public awareness / and / not / lack / recycling facilities
- 5 more responsibility / one / have / less freedom one / enjoy
- 6 only alternative / some poor people / be / steal

Possible answers:

- As far as I'm concerned television has negative effect on society
- To way of my thinking carry out experiments on animals are morally wrong
- It strikes me that wildlife parks is they are managed properly can help protection to certain endangered species

Activity 2 Exploring newspaper-based tasks I

Objective: to encourage students to form an essay relying on the viewpoints from the text

Time: 20 min

Materials: page 71 from successful writing proficiency .

► Procedure: distribute the handouts and elicit students to read the passage and turn it into an opinion essay according to the structure represented on the right.

3 Read the model below and complete the paragraph plan on the right, identifying the topic of each paragraph. Has the opposing viewpoint been included, and if so, in which paragraph? Then, replace the linking words or phrases in bold type with other synonymous ones.

Throughout this century, the role of women within society has changed, and the majority of people feel that this change is for the better. More women work than ever before, and it is accepted in Western culture that many women now have careers. Nonetheless, **in my opinion** there is still a great deal of sexual discrimination against women within society, and the belief that sexual equality has been achieved is not altogether accurate.

To begin with, many women find it very difficult to return to work after having children. The main reason for this is that there are rarely any provisions made for childcare in the workplace and, in these cases, women are forced to find someone to look after the children while they are at work. Obviously, this can prove to be a time-consuming and expensive process, yet it must be done if mothers are to be able to resume their careers.

Secondly, the traditional views of the position of women within society are so deeply ingrained that they have not really changed. **For instance**, not only is the view that women should stay at home and look after their family still widely held, but it is reinforced through images seen on television programmes and advertisements. **An example of this** is that few men are ever seen doing housework on television, since this is traditionally thought of as "a woman's job".

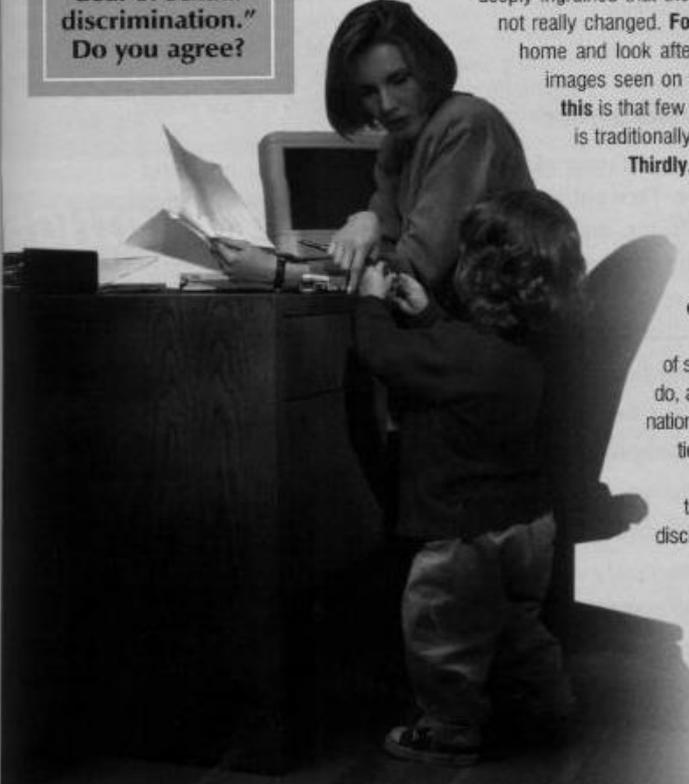
Thirdly, since families often need two incomes in order to enjoy a good standard of living, a woman finds herself doing two jobs: one at home and one at the office. So, it could be said that a woman's position has, in fact, deteriorated rather than improved, with the result that women carry the burdens of equality but get none of the benefits.

In contrast, there are some people who claim that the problem of sexual discrimination no longer exists. They point out that women do, after all, have legal rights intended to protect them from discrimination. **In addition**, a few women are now beginning to reach top positions as judges, business leaders and politicians, while a number of other previously all-male professions are opening their ranks to women. **Nonetheless**, these examples are not the norm and discrimination is still very much with us.

Taking these points into consideration, I would say that the position of women has improved only slightly. **While** rules and laws have changed, it is the deep-rooted opinions of people within society which are taking a longer time to evolve. **Needless to say**, until these attitudes have changed, sexual discrimination will remain a problem which we all need to face and fight against.

- *Introduction* -
summary of the topic -
clear statement of opinion
- *Main Body* -
*
*
*
*
- *Conclusion* -
.....
.....

"Although the position of women in society today has improved, there is still a great deal of sexual discrimination." Do you agree?



.Possible answers:

- 2a. The business section is almost always in the middle of a newspaper. It covers all areas of industry, and in some newspapers stock market news is covered across several pages.
- 2b. Sports news is almost always at the back of a newspaper or in a separate section. The most popular sports are likely to be football, rugby, cricket, horse racing, followed by tennis, athletics, boxing and motor racing.
- 2c. The British love different games, especially word games. Apart from the traditional crosswords, there are also chess, bridge, sudoku, scrabble, word watching, polygon and others. They are mostly found closer to the end of the paper, before the sports or business section, but may also be found in the Review section.
- 2d. Cartoons are often used to make political comments, especially about senior political figures. They can be found almost anywhere in the paper, but often in the political sections.
- 2e. Gossip about celebrities can be found almost in any British newspaper. Some newspapers, like *The Sun*, *The Daily Mail*, *The Daily Mirror*, *The Daily Express* (tabloids) devote very large amounts of space to features and articles on celebrities.
- 2f. There are special sections dedicated to travel; they contain advertisements and different descriptions of travel destinations, hotels, cities etc. One of the most popular travel destinations is the Mediterranean.

Ask participants the following question:

~ *What was the focus of this task?*

Elicit a few random answers. Say that the main focus of the task was exploration of how different cultural issues are covered in different newspaper sections. Say that you would now like participants to do a few language-focused tasks.

Activity 3 Exploring newspaper-based tasks II

Objective: to enable participants to do a language-focused newspaper-based task.

Time: 22 min

Materials: handouts 3a- 3f – one per group.

► Procedure:

☺ (5 min) ask students to read the following extracts and the table of “Do’s” and “Don’t”. extract them to find an example of each point in the extracts and write this in the table.

***“The mass media have an adverse effect on moral standards.
Do you agree?”***

A Newspapers, in one form or another, have been in existence for centuries, their purpose being to spread news. Public radio and television services, on the other hand, have only been available in the UK since 1922 and 1932 respectively, and were introduced with the intention of informing, educating and entertaining. While radio seems to have largely maintained its standards, newspapers and TV have, in my opinion, totally abused their position of power, resulting in a serious decline in moral standards. As Richard Hoggart said, “They are full of a corrupt brightness, of improper appeals and moral evasions ...”.

Perhaps the most serious offender is television, as today’s broadcasters seem to have completely abandoned the issue of ethics. This is more than apparent in the films and programmes which are intended to entertain, as they bombard the viewer with explicit language, sex and violence. Similarly, the news “informs” us using devastating images of grief, desperation and death. It is often felt that by exposing the public to such graphic depictions, television producers have contributed to our becoming immune to shocking behaviour and events which, in the past, we would have been upset or offended by.

Furthermore, newspapers, especially the tabloids, have come to depend on overly-explicit articles and pictures in order to guarantee sales. It is commonplace nowadays to see, for instance, photographs of celebrities’ most private moments or horrific scenes of death occupying the front pages of daily publications. The fact that these images are intended — and generally manage — to sell newspapers displays the craving for sensationalism which exists within society today.

In contrast, it must be admitted that the mass media have a lot to offer in the way of information and entertainment. The news and documentaries can be very informative and educational as long as the material is handled in a responsible manner. The problem is that, because people are willing victims of the media’s irresponsibility, the media continue to produce material which is unacceptable by all moral standards.

To conclude, it is clear that the public have a right to know and that producers should be allowed a certain degree of artistic licence, but should we not draw the line somewhere before we lose sight of our principles altogether?

B I definitely agree with this statement, and there are many reasons why. The media include newspapers, magazines, radio and television. All of these play an important role in society because they give us information and entertainment, and of course everybody is interested in them, so that makes them popular.

Every single day on the news, however, you can see horrible, bloody scenes with people screaming and crying. Perhaps there's been a bomb or other disaster. We can see the injured people, and blood and of course it's all real. I find this extremely appalling and disgusting. Of course, TV is interesting sometimes, especially documentaries and other real-life programmes. I also like comedies and cartoons, but nobody likes being shocked or horrified.

In my opinion, there are numerous examples. My little brother was watching a horror film one evening, and when he went to bed he had terrible nightmares. And there have been cases of children trying to do things their superheroes do, such as jumping off buildings. According to statistics, at least half of the young children have had such problems, which is pretty shocking.

A lot of stars have problems too. Reporters and photographers hound them everywhere and they never have a moments' peace. But then, everything in life has its price. This of course is bad for moral standards because we shouldn't know about these people's private lives. I think this should be kept under control.

But the worst thing is when they show a private tragedy on TV for everyone to watch. I think this is terrible, and should be stopped.

DO'S

formal style

 introduction states topic clearly

 clear topic sentences

 well-developed paragraphs

 linking words & phrases

 generalisation

 quotation

 examples

DON'TS

informal style a) colloquial expressions
 b) short forms

 introduction fails to state topic clearly

 unclear/irrelevant topic sentences

 emotive vocabulary

 over-generalisation

 blind use of statistics

 personal examples

 use of clichéd expressions

Suggested answer:

Introduction:

The position of women on society has changed dramatically. They have gain more career in every section of our lives compering with the past. however, in my point of view, there is still a great deal of gender discrimination against women in society.

Main body:

Firstly, most female employers face lots of hardship after having a baby. The crucial reason is that there are really any provisions made for childcare in workplace and, in these cases, women are forced to find someone to look after while they are at work.

Secondly, the common viewpoints of the position of women in society are so deeply ingrained that they have not really changed. To illustrate this, not only is the view women should stay at home and look after their family still widely held.

Thirdly, as families frequently need their own budget so as to enjoy agood standard of living, a woman finds herself doing two jobs: at home and at the work.

On the other hand, there remain a certain people who argue that the discrimination against women is no longer exits. As, a few women are now beginning to reach top position. Nevertheless, these are not the norm and discrimination is still exist.

Conclusion:

To conclude I pen down restating that the position of women has improved just slightly. Meanwhile the rules have changed, it is deep rooted opinions of peoplein society which are taking a longer time to evolve.

Comment where necessary.

Summary

- Remind participants about the discussion they had at the beginning of the session on different ways of compositions in class. Writing a successful essays requires not only skill or knowledge not also a broad outlooking as you are asked your personal thoughts which means they should always aware various topics and express their viewpoints accordingly.

LESSON #11

Reading

Theme #6.	POEMS
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Length: 80 minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none">1. Warm-up2. Activity 1.3. Activity 2.4. Activity 3.5. Activity 4.6. Activity 5. Case study	
The aim: <p>Scan-reading. Understanding the structure of poems. Understanding the function of poems. Summarising poems.</p> <p>Students identify the content that will go into at least half their brochure and will design the layout of their front page</p>	
Objectives: <ul style="list-style-type: none">• to lead-in to the topic and to raise students' interest to it• to develop students guessing intelligently strategies• to check students' reading comprehension skills• to allow students to express their points of views concerning to the topic.• to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead – in (5min)

Ask participants what work they and their students usually do with reading poems.

Possible answer :

- a) Read aloud and remember the poems

b) Read the poems

Tell participants that now they are a group of intermediate learners who are going to have a reading lesson. The following behaviors belong to classroom language.

Activity 1 A stimulated lesson

Objective : to elicit the concept of intensive reading ; to experience a reading lesson as learners

Time : 45 min

Materials :board/flipchart, handout 1 and 2

Preparation : read the poems and the words from pre-reading stage on the board

Procedure :

Pre-reading (15 min)

(10 min) Draw your students attention to the questions on the board. If necessary, be first to answer the questions

- ▶ Shakespearean Sonnet Style
 - ▶ How to Analyze a Shakespearean Sonnet
 - ▶ The Rules of Shakespearean Sonnets
 - ▶ The Contents of the Sonnets in Brief
 - ▶ Are Shakespeare's Sonnets Autobiographical?

(5 min) Tell students that they are going to read the poems. Ask them to predict what kind of poem it is.

While- reading(30 min)

(10 min) Give the handouts and ask students read the poems quickly and see how accurate their predictions were.

(20min) Give some time and discuss with the whole class what the words on the board mean in the context of the poems. If necessary, explain the meaning of those words which nobody understood.

Dun –to make persistent demands upon for payment

Damask –a thick usually shiny cloth that has patterns woven into it

Reek –to have a very strong and unpleasant smell

Lead-in activity, handout 1. (15 min)

My mistress' eyes are nothing like the sun;
Coral is far more red than her lips' red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damasked, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound;
I grant I never saw a goddess go;
My mistress, when she walks, treads on the ground:
And yet, by heaven, I think my love as rare
As any she belied with false compare.

Notes

dun (3): i.e., a dull brownish gray.

roses damasked, red and white (5): This line is possibly an allusion to the rose known as the

York and Lancaster variety, which the House of Tudor adopted as its symbol after the War of the Roses. The York and Lancaster rose is red and white streaked, symbolic of the union of the Red Rose of Lancaster and the White Rose of York. Compare *The Taming of the Shrew*: "Such war of white and red within her cheeks!" (4.5.32). Shakespeare mentions the damask rose often in his plays. Compare also *Twelfth Night*:

She never told her love,
But let concealment, like a worm i' the bud,
Feed on her damask cheek. (2.4.118)

than the breath...reeks (8): i.e., than in the breath that comes out of (reeks from) my mistress.

As the whole sonnet is a parody of the conventional love sonnets written by Shakespeare's contemporaries, one should think of the most common meaning of *reeks*, i.e., *stinks*. Shakespeare uses *reeks* often in his serious work, which illustrates the modern meaning of the word was common. Compare *Macbeth*:

Except they meant to bathe in reeking wounds
Or memorise another Golgotha,
I cannot tell. (1.2.44)

rare (13): special.

she (14): woman.

belied (14): misrepresented.

with false compare (14): i.e., by unbelievable, ridiculous comparisons.

Sonnet 130 is the poet's pragmatic tribute to his uncomely mistress, commonly referred to as the dark lady because of her dun complexion. The dark lady, who ultimately betrays the poet, appears in sonnets 127 to 154. Sonnet 130 is clearly a parody of the conventional love sonnet, made popular by Petrarch and, in particular, made popular in England by Sidney's use of the Petrarchan form in his epic poem *Astrophel and Stella*.

If you compare the stanzas of *Astrophel and Stella* to Sonnet 130, you will see exactly what elements of the conventional love sonnet Shakespeare is light-heartedly mocking. In Sonnet 130,

there is no use of grandiose metaphor or allusion; he does not compare his love to Venus, there is no evocation to Morpheus, etc. The ordinary beauty and humanity of his lover are important to Shakespeare in this sonnet, and he deliberately uses typical love poetry metaphors against themselves.

In Sidney's work, for example, the features of the poet's lover are as beautiful and, at times, more beautiful than the finest pearls, diamonds, rubies, and silk. In Sonnet 130, the references to such objects of perfection are indeed present, but they are there to illustrate that his lover is not as beautiful -- a total rejection of Petrarch form and content. Shakespeare utilizes a new structure, through which the straightforward theme of his lover's simplicity can be developed in the three quatrains and neatly concluded in the final couplet.

Thus, Shakespeare is using all the techniques available, including the sonnet structure itself, to enhance his parody of the traditional Petrarchan sonnet typified by Sidney's work. But Shakespeare ends the sonnet by proclaiming his love for his mistress despite her lack of adornment, so he does finally embrace the fundamental theme in Petrarch's sonnets: total and consuming love.

One final note: To Elizabethan readers, Shakespeare's comparison of hair to 'wires' would refer to the finely-spun gold threads woven into fancy hair nets. Many poets of the time used this term as a benchmark of beauty, including Spenser:

Some angel she had been,
Her long loose yellow locks like golden wire,
Sprinkled with pearl, and pearling flowers atween,
Do like a golden mantle her attire,
And being crowned with a garland green. (*Epithal*).

Activity 1, Handout 2. (15 min)

"I Cannot Live With You" is one of Emily Dickinson's great love poems, close in form to the poetic argument of a classic Shakespearean sonnet.¹ The poem shares the logical sensibility of the metaphysical poets whom she admired, advancing her thoughts about her lover, slowly, from the first declaration to the inevitable devastating conclusion. However, unlike most sonnet

arguments or “carpe diem” poems, this poem seems designed to argue *against* love. The poem can be broken down into five parts. The first explains why she cannot live with the object of her love, the second why she cannot die with him, the third why she cannot rise with him, the fourth why she cannot fall with him, and the final utterance of impossibility. The poem begins with a sense of impossibility:

I cannot live with You –
It would be Life –
And Life is over there –
Behind the Shelf

The Sexton keeps the Key to –
Putting up
Our Life – His porcelain -
Like a Cup –

Discarded of the Housewife –
Quaint – or Broke –
A newer Sevres pleases –
Old Ones crack –

Moving from the abstraction of the first four lines, the second and third stanzas enter into the domestic metaphor of china, which is described variously as discarded, broken, quaint, and cracked, put up on the shelf and forgotten. If life is “behind the shelf,” it is completely outside the experience of the china, as is the speaker’s life. The power of the first line is temporarily muted, and the reader is similarly trapped inside a haunting verse of cups and shelves, eerie in their quietness. That the china is locked away by the sexton, a representative of the official or practical face of religiosity, seems to imply that it is not only the domestic sphere that the speaker is trapped in, but also the binds of the church, or at least the administrative daily function of the church, which Dickinson viewed as being quite separate from the passion behind it.

The lines themselves alternate between long and short, and the disparity between the lines becomes more dramatic in the second and third stanzas. The delicate, halting, “cracked” lines that describe the china seem physically overwhelmed by the lines about the housewife or sexton. Between the second and third stanzas, the enjambment (pausing on “cup”) compounded with the dash, which emphasizes the pause and line break, allows life to be hopefully like a “cup” for the

fraction of a second it takes the reader to make it to the next line, where it is discarded “of the housewife.” This line reads as both “The housewife discards the cup” and also “the Sexton puts away the cup discarded by the housewife,” as if what is not good enough for marriage is good enough for the church. “Quaint,” incidentally, is a word that Dickinson used to describe herself in letters, when writing about her reclusiveness; “half-cracked” is a word that T. H. Higginson, her poetic correspondent, used to describe her.

In the second part of the poem, Dickinson imagines that the alternative to living with someone is dying with them, but that also has been denied to her:

I could not die – with You –
For One must wait
To shut the Other’s Gaze down –
You – could not –

And I – Could I stand by
And see You – freeze –
Without my Right of Frost –
Death’s privilege?

These stanzas express not only the fact that if she cannot live with her love she is dead, but also that the “with” is taken from her—she can die, but not with him because death is necessarily a private act. First she argues that she must wait to “shut the Other’s Gaze down,” which might literally mean to close his eyes, but also the word “Gaze” implies that there is something sustaining about the act of looking upon another with love; it is that which creates life, and it must be actively shut down for death to occur. She imagines that he would not be strong enough to do that for her. Her second argument within this section is that, upon his death, denied the “Right of Frost,” she would long for death.

In the third section of the poem, Dickinson imagines the final judgment, and how it might be overwhelmed by her earthly love:

Nor could I rise – with You –
Because Your Face
Would put out Jesus’ –
That New Grace

Glow plain – and foreign
On my homesick Eye –
Except that You than He
Shone closer by –

They'd judge Us – How –
For You – served Heaven – You know,
Or sought to –
I could not –

Because You saturated Sight –
And I had not more Eyes
For sordid excellence
As Paradise

She is unable to see or experience paradise because she is so consumed with her vision of him— not only does his face “put out” the face of Jesus like a candle, but he “saturated her sight” so much in life that she is unable to “see” paradise, meaning, perhaps that he distracted her from piety. The speaker’s experience in this poem is deeply linked to sight, and suggests that that which cannot be seen cannot be experienced. In the stanza beginning “They’d judge us,” there is a complete breakdown of rhyme; when she writes “I could not,” she does not rhyme, and the faltering echoes the broken fragility of the first lines. The pairing of “sordid excellence” is both a metaphysical touch and a characteristic Dickinson moment of transforming an abstraction into its opposite with an oddly chosen adjective.

In the fourth section of the poem, the speaker describes why she cannot be in hell with her lover:

And were You lost, I would be –
Though My Name
Rang loudest
On the Heavenly fame –

And were You – saved –
And I – condemned to be
Where You were not –
That self – were Hell to Me –

Just as she cannot see heaven because his face obscures her view, her perspective of hell is confined to being without him. If she were saved and he were lost, then she would be in hell without him, and if they were both saved, but saved apart, then that would also be hell. In admirable pursuit of the conclusion of this radical argument, which has grown ever more impossible as she chases it, she passionately refuses to believe that there is an alternative where they are both saved together or both condemned.

The final stanza acts structurally like the final couplet of a sonnet, finishing the argument, but leaving a question for the reader to consider:

So We must meet apart –
You there – I – here –
With just the Door ajar
That Oceans are – and Prayer –
And that White Sustenance –
Despair –

In the line “You there – I – here” we can see a perfect example of how the poet’s dashes work to hold the words and ideas of “you” and “I” apart.

As in a sonnet, the rhyme scheme tightens up quite a bit in this final section. Dickinson internally rhymes “are” with “ajar,” half-rhymes “apart” and “ajar,” “despair” with “there,” “here” and “prayer,” then closes up the stanza in rhyme. It is as if she intends the final rhyme to show the perfection of her argument in the poem’s conclusion. Additionally, those four words that she rhymes quite eloquently express the problem itself, with prayer standing in for its close synonym, hope. The intricacy of the rhyme leaves “sustenance” as unrhymed, underscoring that “White Sustenance” does not nourish. Incidentally, early publications of the poem replaced “white” with “pale” as if softening the conclusion that she reaches by modifying the degree of her language; “pale sustenance” seems somehow more sustaining.

However, even as she closes the argument, it opens up a little, because in this despair she has found a kind of sustenance, however undernourishing it is. There is something holy about this kind of despair, and “white” seems also to be “heavenly,” as if in losing her hope for the afterlife, she has found a new earthly devotion to replace it, and then elevated it to celestial levels. This stanza is notably the first time she uses the word “We,” capitalized for emphasis, and creates a paradox where “meet apart” seems possible, or at least more possible than any of the other

alternatives she has rejected throughout the poem. She claims that the door is just “ajar” but then compares it to oceans, making “ajar” as wide open as the earth itself, and then linking it to prayer, or hope. In this amazingly deft bit of wordplay, Dickinson reverses everything as she’s saying it—the lovers are apart but meeting; the door is ajar, like an ocean; and the speaker is somehow sustained by despair. In a final touch, she ends the poem with an elongated endstop, printed as a dash, and whether it is meant to be “ajar” or more definitively shut is as unanswerable as the final question of the poem.

A Shakespearean sonnet typically uses the three quatrains to develop an argument about love, adding a new logical point in each. While poems are not typically thought of as arguments, the Renaissance tradition demanded rigorous logic and quality of thought rather than simple sentimentality—even when writing about love. For example, in a “carpe diem” poem, the poet is trying to find inventive ways to convince a virgin to “make much of time.” Other arguments might be why love lasts beyond death, why a comparison to a summer’s day is a complete failure, or why the poet’s love is greater than any other previous love.

Activity 5 Case Study

Read the situation of Philip Prowse. Study the case and tell your opinion. What are you going to suggest Carlo? Stephanie? What is friendship in your mind?

It’s Stephanie and Max’s first holiday away together and they want to get to know each other. They go to Italy and stay at Stephanie’s friend Carlo’s flat in a Mediterranean village. But Carlo’s wife is not very happy to see Stephanie – and the two couples find out why, and a lot of other things about each other, in a hot Italian summer

Materials for the lesson

Handout 1

Introduction

One way that people learn about places, people, or things that they do not know is by reading about them. But what if they don’t have time to read a whole book or they just want a quick overview of the subject? Businesses often use brochures to inform, educate, or persuade – quickly. They use a brochure to grab the readers attention and get them interested enough to want to know more.

A brochure for a new convenience store might have a map and list of all the locations around town and a brief description of the types of food products it sells. The brochure for an Animal Shelter may give facts about abandoned animals, pet overpopulation, and the

importance of spaying and neutering programs. A travel brochure may show beautiful pictures of exotic places – making you want to visit that city or country.

These types of brochures tell enough about a place or an organization to get your interest and make you want to know more.

Task

Create a brochure that informs, educates, or persuades. The brochure is not an in depth study of a topic but it should give enough information to grab and keep the readers interest from start to finish.

A brochure may cover a broad topic but it shouldn't contain so much information that it overwhelms the reader. Choose 2 to 3 key points about YOUR TOPIC to describe. If there are other important elements, consider listing them in a simple bullet list or chart somewhere in your brochure.

In addition to what your brochure says, you must decide the best format to present your information. Different formats work best for brochures with lots of text, lots of pictures, small blocks of text, lists, charts, or maps. You'll need to find the format that works best for your information.

Resources

- Brochure Checklist (attachment A).
- Place or Organization Checklist (attachment B).

Suggested Minimum Resources

- Collection of brochures from family, friends, local businesses. (Travel brochures and brochures from local clubs are good examples.)
- Brochure design books and portfolios (optional).
- Classroom or Library Reference Materials.
- Access to Internet Resources (optional).
- Page Layout Software (with Brochure Templates if possible).
- Scanner, clip art books, graphics software (optional).
- Plain or color paper, staples (if doing booklet style brochures).
- Laser or inkjet printer able to handle chosen paper stock.

Steps

1. First, write down what you currently know “off the top of your head” about your topic. If it is a place, describe the location. Write down any key landmarks, interesting tourist spots, or historically significant locations that you now know about. If it is an organization, write down what you know about that group, its'

mission or purpose, its' membership.

2. Look at sample brochures you or your class have collected. Identify those that have a style or format you might like to imitate or borrow. See how much detail each type of brochure includes.
3. Research your topic. Use the materials provided in the classroom or from other sources to gather more details about your topic. From these materials and what you already know about the topic start picking out 5 to 6 significant or interesting facts that you think you will want to highlight in your brochure.
4. Use the Place Checklist or the Organization Checklist for questions and ideas on what to include in your brochure.
5. Using the Brochure Checklist, list the major components of your brochure. Mark out any components you wish to omit from your brochure. Write headlines and subheads. Write the descriptive text. Make lists.
6. Sketch out some rough ideas of how you want your brochure to look—including any graphics you think you want to include. (Your software may come with a collection of clip art; if you have access to a scanner you may be able to scan artwork from clip art books; if you have access to graphics software you may be able to draw your own graphics.) Try out different formats to fit your text. Edit your text to fit your layout. Experiment.
7. Using the page layout software available to you, transfer your rough sketches to the computer. Your software may have templates or wizards that will provide you with even more ideas.
8. Print your final design and fold as necessary.

Conclusion

The brochure as an informative, educational, or persuasive device must present information in a clear, organized manner. It should give enough information that the reader won't be left wondering "what's this really about" but should also be a "quick read" so that the reader doesn't become bored before reaching the end. Because it doesn't tell the whole story, it should contain the most important parts of the story. Give the reader the most significant, most interesting facts—the information that will make them want to find out more.

Handout 2

Comparison between Leaflet and Brochure

	Leaflet	Brochure
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Definition	A sheet of paper advertising something, usually a single sheet perhaps folded in two and used for dissemination of said information	A small book that usually has many pictures and information about a product, a place like a pamphlet, often for promotional purposes.
Size	Not more than 2 pages	4 to 8 panels
Folded or Stapled	Folded	Folded or stapled
Information	Points or in one sentence	One paragraph to fully detail
Contain	Description in points about the product or an event	Descriptions of the company, a few highlighted products or about an event

Suggested web sites:

www.teachingenglish.org.uk

www.brochure/jhb.com/

www.literature.org/

www.developreading.com

Glossary

OVERPOPULATION – excessive population

DESCRIPTION – descriptive statement

ABANDONED – forsaken, left behind

CONVENIENCE – serviceableness

LESSON #12

Writing

Theme #6.	Opinion essay
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Length: One hour and twenty minutes	NumberofStudents: 12
LessonOutline 6. Warm-up. PPT 7. Activity 1. Introducing with capitalization 8. Activity 2. General information of capitalization 9. Activity 3. General rules of punctuation 10. Activity 4. Case study	
The aim: Scan-reading. Understanding the structure of a paragraph. To upgrade students' knowledge about "Opinion Essay". by the end of the lesson students will be able to demonstrate knowledge of basic capitalization and punctuation skills.	
Objectives: <ul style="list-style-type: none">• to provide students with capitalizing and punctuating structure• to give students an opportunity to proofread, recognize, and correct capitalization and punctuation marks• to prepare students to correct the mistakes	
ActivityType:	Individual, small group, whole class (teacher-students)

Lead-in (5 min) – Group work

- Write or glue "Opinion essay" on the board
 - Brainstorm Ss ideas about the term
 - Elicit random answers

Establish the relevant knowledge on the type of this essay by eliminating unbiased views on the topic in order to make them capable of distinguishing from other types of essays and identify how well they are aware of it initially. Through it, the teacher will have a chance to analyze how their students have gained command during the lesson eventually.

Pre-writing part: group work

- Activity 1. “Opinion Essay” discussion.

Objective: To enhance Ss awareness on “Opinion Essay” structure:

To prepare Ss to write “Opinion Essay”

Time: 20 min

Materials: Board

Procedure: Introduce what we are covering in the lesson

Explain the structure of the essay in detail so that the students have an imagination what type of essay it is.

Activity1. Enlarging comprehension

Time: 5 min

Objective: Configure students’ critical thinking on certain topic “It is important to follow fashion” Do you agree?

Materials: Board

Instruction: Identify whether the arguments listed below are in favor of or against the statement in the essay title above. Then put a tick against each argument which you feel is convincing and suggest a suitable justification or example. Finally, add any further arguments of your own.

1. Expensive to keep up with changing fashions
2. Not accepted by friends unless fashionable
3. Certain fashions do not suit certain people
4. Good clothes thrown away when fashion changes
5. Fashion helps people decide how to dress
6. Fashionable clothes often impractical
7. Dressing fashionably increases self-confidence
8. Unfair to people who cannot afford latest fashion
9. Everyone looks the same, like flock or sheep
10. Creates image that does not show one’s character.

An opinion essay is a formal piece of writing. It requires your opinion on a topic/ which must be stated clearly, giving various viewpoints on the point supported by reasons and/or examples. You should also include the opposing viewpoint in another paragraph.

A successful opinion essay should have:

- a) An introduction paragraph in which you state the topic and your opinion

- b) A main body which consists of several paragraphs, each presenting a separate viewpoint supported by reasons. You also include a paragraph presenting the opposing viewpoint and reason why you think it is an unconvincing viewpoint; and
- c) A conclusion in which you restate your opinion using different words.

Points to consider

- Decide whether you agree or disagree with the subject of the topic, then make a list of your viewpoints and reasons
- Write well-developed paragraphs, joining the sentences with appropriate linking words and phrases. Do not forget to start each paragraph with a topic sentence which summarizes what the paragraph is about.
- Linking words and phrases should also be used to join one paragraph with the other
- Apply techniques relevant with formal style,.

While-writing part: individual work

Objective: Familiarization with the structure of the Opinion essay

Trying to write an introduction part of the essay.

Time: 25 min

Procedure: Following the explanation of the structure, in order to crop up clear portrays the teacher is supposed to illustrate the model on Opinion essay structure. What is more, students attempt to write an introduction on the topic which was discussed in Activity 1.

Model revealed by the teacher on the topic “*The money spent on space research has brought enormous benefits to mankind, but it could be more usefully applied. How far do you agree? :*

The question of whether money could be spent usefully applied to tackle the crisis around the world rather than spent it in space research is a very controversial issue and it is now a matter of considerable public concern. There are, therefore, people on both sides of the argument who have feelings either for or against.

Many people believe that money should be spent to solve food crisis on Africa and South Asia. Drought, for example, left Africa with famine. Every 30 seconds an African child dies of hunger and about 45% of children in South Asia suffer from malnutrition. Similarly, the global issue is the conflict of AIDS in Africa. Although, there are numerous factors in the spread of HIV/AIDS, it is largely recognized as a disease of

poverty. Medicines, for instance, are very expensive and the government in poor countries cannot afford to treat the disease, therefore millions are dying, while in rich countries people are living longer.

Having said that, however, some people oppose the former argument. They claim that space research has brought enormous benefits to mankind. Recently, NASA has launched Satellites for weather and climate, which will give the scientists a unique view of earth's atmosphere, helping them to improve their abilities to forecast weather and predict climate change.

From what has been discussed above we may draw the conclusion that both points of view have their merits. Although human life has priority in our societies, advanced research should be carried out to find another source of energy, water on other planet and to understand the planets and its effect on earth for the benefit of all.

Activity 2. Writing Introduction

Time: 5 min

Objective: Gaining a skill of writing an introduction.

Materials: Handout

Instruction: Read the questions and introductions below. Match each introduction a-c with one of the questions 1-4.

1. All forms of media but especially films and TV programmes should be censored to protect young people. To what extent do you agree?
 2. The younger generations are the main driving force behind many of the latest technological developments. How far do you agree?
 3. Blogs on the web are very effective ways for people to express their ideas and relieve tensions. What is your opinion?
 4. The modern emphasis on computers reduces the development of any creative ability. How far do you agree?
-
- a) It is certainly important to make sure that people are protected from harmful material in various media. However, I feel that the care needs to be taken in doing so for various reasons.
 - b) In some areas, it does appear that computers reduce creativity, but I also feel they can be used as a tool to develop creative ability in many fields.

- c) While the youth of today definitely have an impact on the way new technology develops, there are other factors involved.

Answers: 1-a, 2-c, 3, 4-b

Post-explaining part: Familiarization with linking words and phrases that utilized in “Opinion Essay”

Time: 15 min

Objective: Being aware of the expressions, linking words in an appropriate way avoiding misuse.

Procedure: Certain kinds of expressions, conjunctions will be given with the usage feedback by the teacher. Moreover, to check their comprehension, Activity 3 concerning the mentioned matter.

Useful expressions for giving opinions:

- To my mind/ To my way of thinking... it is my belief/opinion/view/conviction (that) ...
- In my opinion/view ...
- I firmly believe ...
- I am (not) convinced that ...
- I (do not) agree that/with ...
- My opinion is that,
- It strikes me that ...
- I definitely feel/think that ...
- It seems/appears to me ...
- As far as I am concerned, ...

Activity 3.

Time: 5 min

Instruction: read a-g , taken from the extract of the opinion essay and match each sentence or part-sentence with the correct function from the list. The first has been done for you.

Contradiction Explanation Result Example Reason (*2)

- a) Many people believe that workers should be paid according to age rather than merit (opinion statement)
- b) However, I feel that they should be paid according to results (...)
- c) Take for example someone in their twenties working in a financial company (...)
- d) They deserve to receive the same salary ... (...)
- e) ... because they are doing the same work. (...)
- f) Moreover, young people nowadays are often faster at doing things than their older work colleagues ... (...)
- g) ... which compensates for lack of experience. (...)

Conclusion: Revising and feedback for mistakes

Objective: Checking whether the students have had clear understanding of the “Opinion Essay” structure, as well as aiding them to dispose of mistakes.

Time: 5 min

Procedure: The teacher intends to ask questions connected with the theme. In addition the homework- writing an essay on the topic “It is important to follow fashion” Do you agree?

Bibliography

1. Successful writing proficiency(by Virginia Evans)
2. Improve your writing skills (Sam McCarter Norman Whitby)
3. www.google.com

Activity 3 Case Study

Read the extract and write appropriate introduction (topic sentence). Where do you think the extracts are taken from?

It is not that he is ever done anything to me or to any our colleagues, but there is something about the way he looks at you feel uneasy. He is quite good- looking, but there is a rather sly, cagey, look in his small brown eyes that makes you distrust him from the moment you meet him. He tends to be obsequious as well, telling everyone exactly what they want to hear and over-complimentary to anyone in higher position than his. There may be no real basis for my dislike, but he is a person I simply cannot trust

Handout 1

Nick: Got everything?
Chandra: Everything but the new flight plan.
Nick: Twenty minutes until takeoff.
Chandra: Looks like nasty weather.
Nick: Hopefully no flocks of birds in our flight path.
Chandra: What about deicing?
Nick: Done!
Chandra: A full plane today.
Nick: Ready?
Chandra: Good to go.

Conversation rewritten in standard sentences

Chandra: _____
Nick: _____
Chandra: _____
Nick: _____
Chandra: _____
Nick: _____
Chandra: _____
Nick: _____
Chandra: _____

Handout 2

Nick: Do you have everything?
Chandra: I have everything but the new flight plan.
Nick: We have twenty minutes until takeoff.
Chandra: It looks like nasty weather.
Nick: Hopefully, there won't be any flocks of birds in our flight path.
Chandra: Have they deiced the wings?
Nick: It has just been done!
Chandra: We will have a full plane today.

Nick: Are you ready?

Chandra: We are good to go.

Handout 3

A **complete sentence** has a subject and a verb and expresses a complete thought.

WHAT IS A FRAGMENT?

A **fragment** is a piece of a sentence.

A group of words may appear to be a sentence, but if one of the following elements is missing, the result is a fragment.

a. The subject is missing:

is setting the trap

b. The verb is missing:

the hunter in the woods

c. Both the subject and the verb are missing:

in the woods

d. The subject and verb are present, but the group of words does not express a complete thought:

The hunter set

HOW DO YOU CORRECT A FRAGMENT?

1. Add the missing part or parts.

Fragment: across the lake

To be added: subject and verb

Complete sentence: I swam across the lake.

The prepositional phrase across the lake is a fragment because a prepositional phrase cannot function as the subject or the verb in a sentence. Furthermore, the words across the lake do not express a complete thought.

2. Join the fragment to the sentence where it belongs.

If you look at the context in which a fragment occurs, you will often find that the complete thought is already present. The writer did not recognize that the fragment belonged to the sentence that came just before or to the sentence that immediately followed. Therefore, another way to correct a fragment is to join the fragment to the sentence that precedes it or to the sentence that immediately follows it. Which sentence you choose depends on where the information in the fragment belongs. Study the example below.

Incorrect: In the middle of the night, I swam. Across the lake. The water was cool and inviting.

Correct: In the middle of the night, I swam across the lake. The water was cool and inviting.

Fragments can exist in a writer's work for a number of reasons. A writer may become careless for a moment or may not fully understand how all the parts of a sentence work. If the writer does not have a clear idea of what he or she is trying to say, fragments and other errors are more likely to occur. Sometimes another try at expressing the same idea may produce a better result.

WHAT IS A RUN-ON?

In conversation, when we retell events that have occurred, we often link our thoughts together in one long narrative. Here is what one person involved in a car accident reported to a police officer at the scene:

I was driving along on Route 80 and my daughter asked my wife to change the radio station and my wife told my daughter to do it herself so my daughter unhooked her seatbelt and reached over from the back seat to change the station but then her brother tickled her and she lost her balance and fell on the gear shift and that moved the gear into neutral so the car instantly lost power and that's when we were hit by the van behind us.

HOW MANY KINDS OF RUN-ONS ARE THERE?

Run-ons may occur when the writer is unable to recognize where one complete thought ends and another thought begins. Run-ons also may occur if the writer is not sure of the standard ways of connecting ideas. Certain marks of punctuation are needed to show where two clauses join. Other punctuation signifies the end of a thought. Study the following three types of run-ons.

1. The and run-on: two or more relatively long independent clauses connected with a coordinating conjunction without any punctuation

Incorrect: I met Charlyce in a yoga class at the YWCA and we liked each other immediately and we soon became friends.

2. The fused run-on: two or more independent clauses run together without any Punctuation

Incorrect: I met Charlyce in a yoga class at the YWCA we soon became friends.

3. The comma splice: two or more independent clauses run together with only a comma

Incorrect: I met Charlyce in a yoga class at the YWCA, we soon became friends.

Run-ons are independent clauses that have been combined incorrectly.

HOW DO YOU CORRECT A RUN-ON SENTENCE?

There are three basic ways to correct a run-on sentence.

1. Make two sentences with end punctuation.

Correct: I met Charlyce in a yoga class at the YWCA. We soon became friends.

2. Make a compound sentence using one of the three methods of coordination.

Correct: I met Charlyce in a yoga class at the YWCA, and we soon became friends.

I met Charlyce in a yoga class at the YWCA; indeed, we soon became friends.

I met Charlyce in a yoga class at the YWCA; we soon became friends.

3. Make a complex sentence using subordination.

Correct: Soon after I met Charlyce in a yoga class at the YWCA, we became friends.

Charlyce and I became friends soon after we met in a yoga class at the YWCA.

Handout 4

Exercise 1

Correcting Fragments by Adding the Missing Parts

Make each of the following fragments into a complete sentence by adding the missing part or parts.

1. returned to the sea (add a subject)
2. a bird on the oak branch (add a verb)
3. between the island and the mainland (add a subject and a verb)
4. the hawk in a soaring motion (add a verb)
5. the fishing boats in the harbor (add a verb)
6. dropped like a stone into the water (add a subject)
7. the crescent moon (add a verb)
8. carried the fish to the tree (add a subject)
9. the fisherman put (complete the thought)
10. into the net (add a subject and a verb)

Exercise 2

Correcting Fragments That Belong to Other Sentences

Each of the following passages contains two or more fragments. First, read each passage carefully. Then place a check in front of each fragment you find. Finally, draw an arrow to indicate the sentence to which the fragment belongs.

1. Fishing is one of the oldest sports in the world. And can be one of the most relaxing. A person with a simple wooden pole and line can have as much fun as a sportsman. With expensive equipment. For busy executives, overworked teachers, and even presidents of nations. Fishing can be a good way to escape from the stress of demanding jobs.
2. The first electric car was built in 1887. It was sold commercially. Six years later. At the turn of the century, people had great faith in new technology. In fact, three hundred electric taxicabs were operating in New York City by 1900. However, electric cars soon lost their popularity. The new gasoline engine became more widely used. With our concern over pollution. Perhaps electric cars will become desirable once again.
3. Tiger Woods is famous for his success as a championship golfer. He is also known for his work with children. In Anaheim, California, Tiger has recently opened a learning center. For fourth to twelfth graders. Children can apply for a wide range of classes. Including robotics, creative writing, forensics, and photography. Eventually, the center will serve five thousand children. Tiger is planning the construction of other centers around the country. At a cost of five million dollars apiece. He is grateful for his loving and supportive family. And wants to help less fortunate children.

Literature

1. Sandra Scary John Scary "The Writer's Workplace with Readings" pp 78-90: 145-149

Glossary

FLOCK – pack, crowd

FLIGHT – flying

PATH – track

TRUST – confidence

Lesson #14

WRITING

Theme #7(1).	For and against essays
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Length: 80 minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none">1. Warm-up2. Activity 1.3. Activity 2.4. Activity 3.5. Activity 4.6. Activity 5. Case study	
The aim: <p>Writing for and against essay. To develop students' creative thinking and skill of writing. To develop students critical and thinking by encouraging them to get involved in a variety of essay structures – provoking activities. To develop students' critical thinking and writing skill.</p> <p>By the end of the lesson students will be able to write and to design the post card</p>	
Objectives: <ul style="list-style-type: none">• to lead-in to the topic and to raise students' interest to it• to enrich students creativity	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm up (5 min)

- Invite students to think of what types of essays they are aware of before. Review the structures of those kinds of essays generally. Elicit random answers that what is the difference between them. Ask students to explain why they consider them appropriate and acceptable for student's critical thinking.

Answers may vary:

For and against, letters, opinion, check comprehension, world out-looking, and authentic material, descriptions.

Lead-in

Time: 5 min

► Procedure:

□ ☉ (5 min) Ask participants the following questions and elicit a few random answers after each question:

~ *How many compositions have you learnt during the previous study terms?*

~ *What kinds of compositions are considered as discursive essays?*

~ *What is their prediction is that why "for and against essay" is hailed as like this?*

Possible answers:

There remains quite extensive diversity of essays such as descriptions, narratives, letters and reports. Among them "for and against" essays, "opinion" essays and "suggesting solutions to problems" essays are considered as types of discursive essays. The crucial reason why this kind of composition named like this is that here mainly the writer is asked is to present both for "for" agree or advantage points and for "against" disagree or disadvantage point towards to the given statement.

□ Elicit random answers. Add your own examples if necessary. Say that in this session you would like participants to explore some ways compositions can be used in classroom.

Pre-writing part: Explanation

Objective: to interpret the theme providing with points to consider.

Time: 5 min

A "for and against" essay is a formal piece of writing in which a topic is considered from opposing points of view. It should be presented both sites in a fair way by discussing them objectively and in equal detail. A successful essay of this type should consist of:

a) an introductory paragraph in which you state the topic and to be discussed without giving your opinion.

b) a main body in which the points for and against along with your justifications, examples or reasons are presented in separate:

c) a conclusion in you restate your opinion or give balanced consideration of the topic.

- Opinion words (I believe, I think or In my opinion etc) can only be used in the closing paragraph where you give your opinion on the topic

Points to consider

- Before you start writing your essay you should make a list of the points for and against.
- Each paragraph should start with a topic sentence which summarises the topic of the paragraph.
e.g. In addition, many people feel reading is a relaxing and worthwhile activity.
- Do not use informal style (*e.g. short forms, colloquial language, etc.*) or strong language to express your opinion (*e.g. I know ..., etc.*). Express your opinion in a non-emotional way (*e.g. It seems that, I therefore feel, ..., etc.*).
- Well-known quotations relevant to the topic you are writing about will make your composition more interesting. For example, if you are writing an essay on education, a quotation you may include is: *“Education is a progressive discovery of our own ignorance.” (Will Durant)*

Activity1: matching task based activity

Aim: rise student’s skill of identifying for or against viewpoint in particular topics

Time: 15min

Materials: pages 64 and 65 from “Essential writing proficiency” book. Distribute handout **1a** to each pair.

► **Procedure** ☐ ☺ ☺ ☺ (8 min) Put participants in four groups of five and distribute handouts among the groups. Introduce them the topic that they are supposed to discuss. Gather some viewpoint forward or against about the topic of “genetic engineering”

FOR		AGAINST	
1 choosing sex of our children	<input type="checkbox"/>	6 morally wrong to alter humans	<input type="checkbox"/>
2 creating ideal people for any job	<input type="checkbox"/>	7 dividing world into rich and poor	<input type="checkbox"/>
3 curing diseases	<input type="checkbox"/>	8 loss of national characteristics	<input type="checkbox"/>
4 providing food for everyone	<input type="checkbox"/>	9 unpredictable consequences	<input type="checkbox"/>
5 new species of plants created	<input type="checkbox"/>	10 creating too large a population	<input type="checkbox"/>

☐ Elicit a few random answers. Add your own examples and comments if necessary.

Possible answers:

One major advantage of genetic engineering is creating ideal people for any job on the other hand it divide the world into rich and poor. Moreover, this concept is morally wrong to alter human. Finally, it may cure diseases which can create too large population.

☺ ☺ (7 min) Put participants into pairs. To introduce some key linking words distribute handouts 1b to each pair and ask them to rewrite the sentence using those transitive words.

4 Complete the following sentences without changing the meaning of the sentence before.

- 1 It is widely maintained that recycling some products reduces the amount of damage we do to the environment.
Most people advocate
- 2 Some people still oppose the view that mothers can be career women too.
Some people feel
- 3 One argument against nuclear testing is that it has long-lasting effects on surrounding areas.
Sceptics point out that
- 4 It is generally held that harsher punishments for criminals would result in a decrease in the crime rate.
Many people support
- 5 Critics often argue that the use of computers is reducing levels of literacy.
A further common

Possible answers:

- ✓ Most people advocate that recycling some products reduces the amount of damage we do to the environment.
- ✓ Some people feel mothers can be career women too.
- ✓ Sceptics point out that nuclear testing is that it has long-lasting effects on surrounding areas.
- ✓ Many people support harsher punishments for criminals would result in a decrease in the crime rate.

- ✓ A further common the use of computers is reducing levels of literacy.

Activity 2 Exploring newspaper-based tasks I

Objective: to encourage students to form an essay relying on the viewpoints from the text

Time: 20 min

Materials: page 71 from successful writing proficiency .

► Procedure: distribute the handouts and elicit students to read the passage and write down the topic of each paragraph in the out-line plan on the right. Underline the linking words. What aspects of the “Discursive clock” (page 59) do the points include relate to?

“Censorship is necessary in modern society.” Discuss.

Censorship is an issue which frequently generates a great deal of heated debate, with supporters maintaining that it is vital in order to protect society whilst opponents claim that it is an unjustifiable restriction of public access to information.

Firstly, all countries have secrets which must be safeguarded for reasons of national security. For instance, if an enemy country were to acquire such highly sensitive information, the effects could be catastrophic. Consequently governments have to have the power to restrict access to information concerning areas such as the armed forces or particular aspects of foreign policy.

Secondly, it is often argued that censorship is necessary to prevent the broadcast and publication of obscene material which is considered offensive or harmful to public morals. Many people feel that, without censorship the public would be constantly subjected to material that the majority would find offensive. For this reason, the government has a duty to impose certain restrictions on the mass media by censoring films and texts which contain explicit scenes of sex, violence or foul language.

In contrast, opponents of censorship point out that when it is abused by governments, censorship becomes an instrument used to misinform society and maintain power. In order to control the flow of information which reaches the public, repressive regimes try to put constraints on the media, thus denying citizens the right to information owing to the fact that governments believe it may lead them to seek greater freedom.

Furthermore, it is generally felt that mature adults are able to make informed choices about what they watch, read and listen to and should, therefore, be permitted to make their own decisions. For example, some comedians make use of offensive language and taboo subjects in their performances. Critics of censorship argue that the only people who will watch or listen to such material are adults who have made a conscious decision to do so. Thus, it is claimed, it is unjust to censor material like this since it is not forced upon people who may subsequently be offended by it.

All things considered, it can be concluded that a certain degree of censorship is always necessary. The best course of action would be to attempt to achieve a balance between the requirements of the country and the public on the one hand, and individuals' rights on the other.



.Possible answers:

* *Introduction* -
Summary of the topic

* *Main Body* -

*

*

*

*

* *Conclusion* -

.....
.....

It has already become an irrefutable fact that censorship is an essential concern so as to protect society, while others claim that it is improvable of public access to communicate.

To begin with, all countries remain secrets that should be safeguarded for reasons of national security. To illustrate this if an enemy country were to acquire such highly sensitive information, the effects can be catastrophic. As a result governments have to have the power to restrict access to information concerning areas.

Besides this, it is argued that censorship is vital to prevent the broadcast and publication of obscene

material which is considered offensive or harmful to public morals. Many people feel that, without censorship the public would be constantly subjected to material that many people would find offensive.

On the other hand, opponents of censorship point out that when it is abused by government's censorship becomes an instrument used to misinform society and maintain power.

Taking all factors mentioned above into consideration, it can be summarized that a certain degree of censorship is always important the best course of action would be to attempt to achieve a balance between the requirements of the nation.

Ask participants the following question:

~ *What was the focus of this task?*

Elicit a few random answers. Say that the main focus of the task was exploration of how different the structures of various essays.

Activity 3 Exploring article tasks II

Objective: to enable participants to do a language-focused newspaper-based task.

Time: 22 min

Materials: handouts 3a- 3f – one per group.

► Procedure:

□ ☺ (5 min) ask students to read the following exercises and complete them according to the task.

6 Join the sentences using the words/phrases given in brackets.

- 1 Pets can prove to be good companions. They teach children a sense of responsibility. (**not only**)
- 2 Many people nowadays decide to open their own business. A slump in the economy has resulted in the closure of many small business. (**even though**)
- 3 Computers are time-saving devices. They can do things which people could hardly do before. (**apart from**)
- 4 Living in the countryside can be beneficial for your health. Some essentials are not so easily available in the country as in the city. (**despite**)
- 5 Voting gives you a voice in the decisions of the government. It gives you a feeling of belonging to a larger community. (**not to mention that**)

7 Complete the following sentences, then replace the phrases in bold with other similar ones.

- 1 **Regardless of the fact that** country life can be much healthier than city life,
- 2 Efforts have been made to reduce discrimination between men and women; **nonetheless**,
- 3 **In spite of** making some attempts to end wars worldwide,
- 4 Many people feel that the testing of products on animals is cruel, **while**

Suggested answer:

- *Not only pets can prove to be good companions, but also they teach children a sense of responsible.*
- *Even though many people nowadays decide to open their own business, a slump in the economy has resulted in the closure of many small businesses.*

- *According to the latest data country life can be much healthier than city life.*
- *Apart from computers are time-saving devices, they can do things which people could hardly do before.*

Summary

□ Review the structures of various essays and point out emphasizing for and against essay. Remind participants about the discussion they had at the beginning of the session on different ways of compositions in class. Writing a successful essays requires not only skill or knowledge not also a broad out looking as you are asked your personal thoughts which means they should always aware various topics and express their viewpoints accordingly.

Activity 5 Case Study

Read the conversation between two students discussing the problem of stress at work. Which part of the question in 5 are the answering? What solutions and results do they suggest? And what solutions and results do you suggest?

Shen: How do you think people can deal with their stressful lives, especially at work?

Tina: Firstly I think employers should encourage workers to relax.

Shen: How?

Tina: Well, in some companies, gym facilities or massage therapies are available.

Shen: Massage?

Tina: Yes. If you help your employees to relax, this improves their efficiency and production.

Shen: Are there other solutions?

Tina: Of course. Employees could be trained in how to plan their time more effectively. One way is to stop people taking work home. And then the workplace will become a lot happier.

Materials for the lesson

Handout 1

You may write postcards for many different purposes, for example:

- to tell someone about your holiday or trip.
- to let someone know travel details.
- to tell someone your new address or telephone number.
- to send news about friends or family.
- to ask for news of friends or family.
- to send a greeting (e.g. for a birthday or New Year).
- to remind someone to write to you.
- to let someone know you are thinking of them.

Collect some examples of postcards amongst the students in your class. They will be useful in many of the exercises in this unit.

Read the two postcards below. Discuss each writer's purpose (or purposes) for sending the card. Choose from the list above or add others.

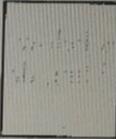
Dear Marcia,

This is mainly to give you my new London address.

19 Burma Rd.
London N16
U.K.

Haven't heard from you in quite a while - your turn you know. Better still - when are your holidays? Visit me!!

Love Amanda
xxx

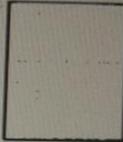


Marcia Molehaven
2/119 Stamford St.
Parkside
S.A. 5063
AUSTRALIA

Hi Sonja + Lars

Well here we are in PARADISE! It has been a fantastic holiday for the children, which means it's been relaxing for us too. See you soon

- Daphne + family



S + L Jacobsen
14 Forest Road
Kingston
A.C.T. 2604

Keep these points in mind when writing postcards.

- i) Because postcards are informal and personal, you may begin and end in any way you like.
- ii) Because there is not much space you usually:
 - mention just a few things
 - use shortened sentence forms.
- iii) You do not have to follow strict rules of punctuation. For example, you may use dashes (–) instead of full stops or commas to separate ideas.

Handout 2

Part 2: Context units

- b) Rewrite the postcards below, emphasizing some words or expressions.
Compare your ideas with those of other students.

i)

Dear Hugh
Just a short note
to say - happy birthday.
I hope you have a wonderful
day and I'm sorry I won't be
there to help you celebrate -
maybe next year - who knows?
All the best
Bonnie

ii)

Dear Lon
Here I am in
New York. It's wild
and crowded and
crazy but I love
it.
See you soon
X David

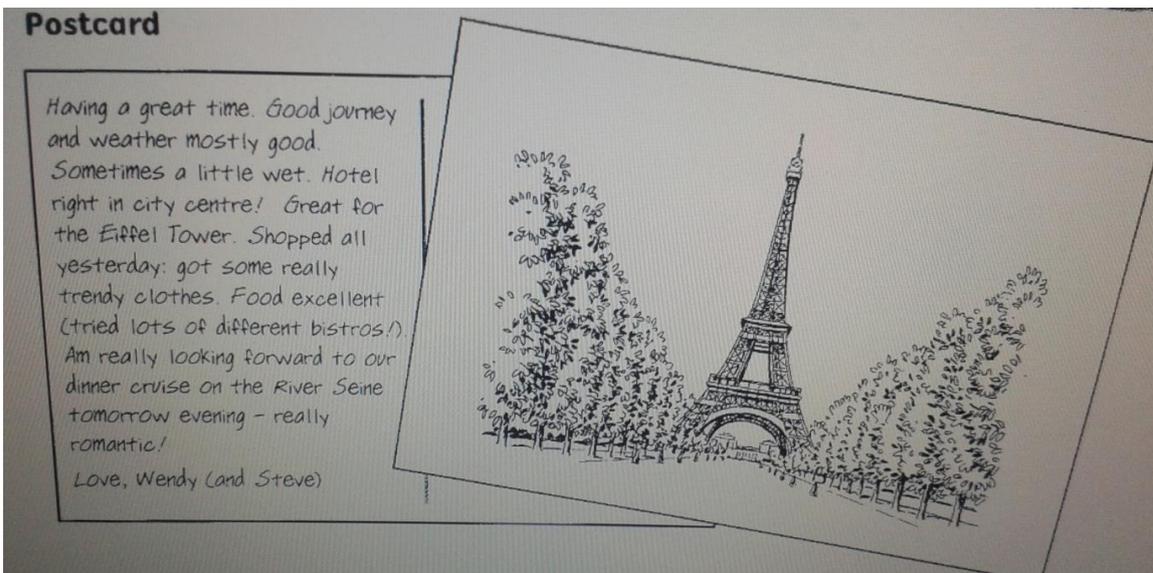
Exercise 3

- a) Take note of the words left out in the examples below.
- | | | |
|--|---|--|
| We arrived here on June 2nd. | → | Arrived here June 2nd. |
| I went for a 20km walk today
so I am exhausted now. | → | Went for 20km walk today
so am exhausted now. |
| We are leaving on the late
train tomorrow. | → | Leaving late train
tomorrow. |
| It has been fantastic for
the children. | → | Has been fantastic for the children. |

- b) Rewrite the postcard below using shortened sentences.
Compare your shortened sentences with those of other students.

I'm having a great time. I wish you could be here. I'm staying in a small boarding house near the lake. It's a very friendly place. I plan to stay here till early in August and then I'll fly to Adelaide. Are you still able to put me up for a while? I hope so. I'll contact you again before I leave.

Handout 3



Literature

1. Kristin Brown, Susan Hood *Writing Matters* Cambridge University Press 1989 pp: 47-50.
2. Graham Palmer *Writing Extra* Cambridge University Press pp: 40-41.

Glossary

SPACE – universe

STRICT – severe, demanding

ARRIVE – reach, succeed

LESSON #16

Writing

Theme #7(2).	“For and against” essay
Length: One hour and twenty minutes	NumberofStudents: 12
<p>LessonOutline</p> <ol style="list-style-type: none"> 11. Warm-up. PPT 12. Activity 1. Introducing with capitalization 13. Activity 2. General information of capitalization 14. Activity 3. General rules of punctuation 15. Activity 4. Case study 	
<p>The aim:</p> <p>To enhance students’ command on “For and against” essay in order to have a better understanding of the matter.</p> <p>by the end of the lesson students will be able to demonstrate knowledge of basic capitalization and punctuation skills.</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> • to provide students with capitalizing and punctuating structure • to give students an opportunity to proofread, recognize, and correct capitalization and punctuation marks • to prepare students to correct the mistakes 	
ActivityType:	Individual, small group, whole class (teacher-students)

Lead-in (5-min) - focused on working with group which sets the aim of making students aware of the item and an imagination that intends to be taught during the process.

- Write or glue the title of the essay which is relevant to the given type of the essay
“Living in a foreign country cannot be better man living in your own” Discuss.
-Read the four topic sentences below and match each with the corresponding paragraph:
- a) Furthermore, people who move to a foreign country may be regarded with suspicion and treated unfairly;

- b) On the other hand, living abroad can be a way to escape a variety of problems presented in one country of birth;
- c) One argument in favor of staying in one's native country is that the problems of adapting to a new way of life cannot always be overcome;
- d) Finally, it may be said that by living in a foreign country, people are able to establish a greater understanding between nations

-Answer the following questions based on the sentences...

1. What helped you to guess the order of the sentences?
2. Does each topic sentence adequately summarize the argument it presents?
3. What would a suitable introduction and conclusion be for this essay?

Pre-writing part: group work

Explanation of the theme

Objective: To raise Ss awareness on "For and against" essay;

To prepare Ss to write "For and against" essay.

Time: 15 min

Materials: Board

Procedure: Introduce that is what we are covering in lesson

Accounting for the structure of the essay giving a full clarification

A "For and against" essay is a formal piece of writing which a topic is considered from opposing points of view. You should present both sides in a fair way by discussing them objectively and in equal detail. A good essay of this type should consist of:

- a) An introductory paragraph in which you clearly state the topic to be discussed, without giving your opinion;
- b) A main body in which the points for and against along with your justifications, examples of reasons are presented in separate paragraphs;
- c) A closing paragraph in which you state your opinion, or give a balanced consideration of the topic.

Note: opinion words (I think, I believe, In my opinion) can only be used in the closing paragraph where you give your opinion on the topic.

- Before you start writing your essay you should make a list of the points for and against.
- Each paragraph should start with a topic sentence which summarizes the topic of the paragraph
- Do not use informal style (short forms, colloquial language) or strong language to express your opinion. Express your opinion in a non-emotional way (it seems that, I therefore feel...)
- Well-known quotations relevant to the topic you are writing about will make your composition more interesting. For example, if you are writing an essay in education, a quotation may include is: “Education is a progressive discovery of your own ignorance”.

Note: although these are “balanced” arguments, if you feel that either for or against side is stronger and should be supported, this side should be presented in paragraphs 4&5, thus leading the reader to your conclusion.

Activity1. Classification

Time: 5 min

Objective: Preparation for writing an essay as well as checking whether the students comprehend the matter or not. If necessary, explanation intends to be implemented once more.

Materials: Handout.

Instruction: identify whether these arguments for or against relevant to reality TV shows, then write them into the correct group.

There are lots of different types of realty shows Some competitions are very difficult or dangerous People on reality shows have fun experiences and meet new people
They can discover talented people They are fun to watch The winners win great prizes
Reality shows are always the same People spend a lot of money on their phones when they vote Reality TV is not an easy way to become famous Some people on reality shows behave badly

<i>For reality TV shows</i>	<i>Against reality shows</i>

While-writing part: individual work

Objective: Familiarization with texts

Attempting a piece of writing on this type of the essay

Time: 20 min

Procedure:

- a) After the explanation of the structure, students will be given a ready model of the essay on the topic “Many governments state that they value equal opportunities for all but do not provide adequate support for the disabled”. According to the topic there will be a heated discussion carried out paying attention to the structure, style, coherence and cohesion of the essay, all essay features mentioned above.
- b) The following step will be devoted to the individual work where students will have an opportunity to have a shot at a piece of writing (merely introduction part based on the brainstorming) on the defined topic “Violence n playgrounds is increasing. However, it is important that parents should teach children not to hit back at bullies”. Discuss this view and give your own opinion.

Model given by teacher:

Many governments state that they value equal opportunity for all but do not provide adequate support for the disable. Discuss this view and give your own opinion.

There is no doubt that a pivotal criteria of a unique civil society is the fact that its every member has equal rights. However, some people consider that the disabled people are not treated evenly even though others state that authorities have provided full opportunities

for them. The focus of the essay will be the discussion of both sides and my personal opinion on it.

From one perspective, it is true that the officials are trying to make the handicapped more actively involved in the society by establishing special schools and universities with appropriate conditions to stimulate their interests in life from childhood. Moreover, they are supported financially with the use of disability pensions and other means which can also be the sight of government care of such people.

The other side of the coin, however, is that people with limited opportunities cannot be as active in the community as they wish since they simply cannot move around as the government pays little attention to providing suitable elevators, toilet facilities, transportation means in the buildings which is nothing but their hindrance. Another main issue here is the lack of legislature from the side of people in power to protect their rights when they are discriminated against in the society and even excluded or not accepted at the workplace.

I tend to believe that all the authorities to help the disabled has political motifs only and are done merely to gain public approval, practical solutions to improve their life have been come up with in very small amounts despite the ability of the decision makes to do more . In a nutshell, although some people may boast about all the fictional opportunities the disabled have nowadays it is hard to believe that enough is being done if more responsible attitude should be shown by the officials.

Post-explaining part:

Time: 20 min

Objective: Practice of writing a full essay

Procedure: in this part the students are supposed to resume their writing which they have finished the introduction part in the while-writing part on the topic “Violence in playgrounds is increasing. However, it is important that parents should teach children not to hit back at bullies”. Discuss this view and give your own opinion. Thus, the teacher gives some additional data as hints on the type of this essay.

Useful expressions and linking words/phrases:

- **To list points:**
Firstly, First of all, In the first place, To begin/start with, Secondly, Thirdly, Finally
- **To list advantages:**
One/another/a further/an additional (major) advantage of...is...
The main greatest/first advantage of ...is...
- **To list disadvantages:**
One/Another/A further/An additional (major) disadvantage/drawback of...
The main/greatest/first/most serious disadvantage/ drawback of ...
Another negative aspect of...
- **To introduce points/arguments for or against:**
One (very convincing) point/argument in favor of... / against...,
A further common criticism of.../ It could be argued that...

Activity2. Working with linking words/phrases

Time: 5 min

Objective: To emerge a good command on linking words/phrases in their utilization

Material: Handout

Instruction: rewrite the sentences using the word or phrase in brackets. You may need to change the punctuation.

1. Reality shows are all the same but many people still watch them. (**however**)
2. We can discover talented people on reality TV and we can vote for the ones we like the most. (**furthermore**)
3. One positive thing about reality TV is that it shows normal people. (**one advantage of**)
4. My first point is that reality TV is fun to watch. (**firstly**)
5. Also, you can learn many new things. (**in addition**)
6. The opposite argument is reality TV might set a bad example for young children. (**on the other hand**)

Conclusion: Error correction

Objective: Filler chance to tackle problems that the group might have in the case of an essay structure, ideas, coherence & cohesion

Time: 10 min

Procedure: If any student finishes early, give out error correction sheet to complete in groups with shared feedback. If time does not permit, give it as home assignment, as well as writing an essay on the topic “Reality TV shows are good entertainment”

Bibliography:

4. Successful writing proficiency (by Virginia Evans)
5. Improve your writing skills (Sam McCarter Norman Whitby)
6. www.google.com

LESSON #17

Reading

Theme #8.	Internet blocks
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Length: 80 minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none">1. Warm-up2. Activity 1.3. Activity 2.4. Activity 3. Case study	
The aim: To give general information about internet blocks and social network. To make a sense an influence of those network to our life, to enlarge students vocabulary range on this sphere and to teach some reading strategy. To develop students' critical thinki Students will have an information about encyclopedia	
Objectives: <ul style="list-style-type: none">• to check students' reading comprehension skills• to allow students to express their points of views concerning to the topic.• to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm up (5 min) read the last news report from BBC English Bopcast.

BBC Learning English: News about Britain

British Oscar success

News about Britain © British Broadcasting Corporation 2009

Page 1 of 6

bbclearningenglish.com

The **cast and crew** of British movies will no longer be **hailed as** the **underdogs** at awards ceremonies. At the recent 81st Oscars ceremony, British actors and movies won no less than 11 awards.

The list of Oscar winners is usually **dominated** by American films and actors but 2009 has seen a more **international flavour** to the ceremony. British actors and actresses have long awaited such **global recognition**. Kate Winslet was nominated six times for an Oscar before

she eventually won the Best Actress award at this year's ceremony.

Slumdog Millionaire **lived up to** its status as a global success and movie phenomenon. The low-budget movie **swept the board** winning eight Oscars, including Best Director and Best Picture. The movie, which documents the life of a young Indian boy after he wins a TV game show, has definitely helped to **raise the profile** of the British film industry.

Summarising the national feeling, British Prime Minister, Gordon Brown, issued a statement saying "Britain is showing it has the talent to lead the world".

A spokesman for the UK Film Council agreed with Mr Brown's comments but added that many of this year's movie winners have **benefited from** national funding. "With our **lottery funding** for Man on Wire and The Duchess, and Film4's support for Slumdog Millionaire, last night proved that government support for film can deliver success **on a global scale**", he said. Addressing the growing **fervour** for British film, Slumdog director Danny Boyle has **urged** people to remain calm and **to be realistic** after his remarkable Oscar success. "You've got to be careful of claiming that this marks the **renaissance** of the British film industry. It is one film", he said.

Lead-in

Time: 5 min

► Procedure:

- ☐ ☺ Invite students to think of what can we put to the gaps even they don't know the translation of those vocabularies let them predict the answers. When they finish make them discuss about their answers than say the right answer by explaining and giving the full definition to the new words

Wikipedia

The online encyclopaedia Wikipedia challenges our preconceptions about factual information. Before Wikipedia, it was (1) as read that encyclopaedias were written by paid experts. In other (2) , before Wikipedia, the 'reader' of an encyclopaedia had no control over the content. Wikipedia has changed all that, as anyone is allowed to edit and add content. The idea has certainly (3) on and, for millions of people, Wikipedia (4) a vital need. Wikipedia's founders (5) that, on the whole, the information on the site is no less accurate than more traditional encyclopaedias. Despite this, critics have (6) the site for its inaccuracies. Articles on the site have certainly (7) things which are not in fact true. However, although these have received wide media (8) , they essentially (9) the problem. Most people have little (10) how many inaccuracies there are in traditional printed encyclopaedias too.

- | | | | | |
|----|--------------|-------------|-------------|--------------|
| 1 | A given | B taken | C made | D put |
| 2 | A speech | B ways | C words | D terms |
| 3 | A got | B put | C taken | D caught |
| 4 | A says | B responds | C tells | D answers |
| 5 | A insist | B assist | C consist | D desist |
| 6 | A pronounced | B renounced | C denounced | D announced |
| 7 | A assented | B assigned | C asserted | D associated |
| 8 | A treatment | B coverage | C handling | D usage |
| 9 | A exaggerate | B boast | C flatter | D extend |
| 10 | A gist | B hint | C hunch | D inkling |

(1 mark per answer)

Possible answers:

- | | |
|----|---|
| 1 | B |
| 2 | C |
| 3 | D |
| 4 | D |
| 5 | A |
| 6 | C |
| 7 | C |
| 8 | B |
| 9 | A |
| 10 | D |

Pre-reading part: Explanation

Objective: to interpret the theme providing with points to consider.

Time: 5 min

4 Short-answer questions

for this task

Short-answer questions ask you to write one, two or three words for each question. If your answer is too long or uses different words to those in the passage, it will be marked as incorrect.

For each question:

- ▶ First, decide what kind of information you need to answer the question. Is it a *where*, *when*, *what*, *which* or *who* question? Then look for keywords (most important words) in the question, for example, personal names, places and dates.
- ▶ Scan the headings in the passage to help you find the relevant part of the text. Then scan that section of the passage for possible answers (or to confirm your predicted answer).
- ▶ Check that your answer fits the maximum word count. Remember to use words taken directly from the passage. Don't change the form of the words or use different words.



Questions 1–5

Answer the following questions. Write **NO MORE THAN THREE WORDS** for each answer.

- 1 What type of university preparation course is available in the UK?
- 2 On which education system are New Zealand programmes founded?
- 3 Which two values are extremely important to Americans?
- 4 Which US educational programmes are two years in length?
- 5 Who concluded that Canada is one of the best countries in the world to live in?

for this task

In classification tasks, you will see a list of categories and a number of statements. You need to match the statements with the correct categories according to the passage. The statements will be paraphrased; they will have the same meaning as the information in the text, but they may be worded differently. Sometimes the number of categories is the same as the number of statements, but not always.

- ▶ Skim the passage to decide which section of the passage each category (in this case each country) refers to.
- ▶ Read the first statement and scan the sections of the passage you identified to find an idea that has the same meaning. Note the letters that correspond to that country.
- ▶ Repeat the process for the rest of the statements.

Activity1: matching task based activity

Aim: rise student's skill of identifying for utilizing and following those tips.

Time: 15min

Materials: pages 16 IELTS express, book for overseas. Distribute handout **1a** to each pair.

▶ **Procedure** ☐ ☺ ☺ ☺ (8 min) Put participants in four groups of five and distribute handouts among the groups. Introduce them the topic that they are supposed to fulfill the spaces"

consequence factor change result
impact effect cause role

- a Technology has had a huge on our lives.
- b The area has undergone many in recent years.
- c Planting trees can have a knock-on on the economy of arid areas.
- d Deforestation can have unforeseen for the ecology of a region.
- e It is sometimes difficult to discover the exact of a problem.
- f To achieve the best, it is important to initiate change at a local level.
- g The main contributing to success in any organization is a happy workforce.
- h The climate has played a major in this region's economic history.

Elicit a few random answers. Add your own examples and comments if necessary.

Possible answers:

- ✓ **Technology has had a huge impact on our lives**
- ✓ **Deforestation can have unforeseen factor for the ecology and region.**
- ✓ **The main factor contributing to success in any organization is a happy.**
- ✓ **The climate has played a major role in this region's economic history.**
- ✓ **To achieve the best consequence, it is important to initiate change at a local level.**

Activity 2 Exploring newspaper-based tasks I

Objective: to encourage students to form an understanding relying on the viewpoints from the article

Time: 20 min

Materials: page 71 from successful writing proficiency .

► Procedure: distribute the handouts and elicit students to read the passage and write down the topic of each paragraph in the out-line plan on the right. Underline the linking words. What aspects of the "Discursive clock" (page 59) do the points include relate to?

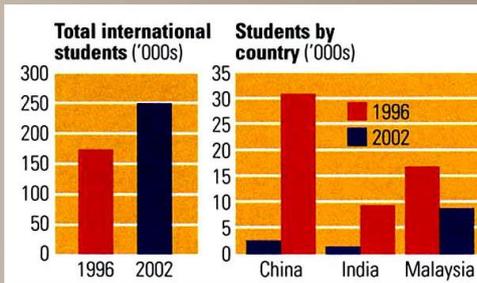
GOING GLOBAL

how international students are changing western university life

Universities love overseas students – they are clever and hardworking, they bring different cultures to seminars and student life and they pay their way. In Britain, universities are getting ready to enrol more overseas students. The British Council has published a report predicting that overseas student numbers could soar to more than 800,000 by 2018. In 2002, figures put the total at 270,000 international students out of two million students in UK higher education and it is clear that this influx will have an enormous impact on universities and colleges. These students bring welcome fees, of course, but they are also likely to be extremely bright students who inject new cultural influences and bring changes to the old systems. Their demand for vocational subjects such as business, biotechnology and computing, rather than traditional academic subjects, is affecting what is taught as well.

The impressive expansion of foreign students has already changed higher education. Up to now it has been the modern universities that have been most entrepreneurial when it comes to selling themselves abroad. The London School of Economics took that route several years ago – less than half its students are British. Overseas student numbers, including European Union students, have risen from 198,000 in 1996 to 270,000 by 2002. During this time the number from China (not counting Hong Kong) has jumped more than tenfold to nearly 32,000, and numbers from India have been going up from 2,300 to 10,900. In contrast the number of Malaysian students has fallen by nearly half from 18,000 to 10,200, reflecting their government's efforts to educate more of its young people at home, as well as competition from Australia, Singapore and the USA. But as the Asian tiger economies expand their own universities, the good news for places like the London School of Economics is that there are more and more graduates looking to improve their qualifications or to pursue research in their subjects.

At Middlesex University, the vice-chancellor has told staff: 'We will move from being primarily a large domestic regional university, mainly focussed on expanding at undergraduate level, to being to a greater extent a global university, with a culturally and internationally diverse staff and student body, based in London'. Middlesex University is recruiting students by providing information points in home countries with people who have experience of the British system. It has 13 offices around the world, with another about to open in Mumbai – a sign of the growing Indian market.



At its London neighbour, Westminster University, where overseas students make up almost a quarter of its full-time student population, Colin Matheson warns that international students should not be seen as a cash cow. 'Word of mouth is still the most important recruiter and if a university is only interested in money and doesn't value them as contributing to the internationalism of the place, then it is soon found out,' he says. He points out that international students are demanding customers – after all their families in India or China are paying up to £50,000 to put them through a three-year undergraduate degree or between £16,000 and £20,000 for a Masters. Many will not only need English language support but other help in coping, 'In some cultures it is not normal to question the lecturers or even to speak in class,' says Mr Matheson.

The great majority of overseas students are postgraduates – they are not taking places away from home undergraduates and in fact are helping to subsidise the education of young British students – something the international students are becoming increasingly sensitive about. They see themselves paying a lot more than home students. Westminster University now gives grants worth £1.2m a year, most of them to overseas students. 'It started as philanthropy but it has had an effect on our marketing,' comments Mr Matheson. Awards range from £1,000 off fees to a complete package worth up to £20,000 including visa and flights. The university looks for academic excellence, financial need and confidence that the student will return to their country and contribute there.

3 Find words and phrases in the passage which mean ...

- 1 to increase rapidly (paragraph A)
- 2 multiplied by ten (paragraph B)
- 3 containing many different things (paragraph C)
- 4 a good source of money / income (paragraph D)
- 5 to pay some of the cost of something so that it can be sold to another person at a lower price. (paragraph E)

Possible answers:

- ✓ Paragraph A is to increase rapidly
- ✓ Paragraph C is multiplied by ten
- ✓ Paragraph D is a good source of money and income
- ✓ Paragraph E is to pay some of the cost of spending so that it can be sold to another person at a lower price

Activity 3 Exploring article tasks II

Objective: to enable participants to do a language-focused newspaper-based task.

Time: 22 min

Materials: handouts 3a- 3f – one per group.

► Procedure:

© (5 min) ask students to read the following exercises and complete them according to the task.

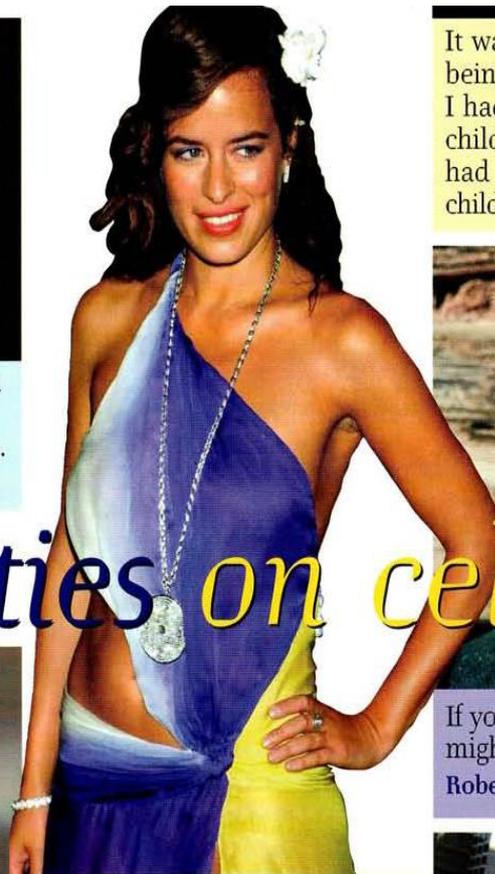
What do you think?

1 Discuss the questions.

- Why do we want to hear bad news about famous people more than good news? In what ways are celebrities unreal?
- What do you understand by 'reality TV'? Are there TV programmes in your country like the ones described in the article? What are they like?
- What is the mentality of stalkers? What makes someone want to kill the object of their obsession?

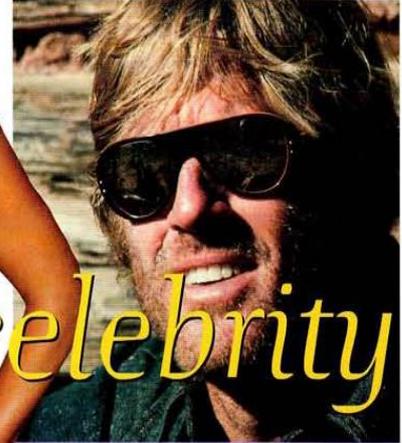


For years I've been popular in America - not because of my talent, but because I'm famous.
Cher *singer and actor*

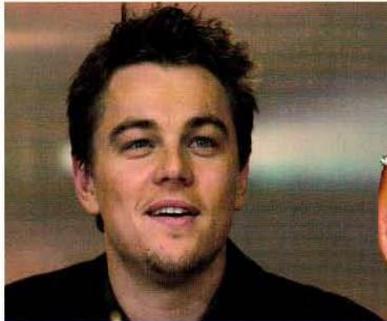


celebrities on celebrity

It was no great tragedy being Judy Garland's daughter. I had tremendously interesting childhood years - except they had little to do with being a child. **Liza Minnelli** *singer and actor*



If you were me for a month, you might change it to two weeks.
Robert Redford *actor and director*



People want you to be a crazy, out-of-control teen brat. They want you miserable, just like them. **Leonardo DiCaprio** *actor*

People create you and then you end up believing it. You become their soap opera. And what they want is not your success story but your failure.
Jade Jagger *model and jewellery designer, daughter of Mick*



Sometimes I don't like the person I'm supposed to be. I don't feel like I deserve any of this.
Mena Suvari *actor*

Suggested answer:

A good leader is:

- Decisive
- Strong-minded\determined
- Able to listen to other people
- Able to lead without alienating people with different opinions
- Not afraid of make tough decision and get it wrong

Summary

□ Review the structures of various strategies of reading and point out emphasizing the topic of socializing particularly on internet blocks. Remind participants about the discussion they had at the beginning of the session on different ways of compositions in class. Comprehensive reading requires not only skill or knowledge not also a broad out looking as you are asked your personal thoughts which means they should always aware various topics and express their viewpoints accordingly.

LESSON #18

Writing

Theme #8(1).	“Problem Solution” essay
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Length: One hour and twenty minutes	NumberofStudents: 12
LessonOutline 16. Warm-up. PPT 17. Activity 1. Introducing with capitalization 18. Activity 2. General information of capitalization 19. Activity 3. General rules of punctuation 20. Activity 4. Case study	
The aim: To crop up clear command on “Problem Solution” essay so that the students can make a discrepancy covering both in structure and meaning from other types of essays. by the end of the lesson students will be able to demonstrate knowledge of basic capitalization and punctuation skills.	
Objectives: <ul style="list-style-type: none"> • to provide students with capitalizing and punctuating structure • to give students an opportunity to proofread, recognize, and correct capitalization and punctuation marks • to prepare students to correct the mistakes 	
ActivityType:	Individual, small group, whole class (teacher-students)

Lead-in (5-min) - focused on working with group which sets the aim of making students aware of the item and an imagination that intends to be taught during the process.

- In this activity initially, the teacher is supposed to write or glue two kinds of essays including “For and Against” essay, “Opinion essay” organizing it as a table with columns where the students are about to write the features of these essays basing on what they have learned so far. The information given by the students can be related to the structure, meaning, profound special words or conjunctions that suit to them as well. Similarities and differentiating features of these essays are clarified by the students. Following that according to the table the teacher combines all information and chooses the necessary features which fit to the “Problem Solution” essay and draws a portrayal of the “Problem Solution” essay which has a huge impact on bearing in mind.

Types of essays	Similarities	Differences
“For and against” essay		
“Opinion essay”		
“Problem Solution”		

Pre-writing part: group work

Understanding Questions

Objective: To raise Ss awareness on “Problem Solution” essay;

To give the some crucial tips to comprehend the questions of the essays in order not to be puzzled with others’ structures.

Time: 15 min

Materials: Board, Handout

Procedure: Introduce that is what we are covering in lesson

Accounting for the structure of the essay giving a full clarification

A “Problem Solution” essay is a formal piece of writing. You should state the problem and causes clearly then present your suggestion and expected results or consequences this might have. A good essay of this type should consist of:

- d) An introductory paragraph in which you clearly state the problem what have caused it and consequences;

- e) A main body in which you present several suggested solutions each in a separate paragraph together with its consequences-results;
- f) A closing paragraph in which you summarize your opinion.

Note: you may include more suggestions and thus more paragraph in the main body

- Before you start writing your essay you should make a list of the suggestions to the problems or consequences what they can lead to.
- Each paragraph should start with a topic sentence which summarizes the topic of the paragraph
- Do not use informal style (short forms, colloquial language) or strong language to express your opinion. Express your opinion in a non-emotional way (it seems that, I therefore feel...)
- Well-known quotations relevant to the topic you are writing about will make your composition more interesting.

Activity1. Understanding Questions

Time: 5 min

Objective: Focusing on comprehension of essay questions

Materials: Handout.

Instruction: Complete each question below with organizing words from the box.

You may use each item more than once.

Agree or disagree advantages disadvantages causes solutions measures
benefits

- a) What are the benefits of learning skills in the modern world?
- b) Any attempts to preserve the natural world will always hinder economic development. The benefit will however far outweigh the _____. Do you _____?
- c) What are the _____ and _____ of taking a year off between school and university?

- d) Students should be trained on how to cope with change in the modern world. How far do you _____?
- e) Volunteer work with disadvantaged groups like underprivileged children is the best way for young people to learn about the real world. What are the _____ of such work?
- f) Every day, animals are becoming extinct throughout the world. What do you think the _____ of this are? What _____ can you suggest?
- g) Overcrowding in large cities has always been a problem, but with populations around the world about to double, the social problems are certain to multiply. What _____ can you suggest to control the problems?

Answers: b) disadvantages/agree or disagree c) advantages/disadvantages d) agree or disagree e) advantages or benefits f) causes/solutions g) measures

While-writing part: individual work

Objective: Familiarization with essay structure

Attempting a piece of writing on this type of the essay

Time: 20 min

Procedure:

- c) Having been given a full explanation on this type of the essay, the ready model which suits to it is illustrated by the teacher on the topic “The internet has transformed the way information is shared and consumed, but it has also created problems that did not exist before”. What are the most serious problems associated with the internet and what solutions can you suggest? According to the topic there will be a heated discussion carried out paying attention to the structure, style, coherence and cohesion of the essay, all essay features mentioned above.

Model given by teacher:

“The internet has transformed the way information is shared and consumed, but it has also created problems that did not exist before”. What are the most serious problems associated with the internet and what solutions can you suggest?

The enormous growth in the use of the internet over the last decade has led to radical changes to the way that people consume and share information. Although serious problems have arisen as a result of this, there exist solutions.

One of the first problems of the internet is the ease with which children can access potentially dangerous sites. For example, pornography sites are easily accessible to them because they can register with a site and claim to be an adult. There is no doubt that this affects their thoughts and development, which is a negative impact for the children and for society. Another major problem is the growth of online fraud and hacking. These days, there are constant new stories about government and company websites that have been hacked, resulting in sensitive information falling into the hands of criminals.

It is important that action is taken to combat these problems. Governments should ensure that adequate legislation and controls are in place that will prevent young people from accessing dangerous sites, such as requiring more than simply confirming that you are an adult to view a site. Parents also have a part to play. They need to closely monitor the activities of their children and restrict their access to certain sites, which can now be done through various computer programs. Companies must also improve their onsite IT security systems to make fraud and hacking much more difficult by undertaking thorough reviews of their current systems for weaknesses.

To conclude, the internet is an amazing technological innovation that has transformed people's lives, but not without negative impacts. However, with the right action by individuals, governments and businesses, it can be made a safe place for everyone.

The questions for discussion related to the essay given above:

1. How many problems are discussed? What are they?
2. What expressions are used to introduce the problems?
3. How are the problems illustrated further?
4. What results are discussed for each problem?

Activity 2. Developing ideas

Objective: Learning how to enlarge ideas

Time: 5 min

- d) **Instruction:** The following step will be dedicated to the individual work where students will have a chance to brainstorm the ideas, organizing the structure by developing ideas on the topic “Some children find learning history at school very exciting, but many others think it is very boring”. In what ways can history brought to life for all school children?

Complete the table by matching each idea with the appropriate function.

	Paragraph 1	Paragraph 2	Paragraph 3
Solutions			
Examples			
Effects			

- a) Using the Internet and computers
- b) Visiting historical sites
- c) Historical places seem more real
- d) Make a poster about local history
- e) Go to a local archeological site
- f) It increases the motivation to do research
- g) These skills can be applied in other subjects
- h) Doing written projects
- i) Search for information about historical figures online

Answers:

Paragraph 1 (A, I, F)

Paragraph 2 (B, E, C) Paragraph 3(H, D, G)

Post-explaining part:

Time: 20 min

Objective: Practice of writing a full essay

Procedure: in this part the students are supposed to produce a micro essay which based on “Some children find learning history at school very exciting, but many others think it is very boring”. In what ways can history brought to life for all school children? Time is limited.

Activity2. Working with linking words/phrases

Time: 5 min

Objective: To emerge a good command on linking words/phrases in their utilization

Material: Handout

Instruction: Complete each gap with the phrases in a-f for presenting solutions, examples and results.

- a) A further step is to b) for example c) I think the most obvious solution is d) As a result e) By doing this f) For instance

1. ____ for employers to encourage workers to relax. 2. _____ in some companies, gym facilities or message therapies are available. 3. _____ this improves their efficiency and production. 4. _____ train employees in how to plan their time more effectively. 5. _____, by stopping people taking work home. 6. _____, the workplace will become a lot happier.

Answers: c, b, d, a, f, e

Conclusion: Error correction

Objective: Filler chance to tackle problems that the group might have in the case of an essay structure, ideas, coherence & cohesion

Time: 5 min

Procedure: If any student finishes early, give out error correction sheet to complete in groups with shared feedback. In addition, over the mistakes the dispute is held.

Bibliography:

7. Successful writing proficiency(by Virginia Evans)
8. Improve your writing skills (Sam McCarter Norman Whitby)
9. www.google.com

LESSON #19

Reading

Theme #9.	Internet Websites
Length: 80 minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none"> 5. Warm-up 6. Activity 1. 7. Activity 2. 8. Activity 3. Case study 	
The aim: To accelerate students' reading comprehension and check how well they are capable to understand the content of the text Students will have an information about encyclopedia	
Objectives: <ul style="list-style-type: none"> • to check students' reading comprehension skills • to allow students to express their points of views concerning to the topic. • to let students to justify their points of views 	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in (5 min) – Group work

- Write or glue “Internet Websites” -
 Brainstorm Ss ideas about the term (the students are asked some questions on the topic such as what kind of websites they use in everyday life, advantages and disadvantages of them which create a heated discussion)
 - Elicit random answers

Pre-reading part: group work

Objective: To enhance Ss vocabulary range related to the topic

Time: 10 min

Materials: Board

Procedure: Introduce what we are covering in the lesson

Extended explanation of proper usage of new words

Lists of new vocabulary:

1. Accessing news, downloading films, Internet shopping, online banking, searching for information, social networking
2. Distinctive, main, noticeable, significant, underlying, widespread

Activity1. Checking how well they have gained new vocabulary

Time: 5 min

Objective: Configure students' ability of memorizing and urge them to remember new words

Materials: Handout

Instruction: Complete the sentences 1-5 with the best adjective from List 2. Notice how they form common collocations with the nouns in italics.

Example: *There was a significant correlation between age and number of hours spent gaming online.*

1. At first glance, the most _____ change was in the growing popularity of social networking, however, on closer examination, it is clear that other changes were more fundamental.
2. The graph shows that the spread of wireless technology has a _____ regional pattern. In fact, this pattern is characteristic of the spread of new technology generally.
3. While there was some variation in the use of online auction sites, the _____ trend has been upward.
4. Although price is undoubtedly a factor, the _____ reason customers chose the newer mobile devices is because of their wide range of applications.
5. The _____ distribution of towns in that region made investment in telecommunications infrastructure worthwhile. Less populated regions attracted less investment.

While-reading part: individual work

Objective: Familiarization with the structure of the complicated reading passage

Cropping knowledge on approaching from general idea to detailed

Time: 25 min

Procedure: In this part the teacher intends to give them some tips how to get the meaning from the difficult passage and distribute the extracts of the whole passage separately to each person, for example the passage A for the first student, passage D for another one, different passages should be allocated to each student. Then they will have time to skim information for the content and try to retell them one by one.

You will read an article about telecommuting.

- A) If you had your choice, would you rather sit in an office all day to make a living or work from the comfort of your own home? Nowadays, more and more businesses are allowing employees to work at least part of the week from home. The idea of “telecommuting” isn’t that new and for many it has been technically possible since the Internet became widely accessible. Some employers, however, have been less willing to allow the practice for fear that employees who were not being watched would become lazy and undisciplined. Actually, recent evidence has shown that these fears are mostly unwarranted and that businesses can actually save a lot of money on rent by converting more of their staff over to telecommuters.
- B) In a normal telecommuting situation, a worker will be given assignments and asked to complete them or report on them, as in any other office job. The major difference is that most communication is done using the telephone, email and instant messaging. Some employers allow workers to choose which hours they will work, others require them to be online during a normal work day. Either way, most telecommuters have the freedom to work from home or wherever else they would like.
- C) Yet, telecommuters often find that their freedom comes with a cost. Those who work outside the office may discover that their employers are more willing to ask them to work long or strange hours. In situations where there are other family members at home, it can be difficult to keep work life and home life separate. Other chores around the house can also serve as distractions, and there is the matter of getting office supplies like printers and desks. Working at a coffee shop or a library may be a solution, but some locations put time limits on Internet use. Sometimes employees actually take a room in their house and convert it over to a home office-this can be quite helpful in creating an ideal working environment and provides the added benefit of a few dollars back in the bank when tax time comes around.
- D) The benefits to employer and employee seem clear-surveys show that the ability to work from home is interesting to possible employees. The one thing that has not been perfected yet is the work meeting. Holding a meeting on the phone or over the computer is not as effective as meeting in person because it can be difficult to converse with a group without seeing the people you are talking to. Still, who wouldn’t want to be able to work in their pajamas?
- E) However, not everyone is convinced that telecommuting flexibility makes for good business performance. Very soon after assuming the CEO role at Yahoo in 2013, Marisa Mayer made telecommuting a thing of the past at the multinational Internet

Company. Known for its flexible employment rules, the decision came as a shock to most staff members. Mayer explained her decision in a memo to all employees that said, in part.

- F) To become the absolute best place to work, communication and collaboration will be important, so we need to be working side-by-side. That is why it is critical that we are all present in our offices. Some of the best decisions and insights come from hallway and cafeteria discussions, meeting new people and impromptu team meetings. Speed and quality are often sacrificed when we work from home. Some industry analysts have pointed out Yahoo's confused strategy and less than stellar stock performance over the past five years. Maybe Mayer is suggesting a path out of the woods for Yahoo.

Activity 2. Multiple Choices

Time: 5 min

Objective: Checking the students' comprehension skills according to the passage given above

Materials: Handout

Instruction: Read and choose a suitable answer basing on the text.

1. Which ONE of the following is the passage mainly about?
 - A) Why people can telecommute more easily today than in the past
 - B) Why more companies are choosing to allow employees to telecommute
 - C) The benefits for companies who have telecommuters
 - D) The practical implications of working as a telecommuter
 - E) The way telecommuters do their jobs from home using the Internet

2. Which TWO of the following accurately restate information in the passage?
 - A) Employees cannot handle the distractions that come with working from home
 - B) The possibility of telecommuting may be useful in recruiting employees
 - C) Telecommuters may have assignments and hours that closely resemble those of on-site employees
 - D) Telecommuting provides more cost and time benefits to employers than employees
 - E) Employers sometimes prefer telecommuting because it affects work quality

- F) Those who telecommute have more freedom but less flexibility than office co-workers
3. Which TWO of the following are mentioned as negative aspects of telecommuting?
- A) Employees are required to obtain their own supplies for home offices
 - B) Employers often force employees to work strange hours from home
 - C) Employees and employers find it difficult to hold productive meetings
 - D) Telecommuters often find it difficult for their employers to trust them
 - E) Telecommuters can find it challenging to manage the tax implications of a home office
 - F) Telecommuters struggle to find a balance between work and home life
4. Which TWO options accurately describe elements of telecommuting as it is described in the passage?
- A) Employees are requested to make regular trips to the office
 - B) Employers often send documents by email and post to telecommuters
 - C) Employers often tell employees where they can and cannot work
 - D) Employees are often asked to do work as if they were in the office
 - E) Employees are expected to use telephones and computers to communicate
 - F) Employers typically require employees to keep regular office hours
5. Based on the passage, which TWO of the following might be economic effects of the growth of telecommuting?
- A) Furniture manufacturers increase sales of home office suites
 - B) Coffeehouses compete on the basis of free Internet use offers
 - C) Commercial property developers rent smaller and smaller office spaces to companies
 - D) The concept of a “work week” is disappearing from many people’s lives
 - E) Businesses are hiring more and more part-time workers and job sharers
 - F) Employees accept lower pay for more flexible hours when they take new jobs
6. Which TWO of the following describe changes a company is likely to make in response to telecommuting trends?
- A) Advertising for new employees on more Internet websites than in newspapers
 - B) Changing benefits for employees who work normal hours from home

- C) Investing in remote computer-use monitoring systems for all employees
- D) Giving out holiday bonuses instead of holding holiday parties for employees
- E) Allocating less of the cost budget to office supplies and equipment purchases
- F) Permitting new employees to visit telecommuters in their homes for training

7. Which TWO of the following assertions would Marissa Mayer be likely to support, based on information in the passage?

- A) Online collaboration is not as productive as face to face collaboration
- B) Good business decisions can influence company policies
- C) People waste time socializing when they work in a single location
- D) Stock performance is connected to the work culture of a company
- E) Communication among work colleagues is harder when they are physically separated.

Answers:

1=D

2=B, C

3=C, F

4=D, E

5=A, C

6=C, E

7=A, F

Post-reading part: Guess the meaning

Time: 15 min

Objective: Gaining a skill to guess the meaning from the context if there are unknown words

Procedure: The teacher is supposed to give some hints to deal with unknown words and distribute a handout related to the issue

Activity 3.

Time: 10 min

Instruction: Read the text and match the words in italics a-f with the definitions 1-6.

1. Arrival
2. Development
3. Gradual change

4. Make possible
5. Speed/sped up
6. Tools

It is often said that the technological [a] *advance* that had the greatest impact on everyday life in the early twentieth century was the telephone. This is not surprising given the effect [b] *devices*, such as the telephone, have had on social relationships. When first developed, the telephone was marketed as a practical tool for conducting business; however within a few decades, it was being increasingly used to meet people's emotional and social needs. This [c] *trend* has [d] *accelerate* with the [e] *advent* of a new generation of wireless devices, which [f] *enable* users to stay in touch with friends and family virtually twenty-four hours a day.

Answers: 2, 6, 3, 5, 1, 4

Conclusion: Revising and feedback for mistakes

Objective: Checking whether the students have had clear understanding of the item, as well as aiding them to dispose of mistakes.

Time: 5 min

Procedure: At the end if students have any questions referring to the matter the teacher clarifies them.

Bibliography

10. Successful Reading strategies (by Virginia Evans)
11. Improve your reading skills (Sam McCarter Norman Whitby)
12. www.google.com

LESSON #20

Writing

Theme #8(2).	Problem and solution essays
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Length: One hour and twenty minutes	NumberofStudents: 12
LessonOutline 21. Warm-up. PPT 22. Activity 1. Introducing with capitalization 23. Activity 2. General information of capitalization 24. Activity 3. General rules of punctuation 25. Activity 4. Case study	
The aim: Writing a problem and solution essay. To develop students' skill of problem solving, creative thinking and skill of writing. To develop students critical and thinking by encouraging them to get involved in a variety of essay structures – provoking activities. To develop students' critical thinking and writing skill. by the end of the lesson students will be able to demonstrate knowledge of basic capitalization and punctuation skills.	
Objectives: <ul style="list-style-type: none">• to provide students with capitalizing and punctuating structure• to give students an opportunity to proofread, recognize, and correct capitalization and punctuation marks• to prepare students to correct the mistakes	
ActivityType:	Individual, small group, whole class (teacher-students)

Warm up (5 min)

- Invite students to think of what types of essays they are aware of before. Review the structures of those kinds of essays generally. Elicit random answers that what is the difference between them. Ask students to explain why they consider them appropriate and acceptable for student's critical thinking.

Answers may vary:

For and against, letters, opinion, check comprehension, world out-looking, and authentic material, and descriptions.

Lead-in

Time: 5 min

► Procedure:

☉ (5 min) Ask participants the following questions and elicit a few random answers after each question:

~ *How many compositions have you learnt during the previous study terms?*

~ *What kinds of compositions are considered as discursive essays?*

~ *What is their prediction is that why «problem and solution essay» is hailed as like this*

Possible answers:

There remains quite extensive diversity of essays such as descriptions, narratives, letters and reports. Among them “for and against” essays, “opinion” essays and “suggesting solutions to problems” essays are considered as types of discursive essays. The crucial reason why this kind of composition named like this is that here mainly the writer is asked is to present some ways of solving the problem that is given in the statement.

Elicit random answers. Add your own examples if necessary. Say that in this session you would like participants to explore some ways compositions can be used in classroom.

Pre-writing part: Explanation

Objective: to interpret the theme providing with points to consider.

Time: 5 min

A “problem and solution” essay discussing problems and suggesting solutions is a formal piece of writing. You should state the problem and its causes clearly, then present your suggestions and the expected results or consequences these might have. A successful essay of this type should consist of:

a) an introductory paragraph in which you state the problem, what has caused it and the consequences

b) a main body in which you present several suggested solutions, each in a separate paragraph together with its consequences

c) a conclusion in which you summaries your opinion

Useful Language

- **To express cause:** since/because, in view of/because of/owing to/due to (the fact that) ..., The reason that .../why .../for ... is that...
To express effect: thus/therefore/so/consequently, as a result/consequence, the result of ... would be ..., ... would result in ...
To express purpose: so that ..., so as/in order (not) to ..., with the purpose of/intention of (+ ing)
To express possibility/probability: It can/could/may/might ..., It is possible/probable/(un)likely/foreseeable/certain that ..., ... is (un)likely to/bound to/certain to/possible/probable ..., The likelihood/possibility/probability of (-ing/noun) is ...

Points to consider

- Each paragraph should start with a topic sentence which summarises what the paragraph is about.
- Appropriate linking words and phrases should be used to show the connection between paragraphs as well as to link sentences within a paragraph.
- Use the techniques shown on p. 56 to begin and end your essay.

Activity1: matching task based activity

Aim: rise student's skill of identifying for or against viewpoint in particular topics

Time: 15min

Materials: pages 80 and 81 from "Essential writing proficiency" book. Distribute handout **1a** to each pair.

► **Procedure** ☐ ☺ ☺ ☺ (8 min) Put participants in four groups of five and distribute handouts among the groups. Introduce them the topic that they are supposed to discuss. Gather some viewpoint forward or against about the topic and match suggestions to appropriate results

SUGGESTIONS	RESULTS
1 talk to friends	a feel more relaxed
2 take more exercise	b clear your mind
3 find an hour a day for yourself	c see things differently
4 make a list of your worries	d deal with problems individually

□ Elicit a few random answers. Add your own examples and comments if necessary.

Possible answers:

- Talk to friends as they see things differently
- Take more exercises so as to feel

☺ ☺ (7 min) Put participants into pairs. To introduce some key linking words distribute handouts 1b to each pair and ask them to rewrite the sentence using those transitive words.

Useful Expressions: Problems & Solutions

Steps Measures | should | must | could | be taken | so as to | in order to | solve/overcome/combat ... | deal with/eradicate ...

Serious attempts to halt/prevent/solve ... must be made.

- One (possible) Another An alternative | way to | solve/overcome | combat/deal with | eradicate | this problem | the problem (of) ... | would be/ | is ...
- People Governments We | should focus their/ | our attention | on ways | to solve/overcome the problem of ... | to improve the situation of ... | to reduce the impact of ... on society ...
- If steps/measures were taken to ... | If ... happened/were to happen, | If attempts were made to address the problem | By (+ing) ..., we/governments/etc, can ensure that /prevent ... | The ... situation could be improved if .../It would be a good idea if ... | the effect/result/ | consequence | would be ...
- The | effect/consequence | outcome/result | of (+noun/-ing) | would | might | be ...

"Crime is on the increase." Discuss this statement and offer some possible solutions.

1 One way to combat crime would be to provide more job opportunities for the poor and unemployed. The result **of this would be the eradication of poverty, which is a major cause of crime.**

2 Furthermore, if the prison sentences received for certain crimes were made longer, the outcome

3 It would certainly be a good idea if police patrols were increased in high crime areas, especially at night. This would improve

4 One final suggestion which would help to solve the problem of increased crime might be to establish recreational facilities, such as sports centres. If this

- a keep idle youths off streets and away from crime
- b eradication of poverty which is a major cause of crime**
- c discouraging criminals with immediate police presence
- d make criminals afraid of consequences of being caught

Possible answers:

- ✓ Furthermore, if the prison sentences received for certain crimes were made longer the outcome make criminals afraid of consequences of being caught.
- ✓ It would certainly be a good idea if police patrols were increased in high crime areas, especially at night, this would improve discouraging criminals with immediate police presence.
- ✓ **Activity 2 Exploring exercise tasks I**

Objective: to encourage students to form an essay relying on the viewpoints from the text

Time: 20 min

Materials: page 83 from successful writing proficiency.

► Procedure: distribute the handouts and elicit students to read the passage and write down the topic of each paragraph in the out-line plan on the right. Underline the linking words. What aspects of the “Discursive clock” (page 59) do the points include relate to?

5 Look at each of the following sentences, identify the problem and say what solution is suggested. Then, using expressions from the chart, write sentences explaining possible results, as in the example.

e.g. *One way to deal with pollution in cities is to promote the use of public transport.*

PROBLEM

SOLUTION

The result of this would be fewer cars polluting the atmosphere.

- 1 One way to combat famine would be to provide affected countries with financial aid.
- 2 An effective method of combating the spread of disease in poverty-stricken areas of the world might be to send doctors from developed countries.
- 3 One way to prevent illnesses such as heart disease is to ensure you take regular exercise and follow a healthy diet.
- 4 It could help the world’s rain forests if we used more recycled paper.

4 Rewrite the following sentences using the words in brackets without changing the meaning.

- 1 The environmental damage caused by factories will probably become more extensive if adequate measures are not imposed. (**quite likely to**)
- 2 If the number of patrols is reduced, burglaries in the area will almost certainly increase. (**highly probable**)
- 3 The public will probably react negatively to any decisions by the government to increase taxes. (**bound to**)
- 4 The problem of overpopulation will probably not be solved over the next few decades. (**rather unlikely that**)

Possible answers:

- Rather unlikely that the problem of overpopulation will probably not be solved over the next few decades.
- The public will probably react negatively to any decision by the government to increase taxes.
- If the number of patrols is reduced, highly probable burglaries in the area will almost certainly increase.

- The environmental damage caused by factories will probably become more extensive if

Ask participants the following question:

~ *What was the focus of this task?*

Elicit a few random answers. Say that the main focus of the task was exploration of how different the structures of various essays.

Activity 3 Exploring article passage II

Objective: to enable participants to do a language-focused newspaper-based task.

Time: 22 min

Materials: handouts 3a- 3f – one per group.

► Procedure:

- ☉ (5 min) ask students to read the following exercises and complete them according to the task.

Smoking is on the increase among young people. Discuss the problem and suggest what might be done about it.

While smoking is on the decline among adults, the latest US Surgeon-General's report indicates that increasing numbers of youngsters are taking up the habit. Perhaps the main reason for this alarming fact is the seductive advertising campaigns aimed at young people by the tobacco companies. Other contributing factors include the lack of awareness on the part of school children of the dangers of smoking, and the widespread availability of cigarettes. Furthermore, smoking retains an image of sophisticated maturity among young people, making the habit a magnet for those still in the process of moulding themselves into what they want to be.

Firstly, one way to combat this problem would be for the government to (1)

..... This ban could also prohibit smoking on television and in films. As a result, young people would no longer be constantly exposed to seductive images of cigarettes.

Secondly, by introducing a "negative image" advertising campaign, governments could (2)

..... Not only would such a campaign deter young people from wanting to start smoking, but others might also be encouraged to give up.

Another way to overcome this problem would be to (3)

..... Consequently, smoking would become far too costly a habit for most young people to take up or maintain.

If measures were taken at school to (4)

..... Teachers could tell their students what will happen to them if they smoke and teach them about the wide variety of ailments that smoking produces. In this way, children will never want to start smoking, thanks to their knowledge of what it could do to their bodies.

One final suggestion which would help, would be to (5)

..... If it were impossible for young people to buy cigarettes before they are eighteen, it would, therefore, be impossible for them to smoke.

All in all, I think that it would be quite easy to reduce the number of young people that smoke or even to eliminate smoking altogether, were it not for the lackadaisical attitudes of those who have the power to do something about it. Until they find the motivation to act, however, it seems likely that the problem will simply get worse.

Suggested answer:

- *Firstly one way to combat this problem would be for the government to expose the truth smoking is a dangerous habit which kills thousands of people every year.*
- *Secondly by introducing a “negative image” advertising campaign, governments could impose heavier taxes on cigarettes thus smoking making them even more expensive than already are.*
- *Consequently smoking would become far too costly a habit for most young people to take up or maintain. If measures were taken at school to warn children more effectively about the dangers of smoking the situation might improve.*
- *One final suggestion which would help, would be place a ban on the sale of cigarettes to under-eighteen, and ensure that this ban is strictly enforced.*
- *According to the latest data country life can be much healthier than city life.*

✓ **Activity 4 Exploring module essay.**

Objective: to encourage students to form an essay relying on the module essay.

Time: 20 min

Materials: page 85 from successful writing proficiency.

► Procedure: distribute the handouts and elicit students to read the passage and write down the topic of each paragraph in the out-line plan on the right. Underline the specific features of problem and solution essay.

Topic Phrases

- A** ... *expose the truth — that smoking is a dangerous habit which kills thousands of people every year.*
- B** ... *warn children more effectively about the dangers of smoking, the situation might improve.*
- C** ... *ban all cigarette advertising in order to reverse this disturbing trend.*
- D** ... *place a ban on the sale of cigarettes to under-eighteens, and ensure that this ban is strictly enforced.*
- E** ... *impose heavier taxes on cigarettes, thus making them even more expensive than they already are.*

Various ecosystems are being systematically destroyed. What do you think should be taken to prevent this?

- 1 Three misused linking words.
- 2 An over-generalisation.
- 3 An irrelevant sentence.
- 4 A sentence containing over-emotional language.
- 5 Two sentences written in very informal, colloquial language.
- 6 Two irrelevant/unclear topic sentences.

We can scarcely turn on our televisions or pick up a newspaper these days without being confronted with yet another depressing news item about the environment. As the population of many cities increases, more and more land is being converted from its natural state to accommodate homes and factories. The direct result of this is the systematic destruction of different ecosystems all over the world which, in turn, has led to seas becoming polluted with poisons, rivers becoming contaminated by pesticides and the air becoming polluted with fumes from vehicles and industry. While the problems of pollution and habitual destruction are obvious, the solutions are elusive. Moreover, serious attempts to halt the destruction of ecosystems must be made immediately.

As Paul Claudel once said: "Nature is only an immense ruin". Clearly, individuals need to become more aware of the consequences of their actions and should act more responsibly. Only if people do so will the Earth be saved from further destruction and the world become a healthier, safer place to live in.

People should not expect governments to provide all the solutions. Citizens must begin to recycle goods and packaging whenever possible, as well as buy only environmentally friendly products. Nonetheless, domestic food scraps should be recycled; for example, potato peelings and melon rinds can be turned into substances that enrich the soil. By doing this, we can reduce the amount of non-biodegradable waste being dumped at rubbish tips, thus ensuring that materials such as glass and plastic are not left in earth which could be used as farmland in the future.

Suggested answers:

These following features can be characterized as elements of problem solution essay

Summary

□ Review the structures of various essays and point out emphasizing problem and solution essay. Remind participants about the discussion they had at the beginning of the session on different ways of compositions in class. Writing a successful essays requires not only skill or knowledge not also a broad out looking as you are asked your personal thoughts which means they should always aware various topics and express their viewpoints accordingly.

LESSON #22

Writing

Theme #9.	Meeting reports
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Length: One hour and twenty minutes	NumberofStudents: 12
LessonOutline 26. Warm-up. PPT 27. Activity 1. Introducing with capitalization 28. Activity 2. General information of capitalization 29. Activity 3. General rules of punctuation 30. Activity 4. Case study	
The aim: by the end of the lesson students will be able to demonstrate knowledge of basic capitalization and punctuation skills.	
Objectives: <ul style="list-style-type: none">• to provide students with capitalizing and punctuating structure• to give students an opportunity to proofread, recognize, and correct capitalization and punctuation marks• to prepare students to correct the mistakes	
ActivityType:	Individual, small group, whole class (teacher-students)

Lead-in (5 min)

Ask participants what work they and their students usually do with reading texts.

Possible answers:

- read aloud and translate the text
- answer comprehension questions
- do vocabulary work
- retell the text

- ▶ Tell participants that now they are a group of intermediate learners who are going to have a reading lesson. The following behaviors belong to classroom language.

Activity 1 A simulated lesson

Objective: to elicit the concept of intensive reading; to experience a reading lesson as learners

Time: 45 min

Materials: board/flipchart, handout 1 and 2

Preparation: write the two questions and the words from pre-reading stage on the board or flipchart

▶ Procedure:

Pre-reading (15 min)

□ ☺ (5 min) Draw your 'students' attention to the questions on the board/flipchart and invite responses from volunteers. If necessary, be the first to answer the first question.

~ What kind of reports do you know ?

~ What do meeting reports involve?

~ What do we need for writing meeting reports?

□ ☺ (6 min) Ask 'students' to look at the words on the board and tell them they are from the story.

SEDIMENTS, INTERBEDDED, MUDSTONES, PRIORITIZATION

Ask 'students' to copy the words and underline those which they don't know. 'Students' work individually and then compare their notes with their partner's and teach each other, i.e. explain those words which they know. Tell them not to worry if there are words which none of the partners knows as they will become clear in the context.

□ ☺ (4 min) Tell 'students' that they are going to read the **report** "How to Write a Meeting Report" by Alice Dusenberry

Ask them to predict what kind of report it is. Invite random answers. Then read the first paragraph in the text and ask the question:

~ What material does she plan to use?

Invite several random responses.

While-reading (25 min)

- ☺ (10 min) Give out handout 2 with the text “How to Write a Meeting Report”. Ask ‘students’ to read the report quickly and see how accurate their predictions were.
- ☺ ☺ ☺ (5 min) Make groups of four and ask ‘students’ to read the story again and discuss the report on handout 2. Walk around and listen to. After they have finished, ask each group to share their comprehension.
- (3 min) Discuss with the whole class what the words on the board/flipchart mean in the context of the story. Ask your ‘students’ which was more easy for them: understanding the words in the context or dealing with them before they read the story. If necessary, explain the meaning of those words which nobody understood.

SEDIMENTS – a collection of small particles, particularly dirt. That precipitates from a river or other body of water .

INTERBEDDED – occurring between beds of rocks.

MUDSTONES – a fine-grained sedimentary rock whose original constituents were clays or muds.

PRIORITIZATION – act of arranging or listing a group of things in order of priority or importance.

- ☺ (7 min) Ask ‘students’ to think (individually!) of an open-ended question. Explain to them that this should be a question the answer to which does not appear ‘on the surface’ of the story. Give them some time. In groups they ask and answer their questions. Ask them to choose the most interesting question and let the whole group hear it. Invite ‘students’ to answer it. If time permits repeat the same with each group. Accept all the responses, as there is probably no right or wrong answer.

Home assignment

- Ask students to read the following article: “How To Write Effective Meeting Report” by *Wild Apricot*
- Ask students to answer questions on **Handout 3**

TEACHER PRESENCE

Lead – in activity, Handout 1.

[How to Write a Meeting Report](#)

by Alice Dusenberry, Demand Media

Meetings often involve questions, lengthy discussions and business decisions. Unfortunately, after the meeting is over, the discussions and decisions can be forgotten by those who attended, or misinterpreted by others who did not attend. To avoid future misunderstandings, a report known as meeting minutes is an excellent method for recording questions, discussion topics and the decisions. For easy reading, format the meeting minutes into four or five sections with sub-headings so recipients can quickly scan for the most important information.

Current Meeting Information

Use the first section to record basic information about the meeting: date, time the meeting started, location, meeting manager's name, time the meeting ended, and a list of people who attended. If a large number of people attend the meeting, pass around a form for attendees to sign and attach it to the final version of the meeting minutes.

Prior Meeting Information

If minutes from a prior meeting are read or distributed, record any changes that are noted. In addition, document the follow-up actions taken on any issues that were previously raised. These actions can be progress reports on current projects, information needed for upcoming projects, or reports on problems that were resolved. This section is optional and can be eliminated if no prior meetings were held.

Main Agenda Topics

In this section, the meeting minutes should focus on the major reason the meeting was held. Include adequate detail on the topics discussed: names of people who spoke or asked questions, summary of the discussions and the decisions. If a topic or decision was postponed, provide the reason and time frame when it will be reviewed in the future. With meeting minutes, the business can focus on issues and have a permanent record of the discussion and decisions that were made. Without meeting minutes, progress toward goals may not be recognized, and people may wrongly believe that meetings are a waste of time and that nothing is ever accomplished.

Action Items

An action item is a task assigned to a specific person or work team during the meeting. Each task should be recorded as a bullet item with the name of the assigned person or work team, description and the expected completion date. At the following meeting, the assigned person or work team spokesperson should provide a progress report on the action item. This section is critical and must be accurately recorded by the author of the meeting minutes. It ensures that progress is made toward the business goals by assigning responsibilities to specific people.

Next Meeting

If another meeting is scheduled, include a final section to indicate the location, date and time.

The structure of a report

The main features of a report are described below to provide a general guide. These should be used in conjunction with the instructions or guidelines provided by your department.

Title Page

This should briefly but explicitly describe the purpose of the report (if this is not obvious from the title of the work). Other details you may include could be your name, the date and for whom the report is written.

Geology of the country around Beacon Hill, Leicestershire

Angus Taylor

2 November 2004

Terms of Reference

Under this heading you could include a brief explanation of who will read the report (audience) why it was written (purpose) and how it was written (methods). It may be in the form of a subtitle or a single paragraph.

A report submitted in fulfillment of the requirements for Course GL456, Department of Geology, University of Leicester.

Summary (Abstract)

The summary should briefly describe the content of the report. It should cover the aims of the report, what was found and what, if any, action is called for. Aim for about 1/2 a page in length and avoid detail or discussion; just outline the main points. Remember that the summary is the first thing that is read. It should provide the reader with a clear, helpful overview of the content of the report.

Exposure of rocks belonging to the Charnian Supergroup (late Precambrian) were examined in the area around Beacon Hill, north Leicestershire. This report aims to provide details of the stratigraphy at three sites - Copt Oak, Mount St. Bernard Abbey and Oaks in Charnwood. It was observed that at each of these sites, the Charnian Super group consists mainly of volcanic

sediments (air-fall and ash-flow tuffs) interbedded with mudstones and siltstones. These rocks show features that are characteristic of deposition in shallow water on the flanks of a volcano (e.g. welding and alteration of ignimbrites). Further studies are required to understand depositional mechanisms and to evaluate the present-day thickness of individual rock units.

Contents (Table of Contents)

The contents page should list the different chapters and/or headings together with the page numbers. Your contents page should be presented in such a way that the reader can quickly scan the list of headings and locate a particular part of the report. You may want to number chapter headings and subheadings in addition to providing page references. Whatever numbering system you use, be sure that it is clear and consistent throughout.

Introduction

The introduction sets the scene for the main body of the report. The aims and objectives of the report should be explained in detail. Any problems or limitations in the scope of the report should be identified, and a description of research methods, the parameters of the research and any necessary background history should be included.

In some reports, particularly in science subjects, separate headings for **Methods** and **Results** are used prior to the main body (**Discussion**) of the report as described below.

Methods

Information under this heading may include: a list of equipment used; explanations of procedures followed; relevant information on materials used, including sources of materials and details of any necessary preparation; reference to any problems encountered and subsequent changes in procedure.

Results

This section should include a summary of the results of the investigation or experiment together with any necessary diagrams, graphs or tables of gathered data that support your results. Present your results in a logical order without comment. Discussion of your results should take place in the main body (**Discussion**) of the report.

Discussion

The main body of the report is where you discuss your material. The facts and evidence you have gathered should be analysed and discussed with specific reference to the problem or issue. If

your discussion section is lengthy you might divide it into section headings. Your points should be grouped and arranged in an order that is logical and easy to follow. Use headings and subheadings to create a clear structure for your material. Use bullet points to present a series of points in an easy-to-follow list. As with the whole report, all sources used should be acknowledged and correctly referenced. For further guidance check your departmental handbook and the Student Learning Centre guide: **Referencing and Bibliographies**.

Conclusion

In the conclusion you should show the overall significance of what has been covered. You may want to remind the reader of the most important points that have been made in the report or highlight what you consider to be the most central issues or findings. However, no new material should be introduced in the conclusion.

Appendices

Under this heading you should include all the supporting information you have used that is not published. This might include tables, graphs, questionnaires, surveys or transcripts. Refer to the appendices in the body of your report.

In order to assess the popularity of this change, a questionnaire (Appendix 2) was distributed to 60 employees. The results (Appendix 3) suggest the change is well received by the majority of employees.

Bibliography

Your bibliography should list, in alphabetical order by author, all published sources referred to in your report. There are different styles of using references and bibliographies. Refer to the study guide **Referencing and Bibliographies** and check your departmental handbook for guidelines. Texts which you consulted but did not refer to directly could be grouped under a separate heading such as 'Background Reading' and listed in alphabetical order using the same format as in your bibliography.

Acknowledgements

Where appropriate you may wish to acknowledge the assistance of particular organisations or individuals who provided information, advice or help.

Glossary of Technical Terms

It is useful to provide an alphabetical list of technical terms with a brief, clear description of each term. You can also include in this section explanations of the acronyms, abbreviations or standard units used in your report.

You will not necessarily be required to use all of the headings described above, nor will they necessarily be in the order given here. Check your departmental guidelines or instructi

TEACHER PRESENCE

Activity 1, Handout 2.

MEETING REPORT

The meeting was coorganized by the Ministry of Education of Montenegro and the Council of Europe. It was opened by Professor Sreten Škuletić, Minister of Education of Montenegro.

The launching meeting was attended by delegations from Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Montenegro, Romania, “the former Yugoslav Republic of Macedonia” and Turkey as well as by the Council of Europe. Greece, Serbia and Slovenia were unable to participate in the meeting.

The program of the meeting is reproduced in Appendix 1 and the list of participants in Appendix 2.

In the first part of the meeting, Mr. Sjur Bergan, Head of the Council of Europe’s Department of Higher Education and History teaching and Chair of the Bologna Coordination Group on Qualifications Frameworks, gave an overview of issues and developments regarding qualifications frameworks in the European Higher Education Area. Ms. Nadežda Uzelac of the Ministry of Education of “the former Yugoslav Republic of Macedonia” and a member of the Bologna Coordination Group on Qualifications Frameworks gave a presentation on the role and importance of qualifications frameworks from a regional perspective. Each delegation then provided an overview of the status and development of its national qualifications framework.

All presentations as well as other material from the conference will be made available at the web site of the Council of Europe

http://www.coe.int/t/dg4/highereducation/Default_en.asp and the Bologna Process

<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/>.

DECISIONS AND REDCOMMENDATIONS

On the second day of the meeting, participants focused on establishing the regional network and on defining its tasks and priorities. The meeting adopted the terms of reference of the network as reproduced in Appendix 3 and elected Ms. Nadežda Uzelac, “the former Yugoslav Republic of Macedonia”, Coordinator of the Network.

The meeting further decided to appoint three dedicated teams to address specific issues and to submit their proposals to the Network. One team should plan and conduct a comparative analysis of qualifications frameworks and education systems of the countries participating in the Network. As its first task, the team should develop a structure and format for the information needed and submit this to the network for approval before proceeding to gather and analyze the information. The meeting appointed the following team members:

Professor Novica Nosović, Bosnia and Herzegovina

Professor Sorin Eugen Zaharia, Romania

Professor Selda Önderoğlu, Turkey

The second dedicated team should offer assistance and guidelines in developing national web sites for qualifications frameworks and consider whether it would be useful and feasible to develop a web site for the Network. It should submit its proposals to the Network. The meeting appointed the following team members:

Ms. Edit Dibra, Albania

Ms. Marina Tatalović, Croatia

A third member from Bulgaria, to be identified by Ms. Svetomira Apostolova-Kaloyanova

The third dedicated team should develop one or more project proposals that may be submitted to external sources for support. In this context, support may be sought from relevant European Union programmes or any other sources. This dedicated team should in particular consider project proposals that may help train higher education policy makers and practitioners in the region in key aspects of qualifications frameworks. The meeting appointed the following team members:

Professor Aleksander Xhuvani, Albania

Ms. Vanja Srdanović, Montenegro

A third member from Romania, to be identified by Professor Sorin Eugen Zaharia

Finally, the meeting decided to transmit the meeting report and terms of reference to the members of the Bologna Follow Up group of the countries invited to participate in the Regional network and to ask them to (re)confirm their representatives to the network.

APPENDIX 1

PROGRAMME

Monday, July 7

Arrival of participants

Tuesday, July 8

09 00 – 09 30 Registration

09 30 Opening

Prof. dr. Sreten Škuletic, Minister of Education and Science of Montenegro

Ms. Nadežda Uzelac, Ministry of Education of “the former Yugoslav Republic of Macedonia”, member of the Bologna Coordination Group on Qualifications Frameworks and member of the Bologna Follow Up group and Board (2008 – 2009)

Mr. Sjur Bergan, Council of Europe, Chair of the Bologna Coordination Group on Qualifications Frameworks

Chair of the morning session: Slobodanka Koprivica, Deputy Minister

10 00 Qualifications Frameworks in the European Higher Education Area: developments and overview of the issues

Sjur Bergan

Discussion

11 15 Coffee

11 45 Qualifications frameworks: role and importance from a regional perspective

Nadežda Uzelac

Discussion

13 00 Lunch

Chair of the afternoon session: Professor Selda Önderoğlu, Turkey

14 30 Developing national qualifications frameworks in South East Europe

Presentation by participating countries, with emphasis on:

- the current state of development of their national qualifications frameworks

- developments since the regional conference in Beograd in November 2007

- issues and challenges in the development of their national frameworks on which regional cooperation would be useful.

Each presentation should be kept to 10 minutes. There will be possibilities to ask brief questions for clarification after each presentation, and there will be possibilities for debate after all countries have presented their developments

17 30 End of discussion

Wednesday, July 9

Chair of the session : Professor Aleksander Xhuvani, Albania

09 30 Articulating the work on national qualifications frameworks with work on quality assurance and recognition

Prof. Mira Vukčević, University of Montenegro

10 00 Establishing a regional network on qualifications frameworks: a discussion of issues and tasks

Introduction to the debate on the basis of the discussions and presentations of the first day

11 30 Coffee

12 00 Establishing a regional network on qualifications frameworks: decision, adoption of terms of reference, election of chair

Participants will be invited to proceed to establishing the regional network and to make the necessary decisions.

13 00 Closing of the conference

Slobodanka Koprivica, Deputy Minister of Education of Montenegro

Sjur Bergan, Council of Europe

The newly elected Coordinator of the regional network

APPENDIX 2

LIST OF PARTICIPANTS

Albania

Ms. Edit Dibra, Ministry of Education and Science

Professor Aleksander Xhuvani, QF coordinator

Bosnia and Herzegovina

Professor Novica Nosović, University of Sarajevo

Ms. Sanela Turković, Ministry of Civil Affairs

Bulgaria

Ms. Svetomira Apostolova-Kaloyanova, Ministry of Education and Science

Croatia

Ms. Marina Tatalović, Deputy Prime Minister's Office, Croatian Government

Montenegro

Professor Slobodanka Koprivica, Deputy Minister of Education and Science

Mr. Ćazim Fetahović, Ministry of Education and Science

Ms. Biljana Mišović, Ministry of Education and Science

Ms. Nada Kovač, Ministry of Education and Science

Ms. Mubera Kurpejović, Ministry of Education and Science

Ms. Tatjana Knežević, Ministry of Education and Science

Ms. Vanja Srdanović, Ministry of Education and Science

Professor Mira Vukčević, University of Montenegro

Romania

Professor Sorin Eugen Zaharia, ACPART

Professor Toma Leonida Dragomir, Politehnika University of Timișoara

“The former Yugoslav Republic of Macedonia”

Ms. Suzana Dinevska-Kovkarovska, “Cyril and Methodius” University

Ms. Nadežda Uzelac, Ministry of Education

Turkey

Professor Selda Önderoğlu, Bologna Promoter, Hacettepe University

Council of Europe

Mr. Sjur Bergan, Head, Department of Higher Education and History Teaching, Chair of the Bologna Coordination Group on Qualifications Frameworks

APPENDIX 3

SOUTH EAST EUROPE REGIONAL NETWORK FOR QUALIFICATIONS FRAMEWORKS

Terms of reference

Adopted by the launching meeting of the Network, Cetinje, July 8 – 9, 2008

Article 1 Purpose

The purpose of the South East European Regional Network for Qualifications Frameworks (hereafter: the Network) shall be to exchange experience and promote good practice among the participating countries in the development and implementation of their national qualifications frameworks compatible with the overarching framework of qualifications of the European Higher Education Area (hereafter QF-EHEA).

Participating countries shall offer mutual assistance and support in the development and implementation of their national frameworks and shall consider issues of regional concern. The Network shall assist in keeping its members informed of relevant

developments within European Higher Education Area (EHEA).

Article2 Relationship to the European Higher Education Area

The Network shall operate in accordance with relevant decisions and policies of the EHEA. It shall keep the relevant bodies of the EHEA informed of its activities. It may seek cooperation with relevant bodies, organizations and other partners within or outside of the EHEA.

Article3 Membership

The Network shall be open to participation by the competent authorities of Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Greece, Montenegro, Romania, Serbia, Slovenia, “the former Yugoslav Republic of Macedonia” and Turkey. The competent authorities of each country shall appoint its representative(s) to the Network.

Article4 Organization

The Network shall operate through electronic exchange as well as meetings and conferences.

The Network shall elect a Coordinator, who shall represent one of the competent authorities participating in the network. The Coordinator shall be elected by a majority of the competent authorities that participate in the Network and shall coordinate the activities of the Network. The term of office of the Coordinator shall run from the end of one annual meeting of the Network until the end of the following annual meeting.

If the Coordinator leaves his/her position or is otherwise unable to continue his/her activities on its behalf, the Network shall appoint a new Coordinator to complete his/her term.

The Network may appoint dedicated teams to address specific issues. The dedicated teams shall submit their proposals to the Network.

Article5 Meetings

The Network shall seek to organize an annual meeting and may otherwise meet as required. Meetings shall be called by the Coordinator at his/her own initiative or at the request of 1/3 of the members of the Network. Ordinary meetings of the Networks shall normally be called with at least four weeks’ notice.

The Coordinator shall submit a draft agenda for each meeting.

Article6 Finances

Each competent authority represented in the network shall be responsible for covering the costs of its participation. The cost of Network activities shall be agreed among the members.

The Network as well as its members may seek financial support for network activities from appropriate sources.

Article7 Amendments to the terms of reference

The terms of reference may be amended by the decision of 2/3 of the Network members participating in a duly called meeting of the network. Proposals for amendments shall be submitted to the Coordinators and disseminated by the Coordinator to members of the network at least three weeks prior to the meeting.

Article8 Dissolution

The Network may be dissolved by decision of a majority its participating members. Any such decision shall make provision for the disposal of any funds, archives, documents or other property or material held by the network. The Coordinator serving at the time of the dissolution shall inform the appropriate body of the EHEA of the Network's decision.

TEACHER PRESENCE

Home assignment, Handout 3.

- 1) Please read the article by "How To Write Effective Meeting Report" by *Wild Apricot* and write your own meeting reports.
- 2) Try to write your meeting report by using following article(write your findings)

How To Write Effective Meeting Reports by *Wild Apricot*

Planning

Before you start to write, you need to be clear about what you want to achieve and what you want to say. This will involve some planning. If you plan a report well, it will save time - and will save much drafting and redrafting.

To plan well, you will need to follow several steps:

- Define your aim
- Collect your ideas
- Select the material and decide how to show the significance of your facts
- Structure your ideas

You will then find it much easier to write

Defining Your Aim

Start by asking yourself some questions

- Why am I writing this?
- What do I want to achieve?
- Who will read this?
- What does my reader want to know?
- How will this be used?
- When is this needed?

Once you have answered these questions, you should be clear about the kind of document needed

Collecting & Selecting Your Ideas

Collecting Your Ideas

Start by jotting down ideas in note form. Do not write sentences at this stage. Remember your aim and concentrate on the questions in the readers' minds. This will help you to include only those ideas which are relevant, rather than writing everything you know about the subject.

Not all of your ideas will come at once, so plan to meet your deadline. Be prepared to spend some time on noting initial ideas and then set the document aside. When you come back to it later, you will find that your ideas have solidified and that you can see the way ahead more clearly.

Selecting Your Ideas

Review the content of the document. Are all the ideas relevant? Is there anything which you need to cut out? Think about using appendices or attachments to cover detail which the reader may need at a later stage, but does not need in order to understand the main message.

Decide how to show the significance of your facts. Would some graphs or diagrams help the readers understand your message? What visual material will you use? How will you produce it?

Structuring the Document

You will need to structure the content in a logical and clear way if you are going to help the readers take in your message.

Make sure you have a sequence of headings and sub-headings which will act as signposts to help the readers find the information they need.

Also, if you structure a piece of writing well, you will find it easier to choose the words to express your ideas.

A report should be divided into sections and sub-sections, each of which should have a clear heading. If you structure a report well, it will not only help your readers find the information they need but it will also help you when you start writing.

Presenting a Report Professionally

A report should be written in the third person - this means not using "I" or "we". Often more formal, lengthy reports are written in sections which have sub-headings and are numbered.

Reports are broken into the following elements, but not all these elements are needed in all reports. For example, an index is only needed for long reports where readers need to locate items; a glossary of terms may help if the readers are unfamiliar with terms used, but not otherwise.

As previously mentioned, the way in which you present your report will vary according to what you are writing and for whom. This section gives general guidance but you should follow the recommended format of your district, organization, ministry etc.

Title Page

This will include the title of the report, who has written it and the date it was written/submitted.

Acknowledgements / Foreword

Thanks to the people or organizations who have helped.

Content page

As in a book, this lists the headings in the report, together with the page numbers showing where the particular section, illustration etc. can be located.

Executive summary

This is a most important part of many reports and may be the only section that some readers read in detail. It should be written carefully, with a complete overview of the message in the report, and a clear summary of your recommendations.

Terms of reference

This section sets the scene for your report. It defines the scope and limitations of the investigation and the purpose of the report. It should say who the report is for, any constraints (for example your deadline, permitted length) - in other words, your aims and objectives - the overall purpose of your report and more specifically what you want to achieve.

Methodology / Procedures

This section outlines how you investigated the area. How you gathered information, where from and how much (e.g. if you used a survey, how the survey was carried out, how did you decide on the target group, how many were surveyed, how were they surveyed - by interviews or questionnaire?)

Introduction / Background

This helps to tune readers to the background of your report. It is not another name for a summary and should not be confused with this. They can be two separate sections or combined: background detail could include details of the topic you are writing about. You could take the opportunity to expand on your Terms of Reference within the introduction, give more detail as to the background of the report - but remember to keep it relevant, factual and brief.

Findings / analysis

This is the main body of the report, where you develop your ideas. Make sure it is well structured, with clear headings, and that your readers can find information easily. Use paragraphs within each section to cover one aspect of the subject at a time. Include graphs or other visual material in this section if this will help your readers. The nature of this section will depend on the brief and scope of the report. The sections should deal with the main topics being discussed - there should be a logical sequence, moving from the descriptive to the analytical. It should

contain sufficient information to justify the conclusions and recommendations which follow. Selection of appropriate information is crucial here: if information is important to help understanding, then it should be included; irrelevant information should be omitted.

Conclusion

These are drawn from the analysis in the previous section and should be clear and concise. They should also link back to the Terms of Reference. At this stage in the report, no new information can be included. The conclusions should cover what you have deduced about the situation - bullet points will be satisfactory.

Recommendations

Highlight any actions that need to follow on from your work. Your readers will want to know what they should do as a result of reading your report and will not want to dig for the information. Make them specific - recommendations such as "It is recommended that some changes should be made" are not helpful, merely irritating. As with the Conclusion, recommendations should be clearly derived from the main body of the report and again, no new information should be included.

References / Bibliography

References are items referred to in the report. The Bibliography contains additional material not specifically referred to, but which readers may want to follow up.

Appendices

Use these to provide any more detailed information which your readers may need for reference - but do not include key data which your readers really need in the main body of the report. Appendices must be relevant and should be numbered so they can be referred to in the main body.

Glossary of Terms / Abbreviations

Provide a glossary if you think it will help your readers but do not use one as an excuse to include jargon in the report that your readers may not understand.

Sample Meeting Report Notes

Date: Monday, August 1st

Time: 4:00pm

Duration: 1 hour

Attendees: 10 total, from the Admissions Staff (Director, Assistant Director, four counselors, and support staff)

Room: Meeting Room B in the Downey Hall Auditorium

Agenda: Reviewing Homecoming Responsibilities

Items Discussed:

- Need to send out Homecoming visit day info.
 - Megan will forward Melissa the Visit Day information that will go in the brochure. Melissa will create and send the brochure (by 9/1).
- Students callers to call prospective students.
 - Bob will give Brian access to the prospective student lists. Brian will create calling lists for the student callers (by 10/1).
- Prep admissions tent.
 - Bob will give Trent last year's supply list. Trent will order all necessary supplies and work with Brian to schedule student workers (by 10/1).
- Give out homecoming info while on fall travel.
 - Once the Homecoming brochure is created, Melissa will order copies for the counselors to take on fall travel (by 9/7).

Other Info:

- Megan in charge of communications. Contact her with any questions or suggestions.
- Next meeting is Tuesday, Sept. 1 at 4 pm in the Executive Meeting Room in Sulley Hall.

2013 DTR Action Team Meeting Report Form IMPORTANT: The Team's work is IN PROGRESS. This is simply a report to reflect the Team's activities on this particular meeting day. The Team's proposals may change before end of the process in July 2013. Use this form to capture the Team's activities and proposed implementation action items. (Note: The format of this form is intentionally very basic to simplify completion at the end of the meeting. Will be transferred to another format before publishing on the DTR website for public viewing.) 1. Meeting Date: April 6, 2013 2. Action Team Name: DMAP 3. Data reviewed, presentations viewed or any experts heard from today: -historical trends in deer harvest – Pritzl -DMAP in other states – Roepke -Possible DMAP components in WI , a starting point - Roepke 4. Main topics discussed by Team today: - Reviewed other state programs -Assignment sheet prioritization -DMAP in WI will not mimic other states and will vary across regions within WI as well 5. Additional questions or information requests made by the Team today: -copy of PowerPoint slides used -MFL applicability review - 6. Implementation Action Items proposed or

discussed by the Team today: -What should the pilot look like? What will be the incentive? - 7. Any general comments or considerations (if any) Team would like noted: -recognizing this is a cooperative venture between hunters, landowners, and DNR 2013 DTR Action Team Meeting Report Form IMPORTANT: The Team's work is IN PROGRESS. This is simply a report to reflect the Team's activities on this particular meeting day. The Team's proposals may change before end of the process in July 2013. -Full time DMAP Coordinator position is going to be a permanent position, not a pilot itself 8. Next Meeting Date is: April 27, 2013.

LESSON #23

Reading

Theme #11(1).	Encyclopedia Entries
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Length: 80 minutes	Number of Students: 12
Lesson Outline	
9. Warm-up	
10. Activity 1.	
11. Activity 2.	
12. Activity 3. Case study	
The aim:	
Students will have an information about encyclopedia	
Objectives:	
<ul style="list-style-type: none">• to check students' reading comprehension skills• to allow students to express their points of views concerning to the topic.• to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

Objectives: to lead-in to the topic and to raise students' interest to it.

Procedure:

- ask students about encyclopedia
- brainstorm different answers on the board

Activity 1 Discussing

Objective: to develop students understanding intelligently strategies.

Time: 30 minutes

Materials: Handout 1

Procedure:

- distribute handout 1
- students read the given material
- ask what did they understand from the material

Activity 2 Discussing

Objective: to check students' comprehension skills

Time: 20 minutes

Material: posters, markers

Procedure:

- divide students into two groups
- distribute posters and markers
- students write about pros and cons of Wikipedia and Encyclopedia
- after finishing every group should present their writings.

Activity 3 Case Study

Read the title and bi-line under the title and try to predict the material. Read and discuss with a whole group.

Work, sweet work

Some companies are cherishing their employees like never before, creating the kind of workplace that you may never want to leave ...

Is the only good thing about your office the dodgy old fridge in what is laughingly referred to as the kitchen? Are you still wearing a suit and tie on Fridays? Is the only vegetation in your office a rather desperate-looking cactus? If the answer to these questions is yes, you need to move jobs, preferably to an office with a permanent dress-down policy, an in-house bar and a bubbling stream in the foyer.

Some employers are cherishing their employees as never before. If trends continue, our much-maligned places of work could become venues we actively look forward to being in, and our domestic environment – with difficult partners, screaming kids, rubbish TV and endless bills – could become the place we choose to avoid.

Companies around the country are starting to realise that employees who actually enjoy their work surroundings are likely to perform better too, and are making changes to help make this happen. Pubs and 'chill out' areas are appearing in place of the drab meeting rooms and out-of-order coffee machines we're used to, while perks are getting more and more inventive.

Take the advertising agency St Luke's. This was founded as a co-operative; everyone in the company, whatever position they hold, owns an equal share. And the office is run along the same lines. You can work anywhere: the in-house café, on the sofa, or at any hot-desk available throughout the five floors of open-plan space. At the café you can lunch on subsidised pub food while listening to tunes from the café jukebox. Yoga and t'ai chi classes are paid for by the company, and the Culture Club organises weekly trips to exhibitions. You also get the chance to take part in the 'Make yourself more interesting' scheme. People have used the fund to go scuba diving, learn massage and even how to drive ... 'We're currently buying a holiday home, somewhere in the sun but easily accessible, that will be available to all co-owners at a low rate. This must be fairly rare if not unique!' says Belinda Archer from St Luke's. The result? An energetic atmosphere in which company loyalty leads to better performance and service.

Toy-design company Origin Products is moving in the same direction. Everyone gathers around a large table to enjoy a free lunch. There's a state-of-the-art sound system, with a large CD library covering everything from Eminem to Mozart. In the summer, staff take turns to have Friday afternoons off.

But the best thing about a job must be not going to work at all. Companies like magazine publisher Cabal Communications have introduced mental health days, or 'duvet days'. These are really legalised sick days, intended to release pressure in the work environment. You simply phone and tell your boss that you can't face a day at work and, hey presto, you're free to spend the day in your dressing gown watching Oprah and reruns of Quincy – that will get you back to work as soon as possible!

The recently-opened BA headquarters at Heathrow represents the cutting edge of the modern, user-friendly office block. The building is intended to be a covered microcosm of a city – only without the pollution and the pavement rage. At the centre of the development is a cobbled street with olive trees and a stream. There are shops, cafés and a supermarket. At one end is a restaurant overlooking a tranquil lake, and bridges criss-cross the street, linking the various offices. There's hardly any reason to leave the work environment at all ...

So things are moving on from the occasional staff outing and a bit of corporate art on the walls. What will companies have to offer potential employees in the future? When the builders start creating an 'office bedroom' for late night workers, you'll know things have gone just a little too far!

Handout 1

Difference between Wikipedia and Encyclopedia

Students of today may not be aware of encyclopedias because of a sea of knowledge and information available to them on the internet for free, but not much time has passed when parents bought encyclopedias for their kids to help them in their quest for knowledge. The world is full of encyclopedias; some of them belonging to a particular subject matter, while some running in volumes and being a treasure house of knowledge of many subjects. With the advent of internet, many websites tried to take on the mantle of encyclopedias, but none succeeded to a great extent other than Wikipedia, which is one site that take pride in running without the help of any advertisement, and providing reliable and up to date information on anything under the sun. Let us see how Wikipedia fares against an encyclopedia.

Wikipedia is a non profit organization that is totally dependent upon contributions from readers as they are the creators of all that is there on the website. All information inside Wikipedia is for everyone, and people have the liberty to edit and put updated information on any webpage of the site. This is enough to put doubts in the minds of readers as to the extent up to which they can rely on such information. But, Wikipedia tries to put to rest all such doubts by saying that there are editors that verify the information submitted and thus, the information is not wrong at all.

On the other hand, are encyclopedias of the world, of which the one people have heard the most about is Britannica, which though compiled in 1911, is still regarded as final, authoritative, and unmatched in terms of knowledge that it imparts. Many of us who have been privy to Encyclopedia Britannica remember the reverence in which it was held and how much importance, even teachers attached to the information contained in it.

However, there is no denying the facts that in today's world, where internet is the best medium for dissemination of knowledge, to even think of encyclopedias getting the kind of readership that Wikipedia is enjoying (2.5 billion page views per month) is ridiculous. And the fact that Wikipedia is growing by the minute and today contains more than 873,000 articles which is much more than what Britannica has to offer to the readers. Though Britannica is trying hard to fight a battle of readership with an online version and even CD's and DVD's of Britannica being available apart from the regular hard copy, it is a foregone conclusion that Wikipedia is going to emerge victorious. It is also a fact that Wikipedia is the easiest of sources to look up for information on anything under the sun than try to find in any other encyclopedia.

In brief:

Difference between Wikipedia and Encyclopedia

- Wikipedia is a sea of information that is being contributed by readers present in all parts of the world, and the content on the site is growing by the minute.
- Encyclopedias are literary works that are definitive and authoritative, which cannot be said about Wikipedia

Literature:

1. Liz Driscoll, Reading Extra, Cambridge University Press 2004. P-67.

Glossary

AVAILABLE – ready for use

ADVERTISE – promote, draw attention to

DOUBT - misgiving

VOLUME – degree of loudness

LESSON #24

Writing

Theme #10(1).	Survey- More Americans get news from Internet than newspapers or radio
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Length: One hour and twenty minutes	NumberofStudents: 12
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LessonOutline 31. Warm-up. PPT 32. Activity 1. Introducing with capitalization 33. Activity 2. General information of capitalization 34. Activity 3. General rules of punctuation 35. Activity 4. Case study
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The aim: Reading survey report. To develop students' comprehensive skill of reading. To develop students reading skills by encouraging them to get involved in a variety of survey reports – provoking activities. To develop students' outlook and vocabulary. by the end of the lesson students will be able to demonstrate knowledge of basic capitalization and punctuation skills.
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Objectives: <ul style="list-style-type: none">• to provide students with capitalizing and punctuating structure• to give students an opportunity to proofread, recognize, and correct capitalization and punctuation marks• to prepare students to correct the mistakes
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ActivityType:	Individual, small group, whole class (teacher-students)
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Warm up (5 min)

- Invite students to think of what types of survey reports they are aware of before. Review the structures of those kinds of survey reports generally. Elicit random answers that what is the difference between them. Ask students to explain why they consider them appropriate and acceptable for student's critical thinking.

Answers may vary:

survey report, vocabulary, check comprehension, world out-looking, and authentic material, descriptions.

Lead-in

Time: 5 min

► Procedure:

□ ☺ (5 min) Ask participants the following questions and elicit a few random answers after each question:

~ *Do you have any opinion about survey reports?*

~ *Have you ever read any kinds of survey reports?*

~ *What's their opinions getting news from Internet then newspapers or radio ?*

Possible answers:

A survey report is a formal piece of writing presenting and analyzing the results/findings of research concerning reactions to a product, plan, etc., including general assessment, conclusions and/or recommendations.

□ Elicit random answers. Add your own examples if necessary. Say that in this session you would like participants to explore some ways compositions can be used in classroom.

Pre-reading part: Points to consider:

The information presented may have been gathered in a survey/ opinion poll or compiled from official statistical data, and may reflect opinions/preferences, etc. the general public, a particular group of people, a random sample of population. The information may be presented in the form of facts or generalizations.

Activity 1. Answering questions with own words.

Aim: practice using of transitive words while expressing personal viewpoints

Time: 15min

Materials: Distribute handout **1a** to each pair.

► **Procedure** □ ☺ ☺ ☺ (15 min) Divide students into two pairs. Give following questions and discuss then ask to answer them.

1. How could you find out information or daily news you need?
2. If you have an option to choose Internet, newspaper, television or radio for getting news to information class, which one do you select?

3. What kind of news do you usually search by internet?

- Elicit a few random answers. Add your own examples and comments if necessary.

Activity 2 Reading Focus

Objective: to encourage students to understand internet terms and concepts relying on the viewpoints from the text

Time: 15 min

Materials: from survey report .

► Procedure: distribute the handouts and elicit students to scan this survey report and give definitions to these words after finding them in the article.

e-mail social media sites online digital era

Facebook Twitter web-site www

Possible answers:

1. E-mail- a system for sending messages from one computer to another.
2. Social media sites – sites of TV or radio
3. Online- connected to or available through a computer or a computer network
4. Digital era- period of storing information such as sound or pictures as numbers or electronic signals
5. Facebook – a name of a website on the Internet
6. Twitter – a name of a website on the Internet
7. Web-site – computing a place on the Internet where information is available about a particular subject company, university etc.
8. www – world wide web

Read the text below (15 min.)

Survey: More Americans get news from Internet than newspapers or radio

By Doug Gross, CNN

March 1, 2010 -- Updated 1712 GMT (0112 HKT)

Social networking sites like Facebook have made news a more participatory experience, the survey suggests.

Social networking sites like Facebook have made news a more participatory experience, the survey suggests.

[STORY HIGHLIGHTS

Six out of 10 Americans get news from the Internet, survey says

Online news is now more popular than newspapers or radio

Pew Internet report also says people's online news experience is a social, interactive one

Most people said they have from two to five main news sources online

More Americans get their news from the Internet than from newspapers or radio, and three-fourths say they hear of news via e-mail or updates on social media sites, according to a new report.

Sixty-one percent of Americans said they get at least some of their news online, according to a survey by the Pew Internet and American Life Project.

That's compared with 54 percent who said they listen to a radio news program and 50 percent who said they read a national or local print newspaper.

Almost all respondents, 92 percent, said they get their news from more than one platform.

"In the digital era, news has become omnipresent. Americans access it in multiple formats on multiple platforms on myriad devices," reads the report, based on a survey conducted in December and January. "The days of loyalty to a particular news organization on a particular piece of technology in a particular form are gone."

Social networking sites like Facebook and Twitter have made news a more participatory experience than ever before, the survey suggests.

People share links to news stories by e-mail, post articles on their Facebook and other networking feeds and tweet them on Twitter -- often following up by discussing the articles on message boards and other sites.

Seventy-five percent of respondents said they get news forwarded through e-mail or posts on social networking sites, while 37 percent of online users said they've reported news, commented on a story or shared it on sites like Facebook and Twitter, the survey said.

"To a great extent, people's experience of news, especially on the Internet, is becoming a shared social experience ...," reads the report. "[T]he advent of social media like social networking sites and blogs has helped the news become a social experience in fresh ways for consumers."

Most people said they use between two and five online news sources, and 65 percent said they don't have a single favorite Web site for news.

When looking for news online, people said they're most often seeking information about a common topic: the weather.

Eighty-one percent said they search for weather information online, followed by national news at 73 percent. Just over half -- 52 percent -- said they look for sports news, while 47 percent said they look for entertainment or celebrity news.

Online news users are generally younger than the average population, according to Pew. About two-thirds of the study's online news users were younger than 50, and nearly 30 percent were younger than 30.

Racially, that group is more white and Hispanic than the national average, while half of non-Hispanic black respondents said they get all of their news from offline sources.

Only television news still outpaces the Internet, with 78 percent of respondents saying they watch local news and 73 percent saying they view a national network or cable news channel like CNN, Fox News or MSNBC.

The report was based on a daily tracking survey of 2,259 adults age 18 or older. The margin of error for all respondents is plus or minus 2.3 percentage points -- 2.7 percentage points for Internet users. A combination of land line and cellular numbers was used in the survey.

Activity 3. Comprehension work:

Objective: to enable participants to do a language-focused newspaper-based task.

Time: 15 min

Materials: handouts 3– one per group.

► Procedure:

□ © (5 min) ask students to read the complete article and answer questions below.

1. Where Americans get news which is essential for them?
2. Which networking sites have made news a more participatory experience than ever before?
3. Which topic are most people often seeking information about?
4. How many percent Internet users look for sports news while how many look for entertainment or celebrity news?

5. How old are online news users on average?

Suggested answers:

- 1. More Americans get their news from the Internet than from newspaper or radio.**
- 2. Social networking sites like Facebook and Twitter have made news a more participatory experience than ever before.**
- 3. When looking for online news, people said they are most often seeking information about a common topic: the weather.**
- 4. Just over half- 52%- said they look for sports news, while 47% said they look for entertainment or celebrity news.**
- 5. About two thirds of the study's online users were younger than 50, and nearly 30% were younger than 30.**

Activity 4: Vocabulary work a. Focus on collocations:

Objective: to enable participants to remember words in the survey report.

Time: 5 min

Materials: handouts 4– one per group.

► Procedure:

□ ☺ (5 min) create a word partnership from the article, using the words in the box below.

Site users era media boards devices

1. Digital _____
2. Online _____
3. Web _____
4. Social _____
5. Message _____
6. Myriad _____

Answers:

- 1. Digital era;**
- 2. Online users;**
- 3. Web site;**
- 4. Social media;**
- 5. Message boards;**
- 6. Myriad devices**

Activity 5. Vocabulary work b. Focus on percentages:

Objective: to enable participants to remember %s in the survey report.

Time: 5 min

Materials: handouts 5– one per group.

► Procedure:

□ ☺ (5 min) look at the %s below and find out why they were given.

1. 61% _____
2. 54% _____
3. 92% _____
4. 75% _____
5. 37% _____
6. 65% _____
7. 52% _____
8. 81% _____
9. 47% _____
10. 30% _____

Answers:

1. 61% of Americans get their news from the Internet;
2. 54% people listen to radio news program;
3. 92% people get their news from more than one platform;
4. 75% of respondents get news forwarded through e-mail;
5. 37% of online users have reported news, commented on a story;
6. 65% don't have a single favorite Web site for news;
7. 52% people look for sports news;
8. 81% of people search for weather information online;
9. 47% look for entertainment or celebrity news online;
10. 30% online news users are younger than 30.

Summary:

□ Remind participants about the discussion they had at the beginning of the session on different ways of compositions in class. Reading a survey report boardens outlook and help others be aware of global changes and developments in the world.

LESSON #25

Reading

Theme #11(2).	Encyclopedia article
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Length: 80minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none">1. Warm-up2. Activity 1.3. Activity 2.4. Activity 3.5. Activity 4.6. Activity 5. Case study	
The aim: <p>Scan-reading. Understanding the structure of encyclopedia article. Understanding the function of encyclopedia article. Summarising encyclopedia article.</p> <p>Students will learn the basic components of invitation card and transcribe a full invitation card onto a sheet of paper. They will also focus on Content Organization and Chronology as a part of understanding the fundamentals of writing.</p>	
Objectives: <ul style="list-style-type: none">• to lead-in to the topic and to raise students' interest to it• to develop students guessing intelligently strategies• to check students' comprehension skills• to allow students to express their points of views concerning to the topic.• to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in (5min)

Ask participants what work they and their students usually do with encyclopedia article.

Possible answer:

- a) Read aloud and remember the articles
- b) Read the article

Tell participants that now they are a group of intermediate learners who are going to have a reading lesson. The following behaviors belong to classroom language.

Activity 1 A simulated lesson

Objective: to elicit the concept of intensive reading; to experience a reading lesson as learners

Time: 45 min

Materials: board/ flipchart, handout 1 and 2

Preparation: read the encyclopedia article and words from pre-reading stage on the board

Procedure:

Pre-reading: (15 min), (10 min). Draw your students attention to the questions on the board. If necessary, be first to answer the questions.

- How can we write encyclopedia article?
- Do you know the rules of writing encyclopedia article
- Can you give examples?

(5 min) tell students that they are going to read the encyclopedia article and ask them to predict what kind of encyclopedia article it is.

Give students some handouts which are full information about encyclopedia article.

Articles are written to give information (e. g. news reports) (e. g. argumentative articles) or encyclopedia article. They can be either formal or informal depending on the audience they are addressed to and the topic they deal with. A good article consists of:

- A) An eye-catching headline which suggests the topic of the article that follows;
- B) An interesting introduction;
- C) A main body consisting of two or more paragraphs in which the topic is presented in detail; and
- D) A conclusion which gives an appropriate ending to the article. Such pieces of writing can be found in encyclopedia, newspapers, magazines or newsletter.

*When students understand what encyclopedia article is, give the handouts and ask students read the article quickly and see how accurate their predictions were.(10 min)

* (20 min) give some time and discuss with the whole class what the words on the board mean in the context of the encyclopedia article. |If necessary, explain the meaning of those words which nobody understood.

Be sure to include the name of author(if given), the name of the article, the name of reference book, the edition, and the year of publication. If the reference book is well-known, do not include the publication information.

Structure;

McGhee, Karen, and George Mckay. „Insects’’ Encyclopedia of animals. Washington: National Geographic Society,2007.

Holmes, Heather. „ Advertising of food’’ Encyclopedia of food and culture’’

Bunson, Margaret R.,, Historical Overview’’. Encyclopedia on Ancient Egypt. New York: Infobase, 2012. Gale Cengage Catalog. Web.4

- Give your students tasks on encyclopedia article and say to them to read, translate and retell the article.

Activity 1. Handout1

We take as our theme the definition of life given by Nobel prize winning cellular/ molecular biologist, Christian De Duve: „ Life is what is common to all living beings’’. Those commonalities, expanded and discussed in detail below, include:

- Basic inorganic and organic chemical constituents:
- A fundamental working unit and building block, biological cells-the ‚atoms’ of living systems;
- A hierarchy of networks of molecular and supramolecular structures, interrelationships and interactions;
- A boundary that both separates a cell from its external environment and enables it to exchange matter, energy, and information with that environment to maintain the activities of living
- Importation of energy, and its application in performing cellular work;
- Exportation of more disorder than the order generated within itself
- A core metabolism
- Within-cell and between-cells communication and computational information processing

- Self-assembly, self-organization, self-defence, and self-repair
- Resistance to perturbations of vital functions and mechanisms that enable the system to adjust beneficially to diverse stressors through adaptive changes in physiology
- Read-time and cross-generation adaptation, including learning
- Emergent behavior
- Self-reproduction
- Cognition of self and the world outside the self
- Death

Life is one. This fact, implicitly recognized by the use of a single word to encompass objects as different as trees, mushrooms, fish, and humans, has now been established beyond doubt. Each advance in the resolving power of our tools, from the hesitant beginnings of microscopy little more than three centuries ago to the incisive techniques of molecular biology, has further strengthened the view that all extant living organisms are constructed of the same materials, function according to the same principles, and, indeed, are actually related. All are descendants of a single ancestral form of life.

Christian De Duve

No one can deny the extraordinary advances that have been made over the course of this past century in our understanding of vital processes.... Yet I would argue that, despite such unquestionable success, biology is scarcely any closer to a unified understanding of the nature of life today than it was a hundred years ago. The models, metaphors, and machines that have contributed so much to our understanding provide neither unity nor completeness. They work to answer some questions while failing to address others; in short, they leave the project of „making sense of life’’ with an essentially and perhaps necessarily-mosaic structure.

Evelyn fox Keller

Life is the transmutation of sunlight.

It is the energy and matter of the sun become the green fire of photosynthesizing beings. It is the natural seductiveness of flowers. It is the warmth of the tiger stalking the jungle in the dead of night...

As life transmutes solar fire into all the material and energetic cycles of the biosphere, we pay homage to the ingenious ascension of the living plant.

LESSON #26

Writing

Theme #10(2).	Survey reveals huge differences in cost of organic foods from Whole Foods and other stores
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Length: One hour and twenty minutes	NumberofStudents: 12
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LessonOutline 36. Warm-up. PPT 37. Activity 1. Introducing with capitalization 38. Activity 2. General information of capitalization 39. Activity 3. General rules of punctuation 40. Activity 4. Case study

The aim: Reading survey report. To develop students' comprehensive skill of reading. To develop students reading skills by encouraging them to get involved in a variety of survey reports – provoking activities. To develop students' outlook and vocabulary. by the end of the lesson students will be able to demonstrate knowledge of basic capitalization and punctuation skills.

Objectives: <ul style="list-style-type: none">• to provide students with capitalizing and punctuating structure• to give students an opportunity to proofread, recognize, and correct capitalization and punctuation marks• to prepare students to correct the mistakes

ActivityType:	Individual, small group, whole class (teacher-students)
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Warm up (5 min)

- Invite students to think of what types of survey reports they are aware of before. Review the structures of those kinds of survey reports generally. Elicit random answers that what is the

difference between them. Ask students to explain why they consider them appropriate and acceptable for student's critical thinking.

Answers may vary:

survey report, vocabulary, check comprehension, world out-looking, and authentic material, descriptions.

Lead-in

Time: 5 min

► Procedure:

☉ (5 min) Ask participants the following questions and elicit a few random answers after each question:

~ *Do you have any opinion about survey reports?*

~ *Have you ever read any kinds of survey reports?*

~ *What's their opinions getting news from Internet then newspapers or radio ?*

Possible answers:

A survey report is a formal piece of writing presenting and analyzing the results/findings of research concerning reactions to a product, plan, etc., including general assessment, conclusions and/or recommendations.

Elicit random answers. Add your own examples if necessary. Say that in this session you would like participants to explore some ways compositions can be used in classroom.

Pre-reading part: Points to consider:

The information presented may have been gathered in a survey/ opinion poll or compiled from official statistical data, and may reflect opinions/preferences, etc. the general public, a particular group of people, a random sample of population. The information may be presented in the form of facts or generalizations.

Activity 1. Pre-reading tasks.

Aim: practice using of transitive words while expressing personal viewpoints

Time: 15min

Materials: Distribute handout **1** to each person.

► **Procedure** ☐ ☺ ☺ ☺ (15 min) Look at the following terms connected with food. Match terms with their definitions. Ask if they have known each words before.

- | | |
|------------------------------|---|
| 1. Organic food | a. place related to very old customs, beliefs or stories |
| 2. Natural food | b. food exist in nature and not produced by people |
| 3. Grocery store | c. many sharp pointed activities in which companies or teams are competing each other |
| 4. Traditional supermarket | d. food is produced without using artificial chemicals |
| 5. Premier research boutique | e. the largest fashionable shop of detailed study of something in order to discover new facts |
| 6. Multi-pronged competitive | f. a store is related to food and other goods for the home that you regularly |

☐ Getting acquainted the words in the text beforehand in order to be easier while reading.

Answers:

1-d

2-b

3-f

4-a

5-e

6-c

Activity 2 Reading Focus

Objective: to encourage students to understand internet terms and concepts relying on the viewpoints from the text

Time: 15 min

Materials: from survey report .

► Procedure: distribute the handouts and elicit students to scan this survey report and give definitions to these words after finding them in the article.

Read the survey report below. (15 min.)

Survey reveals huge differences in cost of organic foods from Whole Foods and other stores.

Tuesday, October 21, 2014 by: Julie Wilson staff writer

Tags: whole foods, food prices, grocery stores

(NaturalNews) As much as we all love organic foods, there's times when we certainly don't love the price. While many of us make sacrifices in other areas of our lives in order to afford splurging a little more on good food, you may not have to if you're willing to expand the horizon of grocery stores in which you shop, particularly if its whole foods.

An Austin-based grocer, Whole Foods, is one of the first all-natural food store chains to make healthy living and eating trendy. Its varied selection of all-natural food and personal care products has attracted Austin hipsters, California health-crazed trendies and foodies from all over the country. Despite love from trendsetters, the grocer has been accused of some not so morally sound tactics.

Aside from the fact the supermarket has lied repeatedly about their products containing GMOs, and most recently were caught selling yogurt advertised as having 2 grams of sugar per cup when it really had 11.4 grams per cup.

For most of us, this probably isn't new news, however, I bet you'll be surprised to learn how much more their products cost compared with other regional grocers. Whole Foods vs. traditional supermarkets, the latter takes the cake in pricing. A new survey conducted by Wolfe Research discloses the real cost difference between Whole Foods and other grocery stores. The so-called "premier research boutique" purchased 60 to 72 items from Whole Foods, comparing them with other U.S. grocers.

The stores used for comparison included a Houston, Texas HEB, a Wegmans Food Markets located in Washington D.C. and a Chicago Mariano's. Natural and organic items purchased from HEB totaled significantly lower compared with the exact same items bought from Whole Foods. The items purchased from HEB totaled just over \$215, while the same groceries from Whole Foods cost a little under \$260; roughly \$45 more.

Natural and organic items purchased from Mariano's cost \$230, with identical items costing a little under \$275 at Whole Foods, again, about a \$45 difference. Study finds Whole Foods costs about \$45 more than other regional grocery store. Wegmans proved to be a little more costly than HEB and Mariano's, but was still cheaper than Whole Foods. A basket containing natural and organic items from Wegmans cost a bit over \$270, compared with identical items from Whole Foods totaling over \$300, a difference of roughly \$30, according to researchers.

Overall, the Texas-based HEB offered the most affordable food prices for all natural and organic food, as reported by the Daily Mail. However, in a smaller, separate analysis, Wolfe purchased between 11 and 17 organic or conventional produce items at the three regional grocery stores, comparing them again to Whole Foods. This time, while HEB and Mariano's prices still remained far more inexpensive compared with Whole Foods' prices, Wegmans ended up being more expensive than the all-natural grocer, but only by a small margin. Wegmans' items cost just over \$40 in this sample, compared with Whole Foods', which totaled about \$41. With a reported increase of just 3.9 percent in sales during the last quarter, compared with an 8 percent increase in the past, experts say pricing is becoming a problem for the national grocery chain.

In addition to that, Whole Foods' stock prices have dropped a whopping 40 percent since late October 2013. "The emergence of the multi-pronged competitive attack on Whole Foods by generally lower-priced competitors suggests to us that Whole Foods' business model faces a very real, clear and present danger," wrote Wolfe analysts. Attempting to increase business, Whole Foods intends on starting a loyalty rewards program and marketing it by launching a national campaign, reports say.

Activity 3. Comprehension work:

Objective: to enable participants to do a language-focused newspaper-based task.

Time: 15 min

Materials: handouts 3– one per group.

► Procedure:

□ ☺ (5 min) look at the following questions and circle the letter of the best answer.

1. An Austin-based grocer, Whole foods, is one of the first all natured food store chains to make ...
 - A. Healthy living and eating trendy.
 - B. Happy life and best success
 - C. Resting well and feeling comfortable
2. Study finds Whole Foods cost about \$45 more than other ...
 - A. Premier research boutique
 - B. Regional grocery stores.

- C. All- natural grocer
3. Attempting to increase business , Whole Food intends on starting ...
- A. A loyalty rewards program.
- B. Multi-pronged competitive attach
- C. National grocery chain

Answers:

1.a

2.b

3.a

Activity 4: Vocabulary work. Focus on prepositions.

Objective: to enable participants to remember words with their prepositions in the survey report.

Time: 5 min

Materials: handouts 4– one per group.

► Procedure:

□ ☉ (5 min) a) Match the phrases in the first column with the words in the second column select the correct connecting preposition from the box below. All the expressions can be found in the article. One of them has been done for you.

about	for	in	with	of	for	and	on
1. Varied selection			__of__		a. starting a loyalty rewards program		
2. Their products					b. the national grocery chain		
cost compared			_____				
3. The most affordable					c. other grocery stores		
food prices			_____				
4. The real cost difference					d. all natural food and personal		
Between Whole Foods			_____		care products		
5. Pricing is becoming					e. their product containing GMOs		
a problem			_____				
6. Whole food intends					f. sales during the last quarter		

7. The supermarket has					g. other regional grocers		
lied repeatedly			_____				
8. With a reported increase					h. all natural and organic food		
of just 3.9%			_____				

Answers:

1- Of- d;

2- With -g

3- For –h;

4- And –c;

5- For –b

6- On –a;

7- About –e;

8- In – f.

b)(5 min.) Create your own sentences with the same of the preposition of the expression in exercises 4a.

Summary:

□ Remind participants about the discussion they had at the beginning of the session on different ways of compositions in class. Reading a survey report boardens outlook and help others be aware of global changes and developments in the world.

LESSON #27

Reading

Theme #12(1).	Professional articles. Reading system on IELTS program. Completing table diagrams.
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none">1. Warm-up2. Activity 1. Pre Reading3. Activity 2. While Reading4. Activity 3. Post Reading5. Activity 4. Discussion/Case study	
The aim: To develop students' knowledge about reading system on how to complete tables, diagrams. By the end of the lesson learners will have clearer idea about reading for details, develop their vocabulary on topic food.	
Objectives: <ul style="list-style-type: none">➤ help learners to read the article for getting detailed information from the text.➤ help learners to guess the meaning of new vocabulary in a text or understanding meaning or a message in the text that is not immediately obvious.➤ help learners apply these strategies and sub skills in reading	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in: (5 min)- group work

Write or glue "what is IELTS" on the board.

- Brainstorm ideas about the term
- Elicit random answers

IELTS is the shortened form of the International English Language Testing System which many people in the world want to pass. The reason is "band score" obtained by it gives great chances for candidates such as studying abroad, travelling, great employment opportunities as well as other facilities. The examination is hold by checking four types of skills of attendants. One of them, of course, reading which can be improved by only hard practices.

Pre-reading part: Group work.

Activity 1: types of tasks discussion.

Objective: To raise awareness about what kind of tasks

To prepare do this tasks

Time: 5 min.

Materials: Board

Procedure: - Elicit when we read professional article

- Write on board

- Introduce that is what we are covering in lesson.

Completion tasks test your ability to find and understand detailed or specific information in a text. You will have to read a passage and complete a table, diagram, or picture. The information in the passage will not necessarily be in the same order as the questions. You will be told how many words you should use. Numbers can be written in numbers (5) or words (five). Hyphenated words count as one word.

When you are looking for specific information move your eyes down the text, looking only for words and phrases related to the information you want. Do not read word for word, do not stop if there are words you do not know and ignore any information you do not need.

While-reading part: Pair work.

Objective: - Familiarization with texts

-Skim questions

Time: 5 min

Procedure:

Distribute handouts 1-2 (tasks according to the given texts), explain them that they should just look at the handouts and select them to similar types.

Activity 1. Completion table.

Time: 7 min.

Objective: enhancing the awareness of students on table completion;

Materials: Handout 1.

Instruction:

Scan the diagram and complete the diagram with necessary information. Write no more than four words in each box.

Answers: 1) shapes; 2) heights; 3) physical abilities; 4) genes; 5) ageing; 6) diets; 7) general quality of life.

Activity 2. Completing diagram.

Time: 10 min.

Objective: using given knowledge and instructions in practice.

Giving more explanations by tasks.

Materials: handout 2.

Instruction:

Scan the passage below to find the information about the topics 1-7. The first one has been done for you.

Answers: 1) Report on Social Insurance; 2) 1942; 3) social insurance; 4) five/5; 5) want, disease, ignorance, squalor, idleness; 6) poor housing and homelessness; 8) the existence of poverty in Britain.

Post-reading part: full reading passage.

Time: 20 minutes

Objective: Practice on which taught during the lesson.

Procedure: a) divide student into two groups. And, tell them that they should work together and find the answers the winner will be if which team finishes the first.

b) distribute handout 3 to teams.

c) tell them not to read the passage wholly, but only to skim;

b) tell them to underline key words and search them from the passage;

c) tell them that they are going to do real IELTS passage and be given 20 minutes;

d) when time is up check the answers;

e) discuss what kind of challenges did they have and urge some possible hints and methods to figure out their difficulties.

Answers: Handout 6: 1. £30. 2. £0. 3. £3.70. 4. 599.3/almost 600. 5. 288.3. 6. 267.

Conclusion: Error-correction

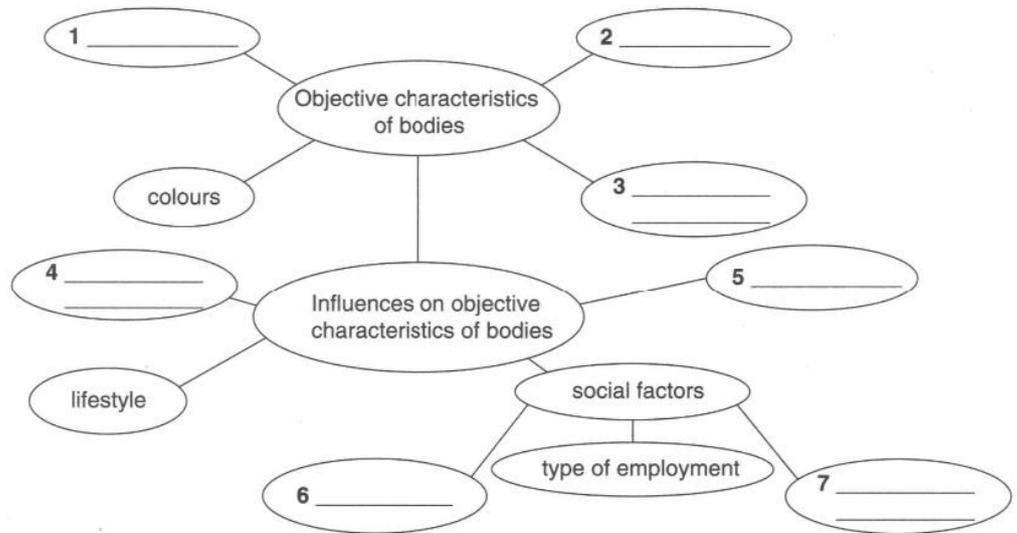
Objective: giving feedbacks to students about their success and shortages;

Time: 5-7 minutes.

Procedure: give a chance students to share their ideas about how they could find the answer easily. If there are any errors try to address it and solve in the first place.

Handout 1.

- 5 Scan the passage below and complete the diagram with the missing information. Write NO MORE THAN FOUR WORDS in each box.



20 Reading for IELTS

Unit 2

So far in this chapter, we have questioned common-sense ideas held about what is sickness and health and have raised some challenging questions about these ideas. However, we can go further and question a closely related concept upon which notions of illness are ultimately based: the concept of 'the body'.

All of us exist in 'bodies' that are objectively different shapes, heights, colours and physical abilities; they are also subjectively valued as attractive or ugly, young or old, short or tall, weak or strong.

Let us look first at the objective differences. The two most common explanations for objective differences between bodies are, first, that people's bodies vary according to genetic differences (height, weight, etc.) and, second, that bodies change as people age. However, sociologists point out that the shapes of people's bodies are often actually linked to diets, type of employment and general quality of life. A huge range of research indicates that poorer people are more likely to:

- eat 'unhealthy' foods and to smoke cigarettes
- be employed in repetitive, physically demanding work or the other extreme of boring, sedentary employment
- have worse housing conditions
- live in more deprived neighbourhoods

All of these factors impact upon the condition of a person's body and health. We can see then that the physical shapes of bodies are strongly influenced by social factors.

- 1 Scan the passage below to find information about the topics 1–7 in the table. There are clues to help you find the information. The first one has been done for you.

Questions	Clues	Specific information
What is another name for the Beveridge Report?	Look for capital letters; find the words 'Beveridge Report' and scan the text around 'Beveridge Report'.	1 Report on Social Insurance
Date of report:	Scan the text for a four-digit number, which is how years are usually expressed.	2 _____
What was the subject of the report?	Look at the name of the report.	3 _____
How many obstacles to progress did the report mention?	Scan the text for a number expressed in digits or in words.	4 _____
What were the obstacles to progress?	Look for a bulleted list.	5 _____
What is 'Squalor'?	Scan the text for 'Squalor' and read the words in brackets: they explain the meaning.	6 _____
Why was the report commissioned?	Scan the text for forms of the words 'commission', 'reason' or 'why'.	7 _____

Reading for IELTS

Unit 2

The 1940s saw the development of legislation that reflected an agreement across the main political parties that the state should take an increased responsibility for the funding and provision of welfare services. The specific measures taken were based on the proposals of Sir William Beveridge (1879–1963) and published in his *Report on Social Insurance* (1942), more commonly known as the Beveridge Report. Beveridge based his recommendations on his concern to defeat five 'giant evils' that, despite earlier measures, were still hindering social and economic progress in Britain. These were:

- Want (poverty)
- Disease (ill health and high mortality rates)
- Ignorance (inadequate education)
- Squalor (poor housing and homelessness)
- Idleness (unemployment)

The existence of poverty in Britain was the underlying reason for commissioning the report, but legislation was passed and services introduced that addressed each of the 'five giants'.

Handout 3.

Complete the tables on the next page.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

The rising problem of obesity has helped to make diabetes treatments the biggest drug bill in primary care, with almost £600 million of medicines prescribed by doctors last year, according to the NHS Information Centre.

Analysts said that young people contracting the condition, which is often associated with obesity, were helping to push up costs as doctors tried to improve their long-term control of the disease and prevent complications.

A total of 32.9 million diabetes drugs, costing £599.3 million, were prescribed in the past financial year. In 2004–05 there were 24.8 million, costing £458 million. More than 90 per cent of the 2.4 million diabetics in England have type 2 diabetes, with the remainder suffering from type 1, the insulin-dependent form of the disease. There are thought to be 500,000 undiagnosed cases of diabetes.

While rates of type 1 have shown slight increases in recent years, type 2 has risen far more rapidly — a trend linked to the increasing number of people who are overweight or obese. Almost one in four adults in England is obese, with predictions that nine in ten will be overweight or obese by 2050. Obesity costs the NHS £4.2 billion annually. This year the Government started a £375 million campaign aimed at preventing people from becoming overweight by encouraging them to eat better and exercise more.

An NHS Information Centre spokeswoman who worked on the report, which was published yesterday, said that diabetes was dominating the primary care drug bill as better monitoring identified more sufferers and widely used medications for other conditions such as statins became cheaper. She said that the data suggested a growing use of injectable insulin in type 2 diabetes care, which was helping to push up costs.

Doctors agreed that more expensive long-acting insulin, which can cost about £30 per item, was being used more often, as well as more expensive pills and other agents.

The report, an update of the centre's June publication *Prescribing for Diabetes in England*, shows that the number of insulin items prescribed last year rose by 300,000 to 5.5 million, at a total cost of £288.3 million. It marked an 8 per cent rise on the £267 million spent in the previous year. However, while the number of anti-diabetic drugs, which are mostly in tablet form, also rose, the cost dropped slightly to £168.1 million.

'Type 2 is increasing. We are seeing it in younger people, and because it is a progressive disease, people are needing an increasing number of interventions as time goes by,' the spokeswoman said, adding that long-acting insulins such as Glargine were now common. 'For people who are struggling to control their type 2 diabetes it makes sense, but it is quite a big clinical change from five or ten years ago.'

Other anti-diabetic items, such as use of the subcutaneous injection exenatide, have also increased and cost £14.3 million. Laurence Buckman, chairman of the British Medical Association's general practice committee, said that he had observed a trend with drugs such as exenatide, which costs £80 per item. He said that younger patients could start on cheaper tablets such as metformin, which costs £3.70 per box, but were needing increasingly sophisticated treatments to keep their condition in check.

'You are talking about an ever larger number of people getting a large range of drugs to reduce long-term complications. Type 2 is a common chronic illness that is getting commoner. It's in everyone's interest to treat people early and with the most effective drugs, and these are the more expensive tablets and long-acting insulins,' he said.

Glossary:

primary care: health care provided in the community, e.g. when people make a first appointment with a doctor

insulin: a hormone produced in the pancreas (an organ in the body) which regulates the amount of glucose (a type of sugar) in the blood.

Lack of insulin causes a form of diabetes.

obese: very overweight

subcutaneous: applied under the skin

Exam tip: For some texts there may be a glossary for words that IELTS candidates are not expected to know or have come across before. It is a good idea to check if difficult or technical terms are explained here.

Name of drug	Cost per item
insulin	1
exenatide	2
metformin	3

Total for ...	Cost of medicine in million pounds
diabetes last year	4
diabetes 2004-5	458
insulin last year	5
insulin 2 years ago	6

LESSON #28

Reading

Theme #12(2).	Professional articles. Reading system on IELTS program. Matching headings.
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none"> 6. Warm-up 7. Activity 1. Pre Reading 8. Activity 2. While Reading 9. Activity 3. Post Reading 10. Activity 4. Discussion/Case study 	
The aim: <ul style="list-style-type: none"> • By the end of the lesson learners will have clearer idea about reading for details, develop their vocabulary on topic food. • To develop students' knowledge about reading system on IELTS program. 	
Objectives: <ul style="list-style-type: none"> ➤ help learners to read the article for getting detailed information from the text. ➤ help learners to guess the meaning of new vocabulary in a text or understanding meaning or a message in the text that is not immediately obvious. ➤ help learners apply these strategies and sub skills in reading 	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in: (5 min)- group work

Write or glue "Professional articles" on the board.

- Brainstorm ideas about the term
- Elicit random answers

Professional articles are the written work based on more serious topic, issues and complex form of sentences. They are a bit difficult to follow for language learner however, very beneficial. This kind of articles can be found in newspapers, magazines, internet web sites, blocs and so on.

- Give examples of sources

- BBC news
- Economics
- IELTS books

Pre-reading part: Group work.

Activity 1: types of tasks discussion.

Objective: To raise awareness about what kind of tasks

To prepare do this tasks

Time: 5 min.

Materials: Board

Procedure: - Elicit when we read professional article

- Write on board

- Introduce that is what we are covering in lesson.

Matching headings: this task tests whether you understand the organization of texts and identify the main idea or topic in each section of a text. You will be given a numbered list with headings, as well as a text divided into sections. You will need to read the sections and decide which of the headings best fits that section.

While-reading part: Pair work.

Objective: - Familiarization with texts

-Skim questions

Time: 5 min

Procedure:

Distribute handouts 1-2 (tasks according to the given texts), explain them that they should just look at the handouts and select them to similar types.

Activity 1. Matching headings.

Time: 7 min.

Objective: enhancing the awareness of students on matching headings;

Materials: Handouts 1.

Instruction:

Do first handout as class. "Skim-read the text then write one sentence saying what it is about. Do not look at it". Ask each student their answers.

Answer: paragraph is about family celebration and gives advice about how parents and their grown-up children should behave when they are together.

Activity 2. Guessing headings.

Time: 10 min.

Objective: using given knowledge and instructions in practice.

Giving more explanations by tasks.

Materials: handouts 2.

Instruction:

Second handout have to be done individually. They should write short headings for the passages 1-3.

Answers: 1. Traditional family unit.

2. The advantages and disadvantages of traditional family.

3. Advice for sleepovers.

Post-reading part: full reading passage.

Time: 20 minutes

Objective: Practice on which taught during the lesson.

Procedure: a) divide student into two groups. One is for matching headings and another for table completion, distribute handout 3 to each group;

b) tell them that they are going to do real IELTS passage and be given 20 minutes;

c) tell them not to read the passage wholly, but only to skim;

b) tell them to underline key words and search them from the passage;

c) when time is up check the answers;

d) discuss what kind of challenges did they have and urge some possible hints and methods to figure out their difficulties.

Answers: Handout 5: A-I, B-II, C-III, D- VIII, E-VII.

Conclusion: Error-correction

Objective: Filler Chance to tackle problems that many groups had, possibly generalizing rules on formality if sufficient examples.

Time: 5-7 minutes.

Procedure: Run through as class. If there are any errors by student give them feedback. Continue for error collected from class. If necessary, give for homework.

Handout 1.

skim-read the text below. Then write one sentence saying what it is about. Do not look back at the text, but use your own words.

If you're in your thirties or forties and still going back to the family home for every big family celebration, any problems that have developed with your parents over the years are likely to be mentioned. You can easily end up remembering childhood problems and start behaving like an angry child, but you should try to resist this. Parents, meanwhile, should remember that they are no longer in charge of their children's lives. Parents need to enjoy their children for who they are now, as adults, rather than behaving like they did when they had more control over them.

Handout 2.

4 Write short headings for the passages 1-3.

1 _____

Nicholson defines the traditional family as 'the unit of parents with children who live together'. The bond between husband and wife is seen as particularly important, and the family feels itself to be separate from other kin. This family group is often referred to as the nuclear family.

2 _____

Traditional families have disadvantages:

- Because both partners now tend to work, they have tremendous time pressures, making it difficult to carry out satisfactory and rewarding childcare.
- Children who are the victims of abuse by parents have relatively little opportunity to turn to other relatives for help.
- Traditional families place a heavy burden of expectation on the partners, and, with work and childcare commitments, it may be difficult for them to provide the love and companionship each partner expects.

However, traditional families do have some advantages:

- Their small size tends to encourage intimacy between family members, and, when the relationships work, they can be rewarding and long-lasting.
- Traditional families can be economically successful because they are not usually expected to share their resources with others.

3 _____

Having someone else's child stay overnight is quite a responsibility. Some children begin having sleepovers with friends during the early school years, others still haven't started by age 11. It is important not to start too early: just because they say they want to have a sleepover at someone else's house, doesn't mean it's a good idea. When there is a sleepover at your house, be prepared with some strategies to get the children to stop talking and calm down. Agree lights out time in advance and have some calmer activities before bedtime.

Handout 3.

Section A

Marriage is a much-researched topic, and the way married couples communicate in particular has been the subject of many studies. These days, research into marriage often involves hours of recordings, followed by a thorough analysis of data with the help of modern software applications.

Section B

One such study analysed five years' worth of data, obtained from 750 participating couples. At the start of the study, participants who felt they were in a harmonious relationship reported having happy marriages. In other words, low levels of conflict corresponded to a perceived higher degree of happiness. At the end of the five-year period, however, many of these couples had separated or had started divorce proceedings. The outcome of this study suggests that keeping the peace rather than talking about problems and working through them can have harmful effects on a relationship.

Section C

In a more recent, larger scale study, people were observed over a fifteen-year period. The researchers recorded the timings of marriages, divorces and remarriages and discovered patterns that helped them estimate how likely divorce was. If participants admitted the possibility of divorce to themselves during the first year of the study, the probability of it actually happening was ten times greater than for those couples who had not thought about it at all. Clearly, once the idea of divorce is in somebody's mind, they are more likely to act on it.

Section D

Yet another piece of research confirms that the way men and women feel at the beginning of their marriage makes a difference to its eventual outcome. Those who feel disappointed, perhaps because marriage itself is different from their expectations, or because their lifestyle is not what they had envisaged, are more likely to divorce.

Section E

Having said that, relationships are complex and their development is the result of many different influences. The end of a marriage is unlikely to be brought about by one particular factor, and is more probably the result of a combination of small incidents that add up over time. It is also worth bearing in mind that in most countries it is the minority of marriages that fail. No one can truthfully claim that their marriage is happy or perfect all the time, but the fact remains that most married people stay together for life. The secret of a happy marriage, it seems, lies where most people have always thought it does: in the effort made on a daily basis by both partners to treat each other with consideration and courtesy, and to cheerfully accept each other's faults as well as their good qualities.

READING PASSAGE

This reading passage has 5 sections, A–E.

Choose the correct heading for sections A–E from the list of numbered headings below.

Write the correct number i–viii next to sections A–E.

List of Headings

- i** The science of marriage
- ii** The importance of honest communication
- iii** The power of thought
- iv** The likelihood of marrying again
- v** Technological advances
- vi** The benefits of avoiding arguments
- vii** The real predictor for a lasting marriage
- viii** The consequences of early dissatisfaction

Section A _____

Section B _____

Section C _____

Section D _____

Section E _____

LESSON #29

Reading

Theme #13.	Opinions to ideas that described in the lecture and discussed reports.
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
11. Warm-up	
12. Activity 1. Pre Reading	
13. Activity 2. While Reading	
14. Activity 3. Post Reading	
15. Activity 4. Discussion/Case study	
The aim:	
<ul style="list-style-type: none">• By the end of the lesson learners will have clearer idea about reading for details, develop their vocabulary on topic food.• Scan-reading. Understanding the structure of a report. Understanding the function of a report. Summarising report	
Objectives:	
<ul style="list-style-type: none">➤ help learners to read the article for getting detailed information from the text.➤ help learners to guess the meaning of new vocabulary in a text or understanding meaning or a message in the text that is not immediately obvious.➤ help learners apply these strategies and sub skills in reading	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead – in (5min)

Ask participants what work they and their students usually do with reading reports.

Possible answer :

- c) Read aloud and translate the reports
- d) Answer comprehension questions

Tell participants that now they are a group of intermediate learners who are going to have a reading lesson. The following behaviors belong to classroom language.

Activity 1 A simulated lesson

Objective : to elicit the concept of intensive reading ; to experience a reading lesson as learners

Time : 45 min

Materials :board/flipchart, handout 1 and 2

Preparation : read the poems and the words from pre-reading stage on the board

Procedure :

Pre-reading (15 min)

(10 min) Draw your students attention to the questions on the board. If necessary, be first to answer the questions .

1. What forms of report do you know?
2. Give information about new reports

(10min) Ask students to look at the words on the board and tell them they are from the report.

Ask students to copy the words and underline those which they don't know. Students work individually and then compare their partner's and each other, i.e. explain those words which they know.

(5 min) Tell students that they are going to read the report. Ask them to predict what kind of report it is.

While- reading(30 min)

(10 min) Give the handouts and ask students read the report quickly and see how accurate their predictions were.

(20min)Give some time and discuss with the whole class what the words on the board mean in the context of the report. If necessary, explain the meaning of those words which nobody understood.

Lead-in activity, handout 1. (15 min)

The style in which news reports are written differs in a number of ways from the style used in narratives (stories). A **narrative** is normally written in an informal, chatty style and calls for detailed descriptions, including the characters' feelings and sensations. Descriptive techniques can be employed to make the story more vivid. You can begin or end a narrative:

- a) by describing weather, surroundings, people, etc. using the senses;
- b) by using direct speech;
- c) by addressing the reader (usually asking a question);
- d) with a dramatic sentence creating mystery or suspense; or
- e) by referring to your feelings or moods.

A **news report** is normally written in a formal style and deals only with detailed accurate facts. The writer's feelings are not mentioned. A news report starts with a summary of the event which is then developed in detail. To end a news report, we can mention people's comments using direct speech.

- 4 Match the beginnings with the endings, then decide which belong to news reports and which to stories, justifying your answers.**

BEGINNINGS...

- 1 A hurricane hit northern Scotland yesterday morning, causing thousands of pounds worth of damage to buildings and littering the area with debris.
- 2 Underground workers remained on strike yesterday as negotiations with transport bosses broke down for the third time in two months.
- 3 "I don't know what we're going to do!" Cathy cried as she watched their boat drift further and further away. "Do you think anyone will find us?"

...ENDINGS

- A As they sat by the fire, shivering with fear, they suddenly heard the distant sound of a motor. Bob jumped up, took a lighted branch from the fire and ran towards the beach. Help had come at last!
- B "This is one of the worst natural disasters to hit the area for a long time," said the mayor of Thurso, one of the worst hit towns. Clean-up operations are already under way in an attempt to reduce the disruption caused by the damage.
- C Transport authorities announced that they would be providing alternative means of transport for commuters, but long delays are expected at peak hours today.

- 5 Rewrite the following sentences in the passive.**

- 1 Police finally caught convicted arsonist Thomas Wells early last Sunday morning. Prison guards found that Wells had escaped ten days earlier. Investigators believe that he has set two warehouses on fire since his escape.



- 2 The Council is providing temporary housing for citizens of Newton after Tuesday's flood damaged hundreds of homes. The location of the shelters is the nearby town of Holbrook, and authorities will allow the residents to stay in them until the Council rebuilds their homes.

- 3 Late Monday morning the police arrested two men who were selling stolen car stereo systems to unsuspecting customers. They seized all the stolen goods and are holding the men in custody.



- 2 Read the news report below and write down the topic of each paragraph, then underline all the words related to a car crash.

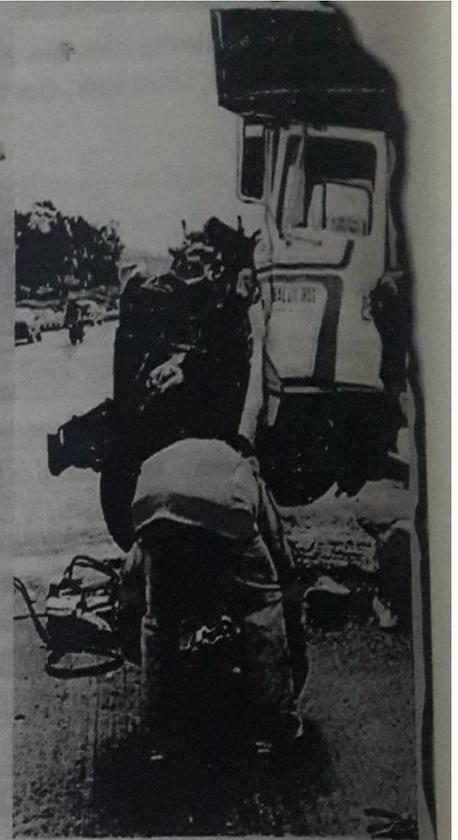
Two seriously injured in car crash

Two people were seriously injured in a collision at the junction of Mill Road and Wrights Lane, Westbridge, early yesterday morning.

Jackie Hill, 22, was driving a yellow Nissan Cherry when she approached the junction and crashed into a delivery van coming out of Wrights Lane. A local resident who witnessed the accident said that it was obvious that Mrs Hill had not seen the stop sign at the junction as she had not even slowed down.

Mrs Hill was on her way home from her job as a night nurse when the accident happened. She is said to be in a serious but stable condition at St Michael's Hospital. The driver of the van, William Stephens, 27, is being treated for head and back injuries.

A neighbourhood association spokesman commented later: "This is the fourth accident to happen at the crossroads in the past month. We have been lobbying for a set of traffic lights there for months, but so far nothing has happened." According to city councillor David Wilkins, plans are being made to put up traffic lights at the junction in the near future.



Headlines are an important feature of news reports. They should both catch the reader's attention and inform the reader about the subject of the report. Since headlines must be short, words such as articles, parts of tenses, etc. are omitted. For example, instead of writing **SOME ILLEGAL WEAPONS WERE FOUND IN AN ABANDONED FACTORY**, the headline would read: **ILLEGAL WEAPONS FOUND IN ABANDONED FACTORY**.

- 3 Write headlines for the following opening sentences of news reports. What do you think the reports go on to say?

- 1 A bridge collapsed last Monday as a result of an earthquake which hit Southern California.
- 2 Last night's blackout has been traced to a mistake made by an employee at Peterville's central power plant. Engineer Harold Petty, 27, admitted having pushed the wrong button on a control panel.
- 3 Medical researchers in Britain say they may have found a cure for the common cold. In a series of controlled tests a combination of certain vitamins has been found to reduce symptoms dramatically.
- 4 It was announced yesterday that the planned motorway extension outside Peterfield will go ahead despite protests from environmental groups.
- 5 Two brothers who had gone missing three days before were found last night by a farmer, David Jones. They had been hiding in an abandoned barn on his property.



LESSON #30

Writing

Theme #11(2).	Describing events
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Length: One hour and twenty minutes	NumberofStudents: 12
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LessonOutline 41. Warm-up. PPT 42. Activity 1. Introducing with capitalization 43. Activity 2. General information of capitalization 44. Activity 3. General rules of punctuation 45. Activity 4. Case study
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The aim: by the end of the lesson students will be able to demonstrate knowledge of basic capitalization and punctuation skills.
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Objectives: <ul style="list-style-type: none">• to provide students with capitalizing and punctuating structure• to give students an opportunity to proofread, recognize, and correct capitalization and punctuation marks• to prepare students to correct the mistakes
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ActivityType:	Individual, small group, whole class (teacher-students)
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Lead-in (5 min)

Ask participants what work they and their students usually do with reading texts.

Possible answers:

- read aloud and translate the text
- answer comprehension questions
- do vocabulary work
- retell the text

- Tell participants that now they are a group of intermediate learners who are going to have a reading lesson. The following behaviors belong to classroom language.

Activity 1 A simulated lesson

Objective: to elicit the concept of intensive reading; to experience a reading lesson as learners

Time: 45 min

Materials: board/flipchart, handout 1 and 2

Preparation: write the two questions and the words from pre-reading stage on the board or flipchart

► Procedure:

Pre-reading (15 min)

□ ☺ (5 min) Draw your 'students' attention to the questions on the board/flipchart and invite responses from volunteers. If necessary, be the first to answer the first question.

~ What should consist of describing events ?

~ While describing what we need to consider?

~ How can we describe?

□ ☺ (6 min) Ask 'students' to look at the words on the board and tell them they are from the story.

INTRODUCTION, MAIN BODY, CONCLUSION

Ask 'students' to copy the words and underline those which they don't know. 'Students' work individually and then compare their notes with their partner's and teach each other, i.e. explain those words which they know. Tell them not to worry if there are words which none of the partners knows as they will become clear in the context.

□ ☺ (4 min) Tell 'students' that they are going to read the article "HOW TO DESCRIBE EVENTS IN SEQUENTIAL ORDER IN ENGLISH"

by English Tonight

Ask them to predict what kind of article it is. Invite random answers. Then read the first paragraph in the text and ask the question:

~ What material do we need to write describing event?

Invite several random responses.

While-reading (25 min)

- ☺ (10 min) Give out handout 2 with the text “HOW TO DESCRIBE EVENTS IN SEQUENTIAL ORDER IN ENGLISH”. Ask ‘students’ to read the article quickly and see how accurate their predictions were.
- ☺ ☺ ☺ (5 min) Make groups of four and ask ‘students’ to read the event again and discuss the article on handout 2. Walk around and listen to. After they have finished, ask each group to share their comprehension.
- (3 min) Discuss with the whole class what the words on the board/flipchart mean in the context of the story. Ask your ‘students’ which was more easy for them: understanding the words in the context or dealing with them before they read the story. or importance.
- ☺ (7 min) Ask ‘students’ to think (individually!) of an open-ended question. Explain to them that this should be a question the answer to which does not appear ‘on the surface’ of the story. Give them some time. In groups they ask and answer their questions. Ask them to choose the most interesting question and let the whole group hear it. Invite ‘students’ to answer it. If time permits repeat the same with each group. Accept all the responses, as there is probably no right or wrong answer.

Home assignment

- Ask students to read the following article: “ Describing festivals/events/ceremonies” by *Virginia Evans*
- Ask students to answer questions on **Handout 3**

TEACHER PRESENCE

Lead – in activity, Handout 1.

HOW TO DESCRIBE EVENTS IN SEQUENTIAL ORDER IN ENGLISH by English Tonight

It is important that you learn sequencing words or transition words to tell someone what you did in the correct order. Sometimes, when you are learning a new language you get in the bad habit of only using one transition word. If you are constantly saying.... ‘Then I did this... Then I went there.... Then he called....’ your friends, teachers and people you meet and speak English with might get bored when listening and speaking English with you.

When you are describing an order of events in English, it is important to use different words that describe the sequence of events correctly (not just one). The more words you know to express yourself in English, the easier it will be to speak.

Words to Help You Describe a Sequence of Events:

- ✓ First... second... third...
- ✓ In the first place...
- ✓ Next...
- ✓ Then...
- ✓ After that...
- ✓ After _____....
- ✓ Afterwards...
- ✓ As soon as...
- ✓ At first...
- ✓ At last...
- ✓ Before...
- ✓ Before long...
- ✓ In the meantime...
- ✓ Later...
- ✓ Meanwhile...
- ✓ Soon...
- ✓ Lastly,...
- ✓ Finally, ...

Example 1:

First, I went to visit my grandma. After that, I went to the grocery store. I bought some pasta, juice and yogurt at the grocery store. Then, I went to the school and picked my son.

TEACHER PRESENCE

Activity 1, Handout 2.

- 2 Read the models and give the paragraph plan for each. What tenses have been used? Why? Where could you find such pieces of writing?

MODEL A

Describe an annual event that you attended and explain why you enjoyed it.

About four years ago I was invited to a Halloween party at the home of a friend. I was reluctant at first but I decided to go to help out with the arrangements.

On the afternoon of the party, I drove to my friend's house with a huge box of materials which I thought might be useful for the preparations. The children were full of enthusiasm as they worked on their masks and costumes. But the best part of all was making the lanterns. I was amazed at the imagination that the children showed when cutting grotesque faces out of the hollowed-out pumpkins. The mood of anticipation was so intense that, by the time the last costume had been made, I was as excited as the children.

By six o'clock, the party was well under way and the house was full of screaming children, with me running around in a mask trying to scare them. At one point during the evening, prizes were awarded to the children who had made the best costumes. Games were organised, including one where the children had their hands tied behind their backs while they tried to pick apples out of a barrel of water using only their teeth. When the party finally ended, the children left in a noisy group, running ahead of their parents and doing their best to scare any unfortunate passers-by.

Rediscovering what it is like to have fun without feeling embarrassed was a fantastic experience. My initial hesitation disappeared once I had decided to get involved. Helping with the children's games enabled me to enter into the party spirit. I saw it as an opportunity to experience the sheer joy that comes so naturally to children.

Another thing that made it a particularly enjoyable occasion was that it brought back memories of my own childhood experiences. I remembered my own excitement when we were dressing up in scary costumes, and the thrill of going from house to house, bags held open for whatever goodies would be put in when we shouted, "Trick or treat!" I also remembered the time we had been chased by a stingy neighbour after spraying his windows with shaving foam.

Since those days I had nearly forgotten about Halloween, but this party gave me so much pleasure that now it is a regular fixture in my diary. I think everyone should have the chance to feel like a child at least once a year.

MODEL B

Describe an annual event that takes place in your country.

Halloween, which takes place every year on 31st October, is an important event, particularly in America. It originated hundreds of years ago when it was believed that on this night the souls of the dead came back and walked among the living. Today, it is treated light-heartedly and celebrated mainly by children.

A certain amount of preparation is required of those who take part. Costumes and masks, typically of ghosts or witches, have to be made. Sweets are bought and parties are organised. Most importantly, a lantern is made. This is done by taking a large pumpkin and cutting out the inside, which is then used to make a pie. Next, holes are cut out of one side in the shape of an evil face, and a candle is placed inside the lantern so that the light glows through the eyes and mouth.

On the day itself, or rather in the evening, children wander around the streets dressed in their costumes. The custom is for children to knock on doors in their neighbourhood and say "Trick or treat". This means that their neighbours have to treat them to sweets or candies, otherwise the "ghosts and witches" will play a trick on them. Usually the adults offer them something, but if they fail to, then a practical joke might be played. This is usually something harmless such as putting shaving foam on the uncooperative neighbour's windows.

If a party has been arranged, then the lights are turned out and the children take part in a variety of activities. This might include anything from telling ghost stories to dancing. Although the parties are based on a rather frightening theme, the emphasis is, of course, on having fun. A typical party game for Halloween is played by putting apples into a barrel of water and inviting the children to pick them up with their teeth. Special drinks are made, which are served with the traditional pumpkin pie.

Many people enjoy Halloween as an excuse to dress up and have fun. It is unique in that its theme is essentially not a pleasant one. However, it remains popular and is eagerly anticipated every year by people of all ages.

TEACHER PRESENCE

Home assignment, Handout 3.

- Please read the article by ““ Describing festivals/events/ceremonies” by *Virginia Evans* and write your own describing events.

- 3) Try to write your describing event by using following article

- A descriptive composition about an event should consist of.
 - a) an **introduction** in which you mention the name/type, time/date, place and reason for celebrating the event;
 - b) a **main body** in which you describe the preparations for the event and the event itself; and,
 - c) a **conclusion** in which you describe people’s feelings or comments on the event. Such pieces of writing can be found in magazines, newspapers or travel brochures, or as part of a letter, story, etc.

Points to Consider

- When you describe annual events (e.g. a celebration / festival which takes place every year), present tenses are used and the style is formal. However, when giving a personal account of an event which you witnessed or took part in, past tenses are used and the style may be less formal. The passive is frequently used to describe preparations / activities which take place. *e.g. Pumpkins are carved and placed in windows and costumes are designed.*
- To make the description more vivid and interesting, narrative techniques and a variety of descriptive vocabulary can be used to set the scene and describe the atmosphere. *e.g. Bright lights sparkled over the water as the fireworks spread like huge, colourful flowers and the onlookers who crowded the harbour gasped in wonder and admiration.*

Interpreting the topic

- The number of paragraphs depends on whether the composition task asks for only a description of events or also asks you to explain its significance or how important it is. Compare the topics below. *“Describe a typical wedding in your country”* This topic asks only for a description of an event. The style is impersonal. Present tenses should normally be used. *“Describe a wedding you attended and explain why it made an impression on you.”* This topic asks for a description of an event in narrative form, together with reasons why you enjoyed the event. The style is rather informal. Past tenses should be used.

LESSON #23

Reading

Theme #13.	Magazine article
Length: One hour and twenty minutes	Number of Students: 12
<p>Lesson Outline</p> <ul style="list-style-type: none"> 16. Warm-up 17. Activity 1. Pre Reading 18. Activity 2. While Reading 19. Activity 3. Post Reading 20. Activity 4. Discussion/Case study 	
<p>The aim:</p> <ul style="list-style-type: none"> • By the end of the lesson learners will have clearer idea about reading for details, develop their vocabulary on topic food. 	
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ help learners to read the article for getting detailed information from the text. ➤ help learners to guess the meaning of new vocabulary in a text or understanding meaning or a message in the text that is not immediately obvious. ➤ help learners apply these strategies and sub skills in reading 	
Activity Type:	Individual, small group, whole class (teacher-students)

WARM-UPS (You may use some of these activities as warming ups)

Time: 10-15 min

1. SALT: Walk around the class and talk to other students about salt. Change partners often. After you finish, sit with your original partner(s) and share what you found out.

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

salads / pasta / health food / Big Macs / sandwiches / high blood pressure / restaurants / fast food / lunch / low-fat food / health warnings

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

3. FAST FOOD: In pairs / groups, talk about your thoughts on these fast foods. Can you remember the first time you had them?

sandwiches

Fries

burgers

pizza

noodles

fried chicken

fish and chips

other _____

4. UNFINISHED SENTENCES: With your partner(s), agree on an ending to these sentence beginnings. They are from the article. Change partners and share and talk about what you wrote.

- Salads and healthy pastas _____
- Food should carry a health warning because _____
- Pre-packaged sandwiches are _____
- Britain's leading food retailers _____
- Compared with a Big Mac and small fries _____
- Many people think of a salad as _____

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

6. QUICK DEBATE: Students A think fast food is a good thing about society. Students B think the opposite. Change partners often. Share your findings.

Activity 1 Pre Reading

Time: 15 min

Objectives:

- help learners to be aware of new vocabulary related to the article;
- provide an opportunity to students better understand the article.
- help learners understand complicated word combinations of the article

Procedure:

Put students into pairs and ask them to read statements on handout 1, tick true or false statements according the article. Explain that they will check their answers while reading the article. Than distribute to pairs Handout 2 and ask them to do. The activity in handout 3 is optional.

Activity 2 While Reading

Time: 20 min

Objectives: help learners reading to get a general understanding of the text.

Procedure:

Distribute Handout 4 and ask students put the words into the gaps in the text. Filling in gaps they can check their answers with teacher (Handout 5)

Activity 3 Post Reading

Time: 20 min

Objectives: help learners better understand reading material

Procedure:

Several activities are suggested as post reading activities, using different interactive mode of work you may check your learners understanding the read text. (Handout 7)

Language materials are optional.

HOMEWORK

You may give one or more tasks as homework from suggested tasks to your learners

Time: 10 min

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find more information about the dangers of having too much salt. Talk about what you discover with your partner(s) in the next lesson.

3. HEALTH FOOD POSTER: Make a poster about the different types of health food around the world. Show your poster to your classmates in the next lesson. Did you all find out similar things?

4. MAGAZINE ARTICLE: Write a magazine article about health food and fast food. Include imaginary interviews with consumers and company executives. Read what you wrote to your classmates in the next lesson. Which article was best and why?

5. LETTER: Write a letter to the boss of a food company. Ask him/her three questions about healthy food. Give him/her three suggestions about how to make food healthier to eat. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

6. DISCUSSION / CASE STUDY

STUDENT A's QUESTIONS (Do not show these to student B)

What did you think when you read the headline?

Do you like salt?

Are you careful with the amount of salt you consume?

Do you always look for the salt content in the food you buy?

How do you think some salads contain more salt than a Big Mac?

Do you ever worry about the harm the food you eat might do to you?

What food do you overdose on?

What do you think of the finding that pre-packaged sandwiches can be seven times saltier than potato chips?

Do you think the tastiest things are always the things that are bad for us?

What more would you like to know about this report?

STUDENT B's QUESTIONS (Do not show these to student A)

Did you like reading this article?

What readymade healthy foods are popular in your country?

Do people in your country generally eat well?

What do you think of fast food?

Do you think it's important to calculate how much of the recommended daily portion of salt you consume?

What do you think of salad for lunch?

Do you think food should carry more labeling about nutrition?

What would life be like without salt in food?

What questions would you like to ask professor MacGregor?

Did you like this discussion?

AFTER DISCUSSION: Join another partner / group and tell them what you talked about.

What was the most interesting thing you heard?

Was there a question you didn't like?

Was there something you totally disagreed with?

What did you like talking about?

Which was the most difficult question?

ANSWERS

TRUE / FALSE:

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

SYNONYM MATCH:

1. campaigners a. Advocates
2 Carry b. display

- | | |
|----------------|---------------------|
| 3. consensus | <i>c.</i> agreement |
| 4. overdosing | <i>d.</i> ODing |
| 5. consumption | <i>e.</i> intake |
| 6. leading | <i>f.</i> top |
| 7. outlets | <i>g.</i> stores |
| 8. Limit | <i>h.</i> ceiling |
| 9. Ought to | <i>i.</i> should |
| 10. option | <i>j.</i> choice |

PHRASE MATCH:

- | | |
|---|--|
| 1. may not be as good for | <i>a.</i> us as we think |
| 2. Healthy food should carry | <i>b.</i> a health warning |
| 3. other foods aimed at | <i>c.</i> the health conscious |
| 4. British people are unknowingly | <i>d.</i> overdosing on salt |
| 5. This report comes hot on the | <i>e.</i> heels of an earlier CASH finding |
| 6. Britain's leading food retailers and | <i>f.</i> fast-food outlets |
| 7. a noodle salad from a chain | <i>g.</i> called EAT |
| 8. three-quarters of the 6-gram | <i>h.</i> recommended daily salt limit |
| 9. encourage people to look out | <i>i.</i> for low-salt, low-fat salads |
| 10. some salads out there which really | <i>j.</i> ought to carry a health warning |

GAP FILL:

Many health foods saltier than Big Macs

The salads and healthy pastas we buy to eat well may not be as good for us as we think. Campaigners say a lot of supposedly healthy food should carry a health warning because of the high salt content. The British pressure group Consensus Action on Salt and Health (CASH) reported recently that many take-away salads and other foods aimed at the health conscious actually contain more salt than a Big Mac and fries. This means many British people are unknowingly overdosing on salt on a regular, if not daily, basis. This report comes hot on the heels of an earlier CASH finding that many pre-packaged sandwiches are up to seven times saltier than a bag of potato chips. The danger is that high salt consumption causes high blood pressure, strokes and heart attacks.

CASH looked at 156 readymade salads and pasta dishes from Britain's leading food retailers and fast-food outlets. The researchers discovered that compared with a Big Mac and small fries, which has 2.7 grams of salt, a noodle salad from a chain called EAT contained 4.4 grams per

portion. This is almost three-quarters of the 6-gram recommended daily salt limit for an adult. Twenty per cent of the meals contained more salt than is ideal. Professor Graham MacGregor of CASH said: "Many people think of a salad as a healthy lunch [and] in many cases this is true." He added: "We would encourage people to look out for low-salt, low-fat salads as a good lunchtime option." However, he warned: "There are some salads out there which really ought to carry a health warning, rather than be thought of as a healthy option."

LANGUAGE WORK

1 - a 2 - c 3 - b 4 - d 5 - c 6 - a 7 - d 8 - b 9 - c 10 - a 11 - b 12 - d

Lesson plan is bases on internet sources. breakingnewsenglish.com

Materials for the lesson

Activity 1 Handout 1

PRE READING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|---|-------|
| a. Some salads in shops are not as healthy as we are led to believe. | T / F |
| b. Britain's government will put a health warning on all health food. | T / F |
| c. A report said Big Macs and fries are incredibly low in salt. | T / F |
| d. Pre-packaged sandwiches are seven times saltier than potato chips. | T / F |
| e. A consumer group analyzed the salt content in stores worldwide. | T / F |
| f. We should consume four and a half grams of salt per day. | T / F |
| g. The survey found 20% of health food in stores was too salty. | T / F |
| h. A professor encouraged people to look for low-salt salads. | T / F |

Handout 2

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

- | | |
|----------------|--------------|
| 1. Campaigners | a. Oding |
| 2. Carry | b. Agreement |
| 3. Consensus | c. Choice |
| 4. Overdosing | d. Stores |
| 5. Consumption | e. Advocates |
| 6. leading | f. Should |

- | | |
|-------------|------------|
| 7. Outlets | g. Display |
| 8. Limit | h. Top |
| 9. Ought to | i. Intake |
| 10. Option | j. Ceiling |

Handout 3

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|---|-------------------------------------|
| 1. may not be as good for | a. recommended daily salt limit |
| 2. Healthy food should carry | b. the health conscious |
| 3. Other foods aimed at | c. heels of an earlier CASH finding |
| 4. British people are unknowingly | d. ought to carry a health warning |
| 5. This report comes hot on the | e. called EAT |
| 6. Britain's leading food retailers and | f. us as we think |
| 7. a noodle salad from a chain | g. for low-salt, low-fat salads |
| 8. Three-quarters of the 6-gram | h. a health warning |
| 9. encourage people to look out | i. overdosing on salt |
| 10. Some salads out there which really | j. fast-food outlets |

Activity 2 Handout 4

WHILE READING GAP FILL: Put the words into the gaps in the text.

Many health foods saltier than Big Macs

The salads and healthy pastas we buy to eat _____ may not be as good for us as we think. Campaigners say a lot of _____ healthy food should carry a health warning because of the high salt _____. The British pressure group Consensus Action on Salt and Health (CASH) reported recently that many take-away salads and other foods _____ at the health conscious actually contain more salt than a Big Mac and fries. This means many British people are unknowingly overdosing on salt on a _____, if not daily, basis. This report comes hot on the _____ of an earlier CASH finding that many pre-packaged sandwiches are up to seven times _____ than a bag of potato chips. The danger is that high salt consumption causes high blood pressure, _____ and heart attacks.

- regular*
- content*
- aimed*
- strokes*
- well*
- heels*
- supposedly*
- saltier*

CASH looked at 156 readymade salads and pasta _____ from Britain's leading food retailers and fast-food _____. The researchers discovered that compared with a Big Mac and small fries, which has 2.7 grams of salt, a noodle salad from a _____ called EAT contained 4.4 grams per portion. This is almost three-quarters of the 6-gram recommended daily salt _____ for an adult. Twenty per cent of the meals contained more salt than is _____. Professor Graham MacGregor of CASH said: "Many people think of a salad as a healthy lunch [and] in many cases this is true." He added: "We would _____ people to look out for low-salt, low-fat salads as a good lunchtime option." However, he _____: "There are some salads out there which really _____ to carry a health warning, rather than be thought of as a healthy option."

ought
limit
outlets
ideal
dishes
warned
chain
encourage

Handout 6

Article

Many health foods saltier than Big Macs

The salads and healthy pastas we buy to eat well may not be as good for us as we think. Campaigners say a lot of supposedly healthy food should carry a health warning because of the high salt content. The British pressure group Consensus Action on Salt and Health (CASH) reported recently that many take-away salads and other foods aimed at the health conscious actually contain more salt than a Big Mac and fries. This means many British people are unknowingly overdosing on salt on a regular, if not daily, basis. This report comes hot on the heels of an earlier CASH finding that many pre-packaged sandwiches are up to seven times saltier than a bag of potato chips. The danger is that high salt consumption causes high blood pressure, strokes and heart attacks.

CASH looked at 156 readymade salads and pasta dishes from Britain's leading food retailers and fast-food outlets. The researchers discovered that compared with a Big Mac and small fries, which has 2.7 grams of salt, a noodle salad from a chain called EAT contained 4.4 grams per portion. This is almost three-quarters of the 6-gram recommended daily salt limit for an adult. Twenty per cent of the meals contained more salt than is ideal. Professor Graham MacGregor of CASH said: "Many people think of a salad as a healthy lunch [and] in many cases this is true." He added: "We would encourage people to look out for low-salt, low-fat salads as a good lunchtime option." However, he warned: "There are some salads out

there which really ought to carry a health warning, rather than be thought of as a healthy option.”

Activity 3 Handout 7

POST READING ACTIVITIES

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words ‘health’ and ‘food’.

Health	Food

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 exactly how these were used in the text:

may	Outlets
carry	compared
aimed	limit
basis	ideal
heels	encourage
danger	ought to

STUDENT SALT SURVEY

Write five GOOD questions about SALT 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. Write down their answers.

	STUDENT 1	STUDENT 2	STUDENT 3
	_____	_____	_____
Q.1.			
Q.2.			
Q.3.			

Q.4.			
Q.5.			

Now return to your original partner and share and talk about what you found out. Change partners often.

Make mini-presentations to other groups on your findings.

LANGUAGE

CORRECT WORD: Put the correct words from a–d below in the article.

Many health foods saltier than Big Macs

The salads and healthy pastas we buy to eat (1) ____ may not be as good for us as we think. Campaigners say a lot of (2) ____ healthy food should carry a health warning because of the high salt (3) _____. The British pressure group Consensus Action on Salt and Health (CASH) reported recently that many take-away salads and other foods aimed (4) ____ the health conscious actually contain more salt than a Big Mac and fries. This means many British people are unknowingly overdosing (5) ____ salt on a regular, if not daily, basis. This report comes hot on the heels of an earlier CASH finding that many pre-packaged sandwiches are (6) ____ to seven times saltier than a bag of potato chips. The danger is that high salt consumption causes high blood pressure, strokes and heart attacks.

CASH looked at 156 readymade salads and pasta dishes from Britain's (7) ____ food retailers and fast-food outlets. The researchers discovered that compared (8) ____ a Big Mac and small fries, which has 2.7 grams of salt, a noodle salad from a chain called EAT contained 4.4 grams per portion. This is almost three-quarters of the 6-gram recommended (9) ____ salt limit for an adult. Twenty per cent of the meals contained more salt than is (10) _____. Professor Graham MacGregor of CASH said: "Many people think of a salad as a healthy lunch [and] in many cases this is true." He added: "We would encourage people to look (11) ____ for low-salt, low-fat salads as a good lunchtime option." However, he warned: "There are some salads out there which really (12) ____ to carry a health warning, rather than be thought of as a healthy option."

1. (a) well (b) good (c) healthy (d) health

- | | | | | |
|-----|--------------|-------------|----------------|-----------------|
| 2. | (a) supposes | (b) suppose | (c) supposedly | (d) supposition |
| 3. | (a) index | (b) content | (c) indices | (d) contents |
| 4. | (a) with | (b) for | (c) by | (d) at |
| 5. | (a) over | (b) in | (c) on | (d) by |
| 6. | (a) up | (b) down | (c) in | (d) out |
| 7. | (a) leads | (b) leader | (c) lead | (d) leading |
| 8. | (a) by | (b) with | (c) from | (d) in |
| 9. | (a) daytime | (b) days | (c) daily | (d) day |
| 10. | (a) ideal | (b) idea | (c) ideals | (d) ideas |
| 11. | (a) in | (b) out | (c) up | (d) down |
| 12. | (a) want | (b) used | (c) should | (d) ought |

References

1. www.breakingnewsenglish.com
2. Test your Reading
3. www.bbcreadenglish.co.uk

Glossary

CONSCIOUS- aware, awake

CONSUMPTION- process of taking food or other substances into the body via the mouth

PRESSURE – exertion of force, compression

LESSON #24

Writing

Theme #24.	Advertisement writing
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none">1. Warm-up2. Activity 1. Differentiating3. Activity 2. You've Gotta Have a Gimmick!4. Activity 3. Working on Advertisements5. Activity 4. Practicing6. Activity 5. Practicing7. Activity 6. Case study	
The aim: To raise students' awareness of the type of language used in advertising:	
Objectives: <ul style="list-style-type: none">➤ To help learners to know the type of advertisements➤ To explain learners the purpose of advertisements	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up

Time: 10 minutes.

Materials: White board and marker

Procedure:

Draw a circle in the middle of the board and write some words around it, for example, revenue, profit, market research, publicity, prime time, full page, classified, flyer and ask the class to guess the theme, i.e. the missing word in the middle. Invariably, intermediate students get the answer quickly enough, so we focus on the words, and add more, to get everybody fully on topic.

Then ask students if they have ever needed to advertise on order to :

- buy something
- sell something
- hire someone
- find a job
- publicize a business
- give information to the public

- ask for information from the public?

Activity 1. Differentiating

Objective: to help students to pay attention to the main points of writing advertisements.

Time: 15-20 minutes.

Materials: Handout 1, whiteboard and markers

Procedure:

Ask students to look at the two advertisements. Discuss:

- What is their common purpose?
- How are they different ?
- Why are they different?

Explain students to keep very important points in mind when writing advertisements. The reader will use the first word to find what they want. It is usually the name of the item or service being advertised.

Explain them to draft and revise carefully, even if you send a classified advertisement by phone.

Activity 2 You've Gotta Have a Gimmick!

Objective: to understand of students' own reactions, as consumers, to these advertisements

Time: 15

Materials: Handout 2

Procedure:

Discuss how advertising is BIG business, that often, the advertisements that people see on TV cost more to produce than the shows that they are watching. For example, the cost of advertising during the 2000 Superbowl was \$73,333 a second! Advertisers spend a lot of time and money creating profiles of the people who they want to sell their products to (the target audience). They also research and test different methods to sell their products to consumers.

Distribute and discuss the handouts.

You've Gotta Have a Gimmick! deals with the fairly straightforward marketing techniques of premiums, sweepstakes, and kids clubs. Have the students discuss their own experiences with these gimmicks:

What products were they featured with?

How satisfied were they with their experiences?

Did these activities encourage them to buy a certain product?

Activity 3 Working on advertisements

Objectives: To explain students to keep classified advertisements short to reduce the cost.

Shortened sentences and abbreviations can help.

Time: 20 minutes for activity 3

Materials: Handout 3 a and b

Procedure :

a) Hand out the drafts of a classified advertisement. In the second, the writer has shortened the advertisement to save cost. Take note of the sorts of words left out.

b) Rewrite the classified advertisements below to make them shorter. You may need to change some words and the order of some of the information.

Activity 4 Practicing

Objectives: To give students an opportunity to write an advertisement following to the given instruction

Time: Allow about 15 min. for this activity.

Materials: Handout 4

Procedure

Handout the advertisement FOR SALE, the description of the item is missing. Ask students to think what a buyer would want to know . Then ask them to make up a brief description .

Activity 5 Practicing

Objectives: To explain learners to make advertisement for a window or notice –board stand out.

Time: 10 minutes

Materials: Handout 5

Procedure:

Ask students to imagine that they have lost something valuable or very dear to them and let them decide to put one advertisement in the LOST and FOUND classifieds and another in a shop window.

Handout the example 4 as a guide to write their advertisements.

Activity 6. Case study

- a) You have recently opened a food commercial company which produces frozen food and fast food in your country. You want to sell your product. You write an advertisement to put on a notice-board at work, school, or university .

Homework

Give students any three of the situations below and ask them to write the advertisements required. Remind them to make rough drafts first.

- a) You are moving house. You want to sell a number of items of furniture before you move. You decide to have a garage sale. You write a classified advertisement.
- b) You are having a party you son's or daughter's 18th birthday. You need some help with cooking and serving of the food. You write a classified advertisement to find someone.
- c) For your next holiday, you are planning to drive from your town or city to somewhere else in Australia. You would like company and someone to share the driving. You write an advertisement to put on a notice-board at work or school.
- d) You and some friend want to form a band. You need a guitarist who can play your kind of music. You write an advertisement to put in the window of the local record shop.

- e) You are starting up a business (e.g. window cleaning, lawn mowing, secretarial services, photography) and you want to attract customers. You write a classified advertisement to put in the local newspaper.

Activity 1 Differentiating

Handout 1

Office furniture, desk \$100,
filing cabinet \$95, swivel
chair \$45, or \$210 the lot.
As new cond. 45 1617

FOR SALE
OFFICE FURNITURE
❖ Desk \$100
❖ Filing Cabinet (3 drawer) \$95
❖ Swivel chair \$45
Or \$210 or the lot!!
All in as new condition.
Ring 45.1617 anytime

Activity 2 You've Gotta Have a Gimmick!

Three popular methods of marketing foods are Premiums, Sweepstakes, and Kids Clubs.

1. Premiums are "free" gifts that you get when you buy the product. They might be stickers or candy in a box of cereal, or bigger gifts that you can get when you collect and mail in a specific number of "proofs of purchase" from a product.
2. Sweepstakes are contests that you can enter to win great prizes. Many advertisers put the contest details on the inside of the package, so that you have to buy the package first, in order to enter.
3. Kids Clubs encourage kids to join a club that is connected to a food product. They usually offer membership cards, newsletters, and special offers to club members.

Ask yourself, "How are these effective in marketing food products?"

Activity 3 Working on advertisements

Handout a

First draft :	I do dressmaking and alterations for both adults and children. I specialize in making wedding gowns. My prices are very reasonable. Please phone me on 349.1757
---------------	---

Second draft :	Dressmaking, alterations. Adults, children. Specialize in wedding gowns. Reasonable prices. 349 1757
----------------	--

Handout b

<p>I) LOST: One pair of sunglasses, somewhere in the Westside shopping centre on Saturday morning. The glasses have a white frame and were in a green glasses case. There is a reward for anyone finding them. Please contact Sheri on 925487.</p>	
<p>II) I am a man in my early 50s. I am healthy, energetic and quite good-looking. I am very interested in travel. I would like to meet a sincere and kind woman, between 40 and 55 years old. If you would like to meet me, please write to Box B12, The Courter, 404 South Road.</p>	
<p>III) I am a young woman looking for share accommodation in the southern suburbs. I would prefer a house. I am friendly and a non-smoker. I have my own furniture. Please ring me after 0.00pm on 83 4549.</p>	

Activity 4 Practicing

Handout 4

e.g. Bed queen-size, pine base and mattress, excellent condition _____
_____ \$200 o.n.o Ph.44 2266.

I) Child's bicycle

_____ \$40 a.h. 43 5678

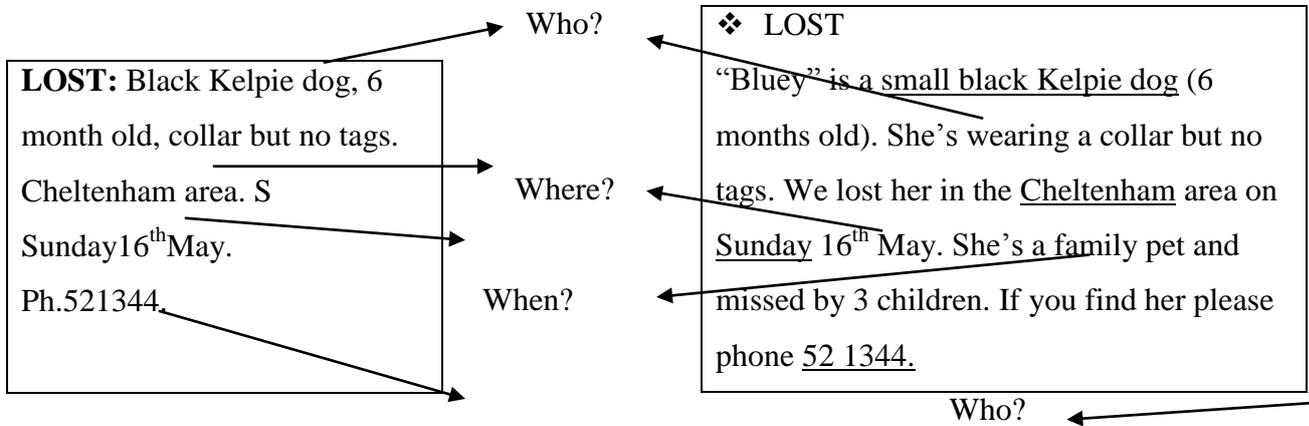
II) Holden _____
_____ \$7,995. Any reasonable offer considered. 222 3722.

III) Washing machine _____
_____ Phone after 7pm 334 5545

Activity 5 Practicing

Handout 5

e.g.



References

1. Writing Matters
2. Writers Workplace with Readings
3. Successful writing

Glossary

SWIVEL - device which allows the parts attached to it to pivot or turn freely.

COLLAR - part of a shirt that encircles the neck

ALTERATION – modification

GOWN - long woman's dress or robe.

LESSON #26

Writing

Theme #25.	Personal letter
------------	------------------------

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none">1. Warm-up2. Activity 1. Letter completion3. Activity 2. Tips for writing a personal letter4. Activity 3. Comprehension (question and answer)5. Activity 4. Practicing6. Activity 5. Case study	
The aim: To raise students' awareness of writing personal letter	
Objectives: <ul style="list-style-type: none">➤ To help learners to know the type of letters➤ To give students an opportunity to analyze and learn the personal letter layout, writing style, and language	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up

Objective: To revise conjunctions that can be used in letter writing

Time: 15 minutes.

Materials: White board and marker

Procedure:

Write the conjunctions on the board and ask students whether they know their meanings. Then give a brief explanation on the usage of conjunctions. Let students have a practice on conjunctions working in pairs. Check the task in a whole group and give some comments if necessary.

Activity 1. Letter completion

Objective: to give students an opportunity to learn the structure of the personal letter.

Time: 15- minutes.

Materials: Handout 2, whiteboard and markers

Procedure:

Distribute learners Handout 2. Explain them that they are supposed to work in pairs and complete the letter with the phrases in the box.

Tell the they will have a whole group checking.

Discuss learners answers and ask them to give reasoning if necessary.

Activity 2 Tips for writing a personal letter

Objective: To help students know more about a personal letter.

Time: 10 minutes

Materials: Handout 3 Handout 3 a

Procedure:

Tell students that they will have a short dictation about personal letter writing. Highlight that:

- The address and the date normally go in the top right corner
- The date can also be written 28/10/2015
- All letters begin “Dear +name ”and should be displayed on the left beneath the date. It is called “Salutation or Greeting”

Mr- for a male

Mrs – for a married female

Miss- for an unmarried female

Ms- for a female whose status is unknown or would prefer to remain anonymous

Dr- for a person with the status of a doctor

- Then write the introduction or body part of your letter.
- “Looking forward to hearing from you ” is a very useful phrase for ending a letter.
- PS stands for postscript (in Latin Post scriptum) meaning written after. It indicates something added after the body of the letter was completed and signed.

Activity 3 Comprehension (question and answer)

Objective: To give students an opportunity to understand the content deeper

Time: Allow about 10 min.

Materials: Handout 4, Handout 4 a

Procedure

Tell learners to work individually and answer the questions. Explain the Handout 4 a. Then have a group checking.

Activity 4 Practicing

Objectives: Give a chance to practice writing a personal letter.

Time: 20 minutes

Materials: Students' own note-books.

Procedure:

Students are asked to work in pairs and write letters, following the instructions.

When they finish ask them to exchange their letters with the other students and check for mistakes.

Summarize the activity by giving feedback to some letters.

Activity 5. Case study

Read the letter to a Facebook friend produced by a first year student. This student shared her first impression with you and needs your help and asks you some advice. Give some suggestions and advice ! Write your letter in the space provided below.

Dear my friend

How are you! I really miss you; I haven't written a letter to you for a long time, because I am very busy. I am so sorry for that.

Right now I have been studying in the English Language Center at BYU in Provo, Utah. I have been here since January 3, 2015. This is a famous university. It is very beautiful. This school has a lot of good teachers and good discipline. I have learned a lot from the school; every day I have a lot of homework I need to do, and every week I have many tests. Despite them, sometimes I feel very tired, and I want to rest a few days, but I can't do that. I know I have to study hard, so my English will improve fast. There are many Uzbeks; I can use Uzbek everywhere. It is like living in Tashkent. I can't study English well. I don't know what to do. The thing I like here very much is that there are not many people smoking. This is a very clean city. I feel very safe and comfortable here. Provo also has a beautiful view in the winter; there are a lot of white, snow-covered mountains. It is so beautiful.

Although everything is good here, I still have many problems. My father and my mother are in Tashkent; I miss them very much, they miss me too. I am very worried about them. It is a hardship for me. Another problem is that Provo's air is too dry for me. I can't sleep well during the night, and sometimes I can't breathe. The third problem is that, I feel the food here is not good for me.

Well, I told you a lot, but I want to keep something to talk about next time. How about you and your everything? Please tell me when you write a letter to me. I really want to know. Have good luck!

Love you,

Aziza



Homework

✧ Write a letter to your friend. Imagine your friend sent a letter to you and asked you to inform her/him about your visit. She/he asked you some questions about your student life.

Write 3 paragraphs:

✧ **Paragraph 1** – Thanks for a letter

✧ **Paragraph 2**- Say when you are going to visit

✧ **Paragraph 3**- Write about your student life.

Materials for the lesson

Warm-up

Handout 1

Coordinating Conjunctions and Their Meanings

“F A N B O Y S”

CONJUNCTION	MEANING	EXAMPLE
And	to add an idea	He will call today, and he will call tomorrow
nor	to add an idea when both clauses are in the negative	He will not call today, nor will he call tomorrow
but	to contrast two opposing ideas	He will call today, but he might not call tomorrow
yet	to emphasize the contrast between two opposing ideas (meaning: and despite this fact)	He promised to call today, yet he did not
for	to introduce a reason	He will call today, for he wants a loan.
or	to show a choice	He will call today, or he will call tomorrow.
So	to introduce a result	He will call today, so I must stay home

Activity 1 Letter completion

How to write a personal letter

Handout 2

[Your Number and Street Address] [Your City] [Your Postcode] [Month, Day, Year]
Dear [Decide on your familiarity with the person and either use their first name or "Mr, Mrs,

Miss" etc. followed by their surname],

[Your personal message to the person]

Yours sincerely,

[Your written Signature]

[Your Name]

Activity 2 Tips for a personal letter

How to write a personal letter

Handout 3

- The address and the date normally go in the top right corner
- The date can also be written 28/10/2015
- All letters begin “Dear +name ”and should be displayed on the left beneath the date. It is called “Salutation or Greeting”

Mr- for a male

Mrs – for a married female

Miss- for an unmarried female

Ms- for a female whose status is unknown or would prefer to remain anonymous

Dr- for a person with the status of a doctor

- Then write the introduction or body part of your letter.
- “Looking forward to hearing from you ” is a very useful phrase for ending a letter.
- PS stands for postscript (in Latin Post scriptum) meaning written after. It indicates

something added after the body of the letter was completed and signed.

(Handout 3 a)

A Personal letter

1. 28Randalls Road

2. _____

3. _____

4. _____

Thank you for your letter. We're very happy that you're coming to stay with us in August, and we're sure you'll have a good time.

What time are you arriving at Gatwick airport? You can get a train to Brighton from there. Do you have a mobile phone? Then you can phone us when you are on the train, and we'll meet you at the station.

Could you also tell me a few more things about yourself? Is there anything you can't eat or drink? Do you smoke? Do you want a single room, or do you prefer to share a room with another student? Are you going to go back to Russia immediately after the end of the course? If not, how many more days are you going to stay with us?

5 _____

6 _____

Jane Sanders

7 _____ I'm sending you a photo of the family so you'll recognize us at the station.

- a. **Ivan is a Russian student who's going to stay English in Brighton. He's going to stay with family. Read the letter from Mrs Sandres and complete it with expression from the box.**

Brighton BH3	Best wishes	28Randalls Road	14 th April 2005
Dear Ivan	PS Looking forward to hearing from you		

Activity 3 Comprehension (question and answer)

Handout 4

Read the letter again and answer the questions.

1. When's Ivan coming to Britain ?
2. How is he going to get there?
3. How many questions does Mrs Sanders ask him?
4. Does Looking forward to hearing from you mean...?
 - a. I hope you will write soon.
 - b. I'm going to write again soon.
5. Why does Mrs Sanders send Ivan a photo?

Handout 4 a

Contents Of A Personal Letter

- ❖ The letter must have a heading which contains the full address of the writer along with the date on which it was written.
- ❖ The letter must begin with a salutation written on the left hand corner of the first page, little lower than the heading. The salutation depends on the degree of intimacy between the recipient and the sender. It can start with 'dear' or 'my dear' or 'respected' as these words articulate affection, intimacy and respect.
- ❖ The opening sentence of the letter must please the reader and should draw attention and interest towards the rest of the letter.
- ❖ The body of a personal letter must be split into paragraphs with each making a valid point. This break-up helps the reader better understand the write-up.
- ❖ Remind the recipient about the experiences you have shared together and mention something about that person which you admire. To make the letter more fascinating, you can include trivial information in an informal manner.
- ❖ Such letters must not end suddenly or else they appear rude. You can use different forms of courtesies and also subtly urge them to write you back before you wind up.
- ❖ You can end the letter with salutations like 'sincerely yours', 'yours' and 'yours affectionately'. Though there are other more common usages like 'cheers' and 'see you' etc, 'love' is not generally used by one man while addressing another.

- ❖ Sending a letter without signature is absurd. So, before you dispatch it, make sure that it is duly signed below the subscription.

Answering A Letter

- While starting your reply to a personal letter, use the customary ‘dear’ along with the first name of the recipient. You can also use just the name of the person, without any other salutation, followed by a comma.
- The first sentence of the letter must be similar to a greeting which you make when you meet a person face to face as ‘How are you?’ and/or ‘I loved your letter.’
- After mentioning something which occurred in your life, you can start answering the questions asked about your life. It is fine to mention problems, but try to balance it with optimism and good news.
- Ensure that you ask the recipient some questions regarding his life to facilitate a response and end the letter with wishes.

Answer key

Activity 2 Handout 3 a

- | | | |
|--------------------------------|--|----------------|
| 2 Brighton BH3 | 4. Dear Ivan | 6. Best wishes |
| 3. 14 th April 2005 | 5. Looking forward to hearing from you | 7. PS |

Resources:

1. Successful writing
2. Writer’s Workplace with Readings
3. Writing Matters
4. www.goodwriter.com

Glossary

SALUTATION – expression of greeting or goodwill at the beginning of a letter.

YOURS SINCERLY – with blessings, friendly yours (at the end of a letter)

AFFECTION – fondness, infirmity, malady.

LESSON #30

Writing

Theme #30.	Informal E- mail writing
------------	---------------------------------

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none">1. Warm- up activity2. Pre writing activity3. While writing activity4. While writing activity5. Post writing activity6. Homework: Case study	
The aim: To improve students writing skills	
Objectives: <ul style="list-style-type: none">• To check students background knowledge.• To improve writing skills and enrich vocabulary through specific questions and activities• To check students background knowledge.	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm- up activity

Objective: To get acquainted with students and create friendly atmosphere.

Time 7-10 minutes:

Materials: Handouts, blackboard

Procedure:

Teacher writes useful words and phrases for formal letters-mails and explains them. Students should make sentences using given words and phrases. Teacher distributes handouts with the example of informal and formal e-mails and explains them Handout 1. Teacher distributes cards with useful phrases of formal and informal e-mails and gives instructions of writing e-mail letter.

Pre writing activity:

Objectives:-To check students background knowledge.

-To improve writing skills and enrich vocabulary through specific questions and activities.

Procedure:

-Students work in groups of three. They will be given phrases with meaning (Handout 2) related to handout 1. They should find whether they formal or informal.

After checking teacher asks discussion question.

-Do you have a problem with e-mail writing and understanding the meaning of some phrase?

While writing activity:

Objective: To check students writing skills about e-mail writing.

Materials: Handout with texts.

-Teacher asks students to read the texts “My family” and ”Meeting with DrOz”. At the same time they should guess the type of letter. Handout 3

Post writing activity:

Objective: To improve writing skills.

Procedure:

-Students will be given the task to write their e-mail letter. Then should do peer correction.

Homework:

-Teacher summaries the lesson and gives instruction for homework.

1. Students will write a letter to their aunt who has just recovered from serious illness.

2. Case study:

Read Michel Sean Harris’s E-mail writing and try to analyze e-mail structure is it formal or informal e- mail writing. Why do you think so and write the reasons

Trenton Junior Basketball Team - Message (HTML)

File Message Insert Options Format Text Review

Cut Copy Paste Format Painter Clipboard Basic Text Names Include Tags Zoom

To: Dr.Johnson@example.com

Send

Subject: Trenton Junior Basketball Team

Dear Dr. Johnson,

I am a member of the Trenton Junior Basketball Team. I am writing on the behalf of my teammates to request that you and the Trenton Extracurricular Activity Association consider providing new uniforms for the team. Our team has worked very hard over the years to win championships and bring positive attention to the community. We believe that we have earned this privilege, but more importantly we feel it is important to represent Trenton in the best manner.

The current uniforms are very old, dingy and unattractive. As a result, our team spirit and confidence has been lowered when we compete against other teams. It is our hope that our performance will not be affected as well.

We hope that you will honor our request for new uniforms at this time. Thank you for your consideration. I look forward to hearing from you.

Sincerely,

Michael Sean Harris

Handout 1:

Example of a formal email

Hello,

I read on your web site that you offer Music CD copying for large quantities of CDs. I'd like to inquire about the procedures involved in these services. Are the files transferred online, or are the titles sent by CD to you by standard mail? How long does it usually take to produce approximately 500 copies? Are there any discounts on such a large quantity?

Thank you for taking the time to answer my questions. I look forward to your response.

Jack Finley
Sales Manager, Young Talent Inc.
(709) 567 - 3498

Example of an informal email

Hi Tom,

Listen, we've been working on the Smith account and I was wondering if you could give me a hand? I need some inside information on recent developments over there. Do you think you could pass on any information you might have?

Thanks

Peter

Peter Thompsen
Account Manager, Tri-State Accounting
(698) 345 - 7843

Handout 2

INFORMAL / FORMAL EMAILS

USEFUL PHRASES

	<u>Informal*</u>	<u>Formal</u>
Greeting	Hi - Hello - Dear John	Dear Sir/Madam - Dear Mr Johnson
To start with	Thanks a lot for...	I am writing to thank you..
Comment	I had a great time	Your efforts were appreciated by all
To end with	I hope to see you soon	I look forward to seeing you soon
Goodbye	Love - Best wishes - Lots of love - All the best	Kind regards - Yours sincerely

* Use abbreviations, exclamation marks and contractions.

INFORMAL EMAIL

Hi John,

Thanks for your email. It's great to hear from you. I'm sorry I haven't been in touch lately but I've been very busy with work. I'm travelling a lot at the moment. I've been to Canada, Chile, Brazil and China in the last five months!

How are things with you? Are you still painting and swimming? Are you married or single? Do you remember Mary from school? I saw her the other day at the supermarket and you know what? She is married and has five children!

Anyway, life here is pretty good. I am enjoying my job and I would love to see you sometime. Why don't you come and visit me next time you are in London?

Look forward to hearing from you again soon!

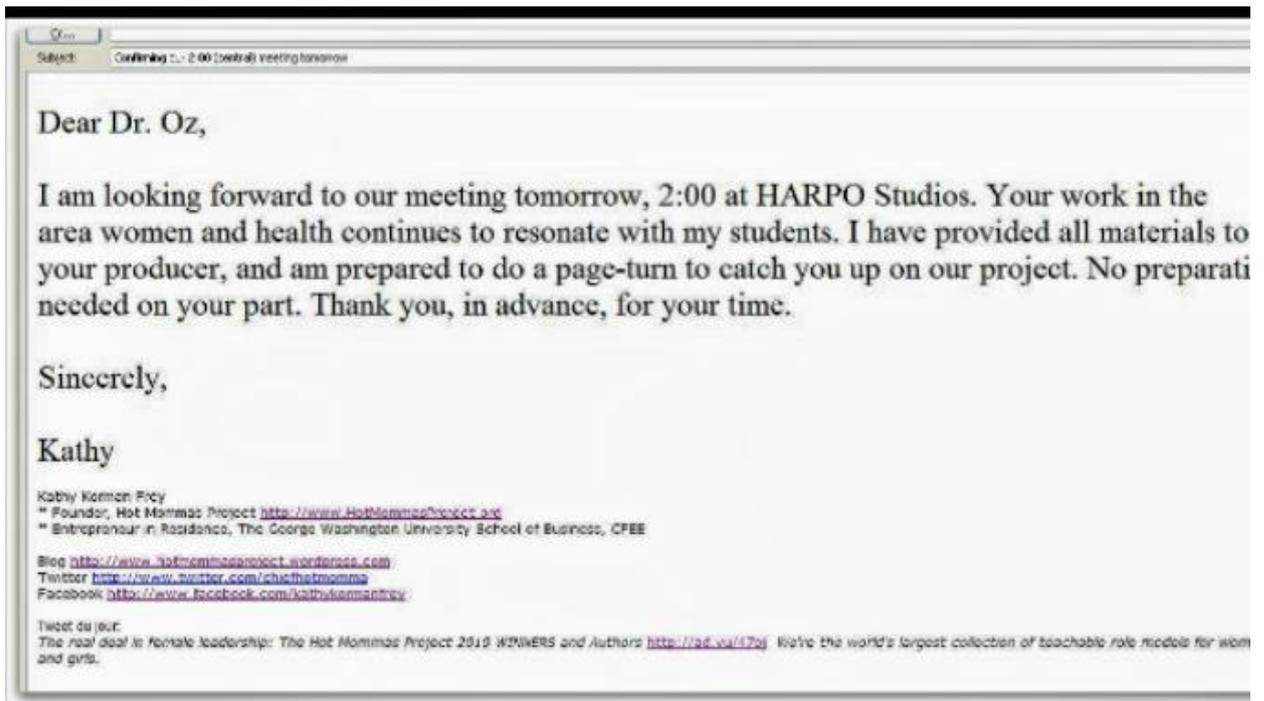
All my best,
Alexandra

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www.cfi-idiomas.com

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Handout 3





Previous



Next



Reply



Reply All



Forward



Delete



Attachments



Print

From: María (maria@terra.es)

To: Alice (alice@hotmail.com)

CC:

Subject: My family

Hi Alice,

How are you? I hope you're well. Thanks for your last e-mail. This time I'm writing to tell you about my family.

My mother's name is Amparo and my father's name is Juan. My mother is 45 years old and my father is 55. My mother is a doctor and my father is a dancer. I love them both very much.

I have a horrible little brother and no sisters. His name is Fernando. He goes to the same school as me. He is 8 years old. He loves playing football, video games and annoying me! I like playing basketball and going out with my friends. I don't like school because my teacher is always angry.

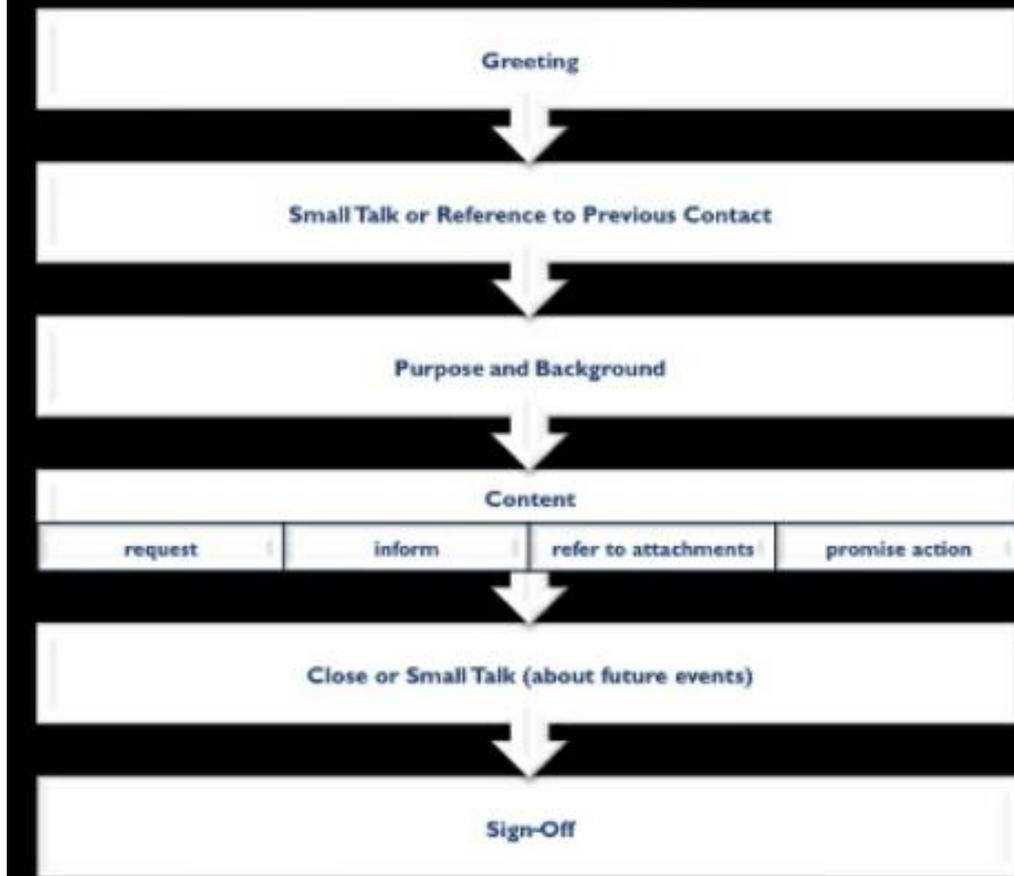
We have one dog called Bobbi. He is always happy.

Well, that's all for now. I hope to hear from you soon.

Love,

María xxxxxx

Email Structure



Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
2. Driscoll, L. (2004), Reading Extra A resource book of multi-level skills activities. CUP.
3. Fry, E. B. (2000), Skimming and scanning Pre-intermediate. Jamestown Publishers.
4. Scarry, S., & Scarry, J*. (2008).The Writer's Workplace with Readings: Building College Writing
5. Skills. Thomson Learning. Sixth Edition.
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7. Littlejohn, A. (2000). Writing 1&2. Cambridge: CUP
8. Mc Arthur, T. (1994). The Written Word Book. Oxford: OUP
9. Stephens, M. (1996). Practise Writing. Longman
10. Peterson, J., & Hagen, S. A. (1999). Better Writing through Editing. McGraw-Hill College (Student and Teacher's Edition)

11. Greenall, S. & D. Pye (2007), Reading 1, Cambridge Skills for Fluency. Cambridge: CUP.
12. Newspapers and magazines (e.g. English Teaching professional, Modern English
13. Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic etc)

Suggested web sites:

www.teachingenglish.org.uk

www.online-literature.com

www.literature.org/

www.pearsonlongman.com/ae/

www.developreading.com

Glossary:

STRUCTURE-A cohesive whole built up of distinct

REQUEST-A form with established message requesting something

FORMAL-Being in accord with established forms

INFORMAL-Not formal or ceremonious

LESSON #31

Reading

Theme #31.	Magazine article: E-cigarettes
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none">1. Warm-up activity2. Pre reading3. While reading4. Post reading activity:5. Homework: Case study	
The aim: to enable students to think critically and analyze the article.	
Objectives: <ul style="list-style-type: none">• to lead-in to the topic and to raise students' interest to it• to develop students guessing intelligently strategies• to check students' reading comprehension skills• to allow students to express their points of views concerning to the topic.• to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up activity

Objective: To get acquainted with students and create friendly atmosphere.

Time: 7-10 minutes

Materials: Handouts, board

Procedure of the lesson:

Teacher gives to students questions. ~Why do you think people read magazines?

~What are your favorite magazines?

~ How often do you read them?

Students should answer to the questions.

Pre reading

Objective:

~To improve reading skills

~To develop students ability to recognize and use words in communication

Reading magazine article. *Handout 1*

Teacher writes on the board headline of the article. "Health effects of e-cigarettes" and gives questions.

~What do you think article is about?

~What does "e-cigarettes" mean in the headline?

Then teacher writes on the board words from the magazine article?

Nicotine,obtain,impact,convert,devices,vapor,claim,contention,therapeutic,obstinence,misperception,carcinogen,combustible.

Teacher divide students in to two groups and students should find definition with the help of dictionary.

Then whole group will check it

While reading

Objective: to check students reading skills and vocabulary.

Materials: Handouts with text.

Teacher asks students to read the text and fill the spaces with words which were given in pre reading task.

Students will do these task in pairs.

Post reading activity

Teacher divides group in to three and students will make six questions according to the article and give questions to each other.

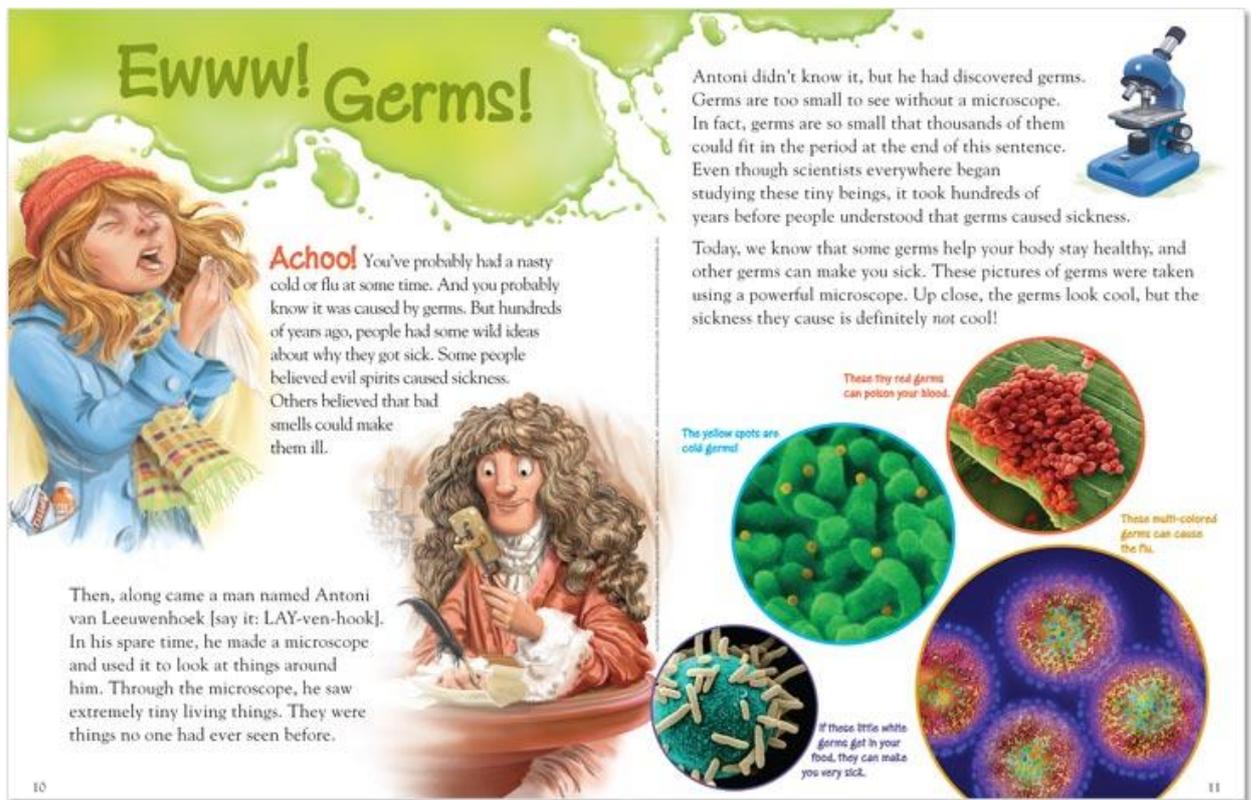
~Teacher summaries the lesson and give instructions for homework. Students will learn by heart new words and make sentences

New Words: Nicotine, obtain, impact, convert, devices, vapor, claim, contention, therapeutic, obstinence, misperception, carcinogen, combustible

Homework: Case study

Objective: To improve reading skills

Read the magazine article and what do you think which method is easier and faster way of recover alternative medicine or doctors way write your opinion



Handout 1

Health effects of e-cigarettes

Gap filling: *Fill the spaces with words*

06/21/2013

By Maria Perno Goldie, RDH, MS

Over the past few years, innovations in _____ delivery have enabled smokers to _____ their nicotine without the carcinogens found in cigarette smoke. Electronic cigarettes are becoming very popular, as they have the look and feel of real cigarettes. Publicized as a safer alternative to traditional smoking, electronic cigarettes are supposed to give smokers their nicotine fix without the cancer-causing side effects of _____.

However, there are some serious concerns that the battery-operated devices may actually pose more dangers to users. There are many things we have yet to determine about the possible impact of electronic cigarettes on the health of the public.

E-cigarettes are battery-powered _____ that _____ nicotine into _____. (1) The products are sold over the counter and are not subject to the same regulation as actual cigarettes. A 2011 survey showed

that about 21 percent of smokers had used e-cigarettes at least once up from about 10 percent of smokers who took the same Web survey in 2010, according to a Centers for Disease Control and Prevention (CDC) study published online in February in *Nicotine & Tobacco Research*.(2,3)

About 7 percent of smokers who received the same in 2010 via postal mail also said they had tried e-cigarettes at least once. The Food and Drug Administration announced that the agency plans to regulating e-cigarettes as a tobacco product.(4)

The health risks associated with smoking are many. Each year, 430,000 Americans die of smoking-related illnesses, more than all American deaths in wars in the 20th century combined; around the world, 5 million people die each year.(4) A common is that nicotine is a , and it is not. Rather, the 7,000 other chemicals in cigarettes, at least 70 of which are known carcinogens, are responsible for tobacco-related death and disease. At its core, the cigarette continues to use the same 5,000-year-old technology, fire, to deliver nicotine as well as a host of cancer-causing compounds.(4)

In June 2009, President Obama signed into law the Family Smoking Prevention and Tobacco Control Act, which gave the FDA's Center for Tobacco Products the authority to regulate the manufacture, labeling, distribution and marketing of tobacco products. However it does not encompass electronic nicotine-delivery devices, including e-cigarettes. (5), According to the American Lung Association, some manufacturers and of e-cigarettes these products are healthier than normal cigarettes and can help you quit smoking. However, in the absence of scientific evidence to support those , it's best to avoid e-cigarettes until more research has been done.(6) Their advice, if one is trying to quit smoking, stick with , FDA-approved stop-smoking strategies. Not everyone agrees with the American Lung Association. While the nicotine approach may be the ideal, it simply does not reflect the reality that 80% of smokers do not even wish to quit in the immediate future. Some ask that it might make sense to encourage those smokers to switch to a less harmful alternative until more research is completed.(7) Hopefully the upcoming FDA ruling will help with those decisions. Currently, e-cigarettes that are marketed for purposes are regulated by the FDA Center for Drug Evaluation and Research (CDER). The FDA Center for Tobacco Products (CTP) currently regulates: cigarettes, cigarette tobacco, roll-your-own tobacco, and smokeless tobacco. FDA has stated its intent to issue a proposed rule that would extend FDA's tobacco product authorities to products that meet the statutory definition of "tobacco product."

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
2. Driscoll, L. (2004), Reading Extra A resource book of multi-level skills activities. CUP.

3. Fry, E. B. (2000), Skimming and scanning Pre-intermediate. Jamestown Publishers.
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11. Greenall, S. & D. Pye (2007), Reading 1, Cambridge Skills for Fluency. Cambridge: CUP.
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Suggested web sites:

www.teachingenglish.org.uk

www.online-literature.com

www.literature.org/

www.pearsonlongman.com/ae/

www.developreading.com

Glossary:

HEALTH-The state of being free from physical or illness

E- CIGARETTE-An alkaloid commonly occurring in the tobacco plant

ABSTINENCE-The act of spraining

VAPOR-Cloudy diffused matter such as mist, steam or fumes suspended in the air

CARSINOGEN-A substance or agent that can cause cancer

CLAIM-A demand of ownership made for something

LESSON #32

Writing

Theme #32.	Personal letter writing
------------	--------------------------------

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 5. Warm-up 6. Activity 1 Have you ever written personal letter to anyone? 7. Activity 2. Asking questions 8. Activity 3. Asking for opinions 9. Activity 4. Agree/disagree 10. Activity 5. Case study	
The aim: To let learners write personal letters.	
Objectives: <ul style="list-style-type: none">• to give learners opportunity to analyze and learn the personal letter layout, writing style and language• to let learners practice writing a personal letter• to give students an opportunity to learn the structure of the personal letter	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm- up

Objective:

~To revise conjunctions that can be used I letter writing.

Time:15 min.

Procedure:

~Write the conjunctions on the board and ask students whether they know their meanings. Then give brief explanations on the usage of conjunctions.

~Let ss have a practice on conjunctions working in pairs

~Check the task in a whole group and give some comments if necessary.

Activity 1. Letter completion

~Objective:

~To give students an opportunity to learn the structure of the personal letter.

- ~Tell them they will have a whole group checking
- ~Discuss ss answers and ask them to give reasoning if necessary

Activity 2. Tips for writing a personal letter.

Objective:

- ~To help students know more about a personal letter

~Time 10 min

Materials: none

~Procedure

Tell ss that they will have a short dictation about personal letter writing. Highlight that. Activity2

- *The address and the date normally go in the top right corner
- *The date can also be written 14/4/2015
- *All letter begin "Dear +name"/
- *"Looking forward to hearing from you "is a very useful phrase for ending a letter
- *PS(Post scriptum)is for anything you have forgotten or want to add to the letter.

Activity3:Question answer.(B)

Objectives: To give students an opportunity to understand the content deeper.

~Materials Handout 3

~*Procedure:*

~10 min.Tell learners to work individually and answer the questions

~then have group checking

Activity 4 Letter writing

Objective:

Give chance to practice writing a personal letter.

Time 20 min.

Materials: ss can note book.

~*Procedure:*

~Students are asked to work in pairs and write letters. Following the instructions

~When they finish ask them to exchange their letters with the other student and check for mistakes.

~Summarize the activity by giving a feedback to some letters.

Activity 5. **Case study:**

Time 20 min.

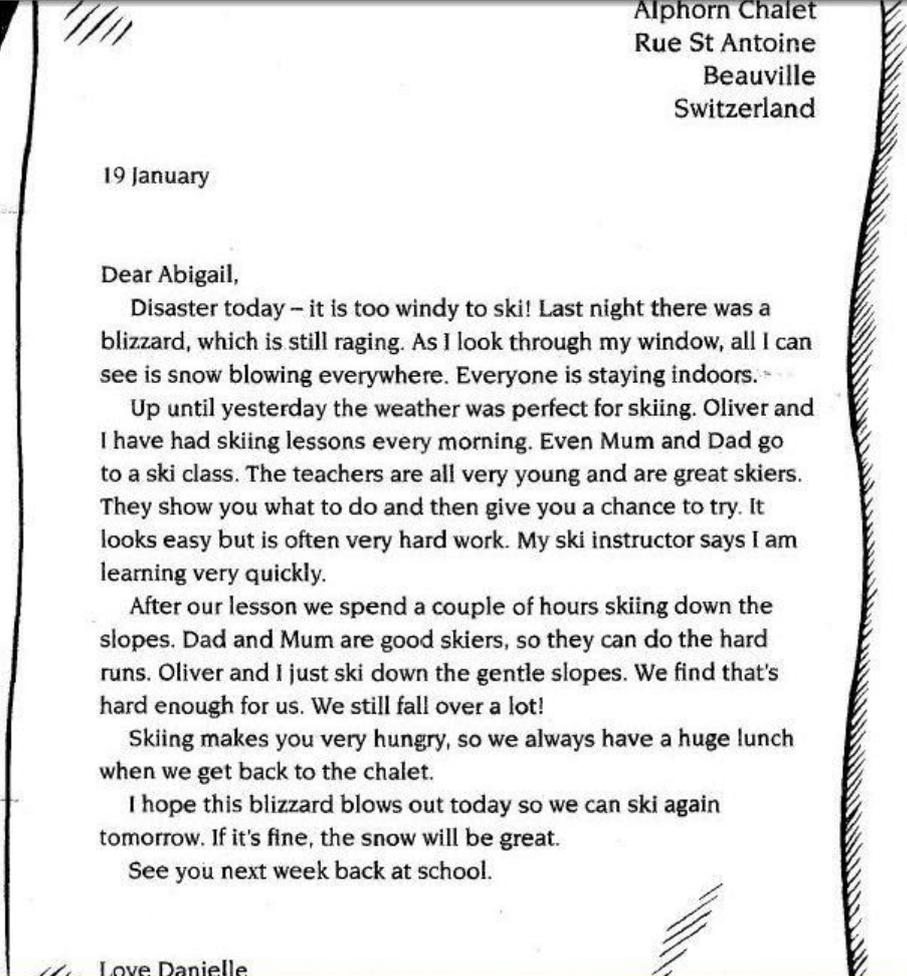
Read the personal letter correct the structure and finish it

19 January

Dear Abigail

Disaster today it is too windy to ski! Last night there was a blizzard, which is still ranging. As I look through my window, all I can see is snow blowing everywhere. Everyone is staying indoors.

Answer:



Alphorn Chalet
Rue St Antoine
Beauville
Switzerland

19 January

Dear Abigail,

Disaster today – it is too windy to ski! Last night there was a blizzard, which is still raging. As I look through my window, all I can see is snow blowing everywhere. Everyone is staying indoors.

Up until yesterday the weather was perfect for skiing. Oliver and I have had skiing lessons every morning. Even Mum and Dad go to a ski class. The teachers are all very young and are great skiers. They show you what to do and then give you a chance to try. It looks easy but is often very hard work. My ski instructor says I am learning very quickly.

After our lesson we spend a couple of hours skiing down the slopes. Dad and Mum are good skiers, so they can do the hard runs. Oliver and I just ski down the gentle slopes. We find that's hard enough for us. We still fall over a lot!

Skiing makes you very hungry, so we always have a huge lunch when we get back to the chalet.

I hope this blizzard blows out today so we can ski again tomorrow. If it's fine, the snow will be great.

See you next week back at school.

Love Danielle

Homework:

Write a letter to your friend (imagine your friend send a letter for you and asked you to inform her/him about your visit. She/he asked you some questions about your student life) Write 3 paragraphs.

Paragraph 1. Thank for a letter

Paragraph 2. Say when you are going to visit.

Paragraph 3 Write about your student life.

Activity 1

AN informal letter

1 _28 Randalls Road

2_____

3_____

4_____

Thank you for your letter .Were very happy that you are coming to stay with us in August, and were sure you will have a good time.

What time are you arriving at Gatwick airport? You can get a train to Brighton from there.

Do you have a mobile phone?Thene you can phone us when you are on the train, and will meet you at the station.

Could you also tell me few more things about yourself? Do you smoke? Do you want a single room or do you prefer to share a room with another student? Are you going to go back to Russia immediately after the end of the course? If not ,how many more days are you going to stay with us?

5_____

6_____

Jane Sanders

7_____I am sending you a photo of the family so youll recognize us at the station.

a.Ivan is a Russian student whose going to study English in Brighton.He is going to stay with a family.Read the letter from Sanders and complete it with expressions from the box.

Looking forward to hearing from you

Activity 3

b. Read the letter again and answer the questions.

When is his coming to Britain?

How is he going to get there?

How many questions does Mrs Sanders ask him?

Literature

14. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
15. Driscoll, L. (2004), Reading Extra A resource book of multi-level skills activities. CUP.
16. Fry, E. B. (2000), Skimming and scanning Pre-intermediate. Jamestown Publishers.
17. Scarry, S., & Scarry, J*. (2008). The Writer's Workplace with Readings: Building College Writing
18. Skills. Thomson Learning. Sixth Edition.
19. Harmer, J. (2004). Just (Reading and Writing. Marshall Cavendish.
20. Littlejohn, A. (2000). Writing 1&2. Cambridge: CUP
21. Mc Arthur, T. (1994). The Written Word Book. Oxford: OUP
22. Stephens, M. (1996). Practise Writing. Longman
23. Peterson, J., & Hagen, S. A. (1999). Better Writing through Editing. McGraw-Hill College (Student and Teacher's Edition)
24. Greenall, S. & D. Pye (2007), Reading 1, Cambridge Skills for Fluency. Cambridge: CUP.
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Suggested web sites:

www.teachingenglish.org.uk

www.online-literature.com

www.literature.org/

www.pearsonlongman.com/ae/

www.developreading.com

Glossary:

PERSONAL LETTER-Formal or informal letter informing about something

ROAD-A way used for travelling between places .

BLIZZARD-A severe snowstorm

BLOW-To produce an air current

LESSON #37

Reading

Theme #37.	Review
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
11. Warm-up	
12. Activity 1. Pre-reading	
13. Activity 2. Comprehension check	
14. Activity 3. Giving constructive suggestions	
15. Activity 4. Discussion	
16. Activity 5. Case study	
The aim: to enable students to reading strategies	
Objectives:	
<ul style="list-style-type: none">• to lead-in to the topic and to raise students' interest to it• to develop students guessing intelligently strategies• to check students' reading skills• to allow students to express their points of views concerning to the topic.• to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

Objectives: to lead-in to the topic and to raise students' interest to it.

Material: Handout 1

Procedure:

- Ask students to read the questions and answer for the questions
- Ask students to work in pairs and discuss the reading strategies
- Ask random answers

Activity 1 Reading

Objective: to develop students reading skills.

Time: 10 minutes

Materials: Handout 2

Procedure:

- Ask students to read the text
- Ask students to work in pairs.

Activity 2 Comprehension check

Objective: Comprehending and answer these questions with a partner

Time: 20 minutes

Material: Handout 3

Procedure:

- Divide the group 2
- Give out handout 2
- Ask students to look through the questions on the handout
-

Activity 3 Giving constructive suggestions

Objectives: to allow students to express their points of views concerning to the topic.

Time: 20 minutes

Materials: Handout 3

Procedure:

- Ask students to work in pairs and discuss the questions .
- Ask students to be active and say their opinions freely.
- Give each pair to say their mind.
- Elicit the most interesting ones and discuss with the whole group.

Activity 4 Discussion

Objectives: to let students to justify their points of views.

Time: 15 minutes

Materials: Handout 4

Procedure:

- Divide the group into 2.
- Cut handout 4 into pieces.
- Ask one member from each group to choose 2 strips.
- Let students to discuss the situations in groups.
- Ask students whether they agree or not with the statements.
- Ask students to justify them with examples.

Activity 5 Case Study

Write your own short paragraph by answering the questions below.

What Gave Me Butterflies? _

The last time I got butterflies was when I had to give a presentation in class. I kept reading my notes over and over in order to calm myself. I think it worked pretty well. By the time I gave my presentation, I knew it really well, so I hardly looked at my notes while I was speaking.

Discuss the following questions.

1. When was the last time you were nervous or worried? How did your body react to this feeling?
2. What do you do to reduce stress?
3. What kind of situation would give you butterflies in your stomach?
 - (1) When was a time that you got butterflies in your stomach?
 - (2) What did you do in order to calm or relax yourself?
 - (3) How well did that work?
 - (4) What happened in that situation?

Handout 1

Think about the following questions.

1. How do you feel when you have to speak in front of your class?
2. What part or parts of your body are affected by this feeling?
3. What kind of animal does this feeling make you think of?

Handout 2

How Did Those Get in There?

A young actress is about to go onto the stage. As she waits by the side of the stage, she looks **nervous**. You might hear her whisper to her friend, “I’ve got butterflies in my stomach.” Butterflies in her stomach? How did those get in there? The feeling of butterflies comes from **chemicals** produced by the body in **stressful situations**.

One chemical that the body makes under stress is cortisol. This chemical benefits the body in normal situations. In fact, it helps the body start normal activities in the morning after waking up.

It also plays a role in helping the body and mind **respond** well to healthy exercise. However, when the body is under stress, extra cortisol begins to affect the stomach. For some people, cortisol shuts down the stomach, producing the funny feeling of butterflies. For others, cortisol **speeds up** the way the stomach works, which makes these people feel sick. All you need to do to get rid of a few butterflies in the stomach is just relax. Laughing with, or talking to, others about your stress can help reduce it. Stepping out onto the stage will also help those butterflies fly away.

Handout 3

Choose the best answer.

1. What is the main idea of this reading?
 - a. A new kind of medicine called cortisol
 - b. An illness that nervous people get
 - c. The cause of butterflies in the stomach
 - d. The stress that actors have

2. According to the reading, what is NOT true about cortisol?
 - a. In small amounts, it benefits the body.
 - b. It can shut down the stomach.
 - c. It is found in many kinds of food.
 - d. It is produced by the body.

3. What helps a body respond well to exercise?
 - a. Butterflies
 - b. Cortisol
 - c. Stomach acid
 - d. Stress

4. According to the passage, what makes some people feel sick?
 - a. When situations return to normal
 - b. When the stomach shuts down
 - c. When the stomach works too fast
 - d. When there is too little cortisol

5. Which may help a person get over butterflies in the stomach?
- Doing the thing that makes him or her nervous
 - Not talking while the butterflies are there
 - Shutting down his or her stomach for some time
 - Taking a small amount of cortisol

Handout 4

Discuss the following questions.

- When was the last time you were nervous or worried? How did your body react to this feeling?
- What do you do to reduce stress?
- What kind of situation would give you butterflies in your stomach?

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2. Kinsella, S. (2003) *Can you keep a secret?* Black Swain.
3. Ishiguro, K. (1989) *The Remains of the Day*. Faber & Faber.

Suggested web sites:

www.teachingenglish.org.uk

www.online-literature.com

www.literature.org/

www.pearsonlongman.com/ae/

www.developreading.com

www.jobproblems.com

Glossary

HANDWRITTEN – written by hand

WEALTHY: rich

SPICE: a thing used or added to make food taste good

LANGUAGE: way of speaking by a certain country or group of people

DISH: food

TRUTH: fact; reality

SAILOR: a person who works on ships

Назорат учун саволлар (ОИ ва ЯИ)
SAMPLE TEST for Mid - term 1 on Reading and Writing skills
Reading part

Group number: _____ Date: _____

Student's name: _____

Total score: 15 points

Student's score: _____

INSTRUCTIONS

- 1.This test contains two reading texts 15 items
- 2.Read all the task instructions attentively.
- 3.All your answers copy out to your answer sheet.
- 4.This test also contains writing task on last page.
5. You are allowed 3 hours to do the test.

READING(15 questions)

Read the text and do the tasks below.

HEART ATTACK

A heart attack is caused by a *reduction* in the blood supply to the heart muscles. This is most commonly caused by a blood clot obstructing an artery in the heart. Heart attacks can be mild or severe. If you suspect that someone has had a heart attack call for medical help immediately.

Signs of a heart attack

- *Sudden onset* of pain in the centre of the chest. The pain will be vice-like, *crushing*. It could be confused with very severe *indigestion*. It may spread upwards and outwards to the throat, jaw and arms.
- Shortness of breath.
- The pulse rate may become faster or weak and irregular,]
- The *casualty* will become pale and sweaty and show signs of shock .

Action to take

Call an ambulance. Check the *heartbeat* and breathing. If it has stopped, then commence external chest compression and *mouth-to-mouth ventilation* immediately.

If the *casualty* is conscious, move gently and as little as possible into a comfortable position. A semi-recumbent position (shown below) is the best. It is easiest for the casualty to breathe in this position and takes some of the strain off the heart.

Loosen any clothing around the neck and reassure that help is on its way. *Monitor* heart rate and breathing regularly until help arrives. If the person becomes unconscious move to the *recovery* position.

Preventing a heart attack .Stop smoking

Smoking is the major cause of heart disease. It damages the arteries and the *circulation of blood*. Stop immediately.

Take regular exercise

Steady and regular exercise is very beneficial. Walking is a good form of exercise.

Check your blood pressure

Avoid unnecessary stress

Do not push yourself to unrealistic targets. Be sensible about the amount of work you do each day.

Put the patient in a semi-recumbent position

pressure can cause a heart attack. Ask your doctor to check your *blood pressure*.

High
blood



Eat a sensible diet

Cut down on the amount of *fatty* foods that you eat. Cut fat off meat.

Keep your weight down

If you are *overweight*, this puts an extra strain on the heart. Shed those excess pounds now!

TASK I. . Look at the underlined words and phrases below and scan for their synonyms in the text “HEART ATTACK”. Words in italics can help you.

Time target: 30 minutes

1. The person who has had the heart attack may not be conscious.
2. Check the heart rate and breathing.
3. Try to lose weight
4. Victims of heart attacks have difficulty breathing.
5. Pain may begin suddenly in the centre of the chest.

6. The person should sit in a way that does not put too much pressure on the chest

TASK II. Now try to do some questions about the 'Heart Attacks' text. First, survey the text quickly again (Step 1). Read the instructions and the questions (Step 2) and then finally scan for the answer (Step 3).

Time target: 15 minutes *Questions 7-8*

Choose the appropriate letters A-D.

7. What causes a heart attack?
- A) too much blood getting to the heart muscle
 - B) not enough blood getting to the heart muscle
 - C) an artery in the heart
 - D) an obstructed heart muscle
8. Which of the following is *not* a sign of a heart attack?
- A) pain in the centre of the chest
 - B) indigestion
 - C) breathing difficulties
 - D) fast or weak and irregular pulse rate

TASK III. Complete the sentences below with words taken from the reading passage. Use NO MORE THAN THREE WORDS for each answer.

Time target: 30 minutes

9. If you think someone has had a heart attack, try to get

10. After calling an ambulance, check the casualty's

11. Overweighting puts you an extra strain

12. If you don't stop smoking it damages the arteries and the

TASK IV. Questions 13-15 Time target: 15 minutes

Do the statements below agree with the information in the Reading passage?

Write:

TRUE *if the statement is true*

FALSE *if the statement is false*

NOT GIVEN *if the information is not given in the passage*

13. Avoid moving the casualty more than necessary.

- 14. Sitting in a semi-recumbent position strains the heart.
- 15. Loosening clothing around the neck reduces the casualty's blood pressure.

University of World languages
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**UzSWLU
examinations**



Answer Sheet

Examination title

General Reading

DATE-----

Student's group

Student's name

PAPER I

Questions Answers

TASK I

1.-----

2.-----

3.-----

4.-----

5.-----

6.-----

TASK II

7.-----

8.-----

TASK III

9.-----

10.-----

11.-----

12.-----

TASK IV

13. -----

14.-----

15.-----

Назорат учун саволлар (ОИ ва ЯИ)
SAMPLE TEST for Mid - term 2 on Reading and Writing skills
Reading part

INSTRUCTIONS

1. This test contains two reading texts 15 items
2. Read all the task instructions attentively.
3. All your answers copy out to your answer sheet.
4. This test also contains writing task on last page.
5. You are allowed 3 hours to do the test.

READING(15 questions)

Read the text and do the tasks below

Foster Families in Rwanda

A Sperantia Nyirantibenda vividly recalls the night she was unceremoniously turned into a foster parent by soldiers who brought her five children and two sacks of maize. They came knocking at her door in the town of Gitarama as the civil war in Rwanda was winding down. Nyirantibenda, a 34-year-old school teacher, nervously opened the door and immediately recognised the smiling faces before her. ‘I have brought you children,’ one of the soldiers told Nyirantibenda this time. I will see you later.’

B The maize the soldiers left behind

came back. Nyirantibenda is still caring for the children. She says she will gladly keep them so long as she receives some assistance.

C Food for the Hungry International (FHI), a US-based voluntary organisation supported by the UN High Commissioner for Refugees, has come in to help the school teacher. In Rwanda and Zaire, FHI supports families which have taken in orphans and lost children, as well as unaccompanied minors who have formed into groups to live together. Over 7000 people receive blankets, shelter materials and a

did not last very long, and they never

regular supply of com, beans and oil.

D FHI originally began the program to help children separated from their families at Mugunga camp, near Goma in eastern Zaire, one month after more than a million Rwandan refugees flooded into Goma in July 1994, fleeing victorious troops of the Rwandan Patriotic Front.

E An estimated 95 000 children were separated from their families during the war. Nearly half of them were inside Rwanda and the rest were in refugee camps in Zaire, Tanzania, Burundi and Uganda, which together hold more than 2.1 million refugees.

F At the outset of the refugee influx into Goma, conditions in the camps were appalling. Thousands of refugees were dying every day of cholera, dysentery and other diseases. Youngsters were being picked up beside bodies lying along the roads. Starving parents were abandoning their children or sending them to centres for unaccompanied minors in the camps.

G Rachel Poulton, an FHI spokesperson in Gitarama, said that during a visit to a tent for separated children, a 5-year-old girl followed her and asked for help. She said her parents were dead. The girl kept glancing over her shoulder at a woman who Poulton subsequently discovered was her mother. The woman later told Poulton she could no longer feed her daughter.

H Poulton said that, over a four-day period, 184 children arrived at the tent and 16 others were brought by elders. 'There were also a lot of people fostering—mostly grandmothers and aunts. And there were sibling groups,' she said. She said that a system was developed whereby FHI supported groups of unaccompanied children

I The challenge was to support these children in the community rather than in institutions. This shows another way of caring/ Poulton said. She said that it was preferable for children to grow up in a family setting rather than in orphanages

J Myra Adamson, a 63-year-old nurse, born in South Africa to American missionary parents, works with care givers and foster parents living in bombed-out houses in Kigali. 'These separated children in the communities need food. They need someone to give them stability. They need someone they can turn to,' she said. 'The family would be destroyed if the children were brought to orphanages.'

K While a large proportion of children—about 60 per cent—are with foster families or ad hoc groups, a large number of unaccompanied minors also turn up in orphanages, such as the redbrick compound of Saint Andrew's church at Kabgayi. Run by Abundant Life International—an organisation of former Rwandan exiles from Uganda— this orphanage was started 3 months ago

and it now houses 536 children.

The youngsters were either brought to the institution or fetched by workers who had been informed of their location.

L ‘Soldiers would come to us to tell us where we could find children and we would go and pick them up,’ said an official He said he himself had packed in his car 30 children he had picked up from nearby Kibuye prefecture where camps for displaced people had been closed ‘We get groups of 60, 70 children,’ he said

M Throughout Rwanda and Zaire, United Nations International Children’s Fund (UNICEF) and several other relief organisations are not only supporting various programs for unaccompanied minors, but are also pooling resources to help track missing relatives. As of March, over 7000 children had been reunited with their families.

TASK I

Questions 1-15 are based on the passage “**Foster Families in Rwanda**”.

Questions 1-5

The passage has paragraphs labelled A-M.

Which paragraphs contain the following information?

Write the appropriate letter A-M in boxes 1-5 on your answer sheet. You only need ONE letter for each answer.

Note: You may use each letter more than once.

Example

Answer

A .schoolteacher who cares for orphans

A

- 1.The situation in orphanages.
- 2.The situation in refugee camps.
- 3.The number of children who have lost their families.
- 4.The kind of help which is given to foster families.
- 5.The story of a women trying to give her child to someone to look after.

TASK II

Questions 6-10

Complete the table below by writing **NO MORE THAN THREE WORDS** in boxes 6-10 on your answer sheet.

Location	Person or organisation	Activity
Gitarama	<i>Example</i> Nvirantibenda	looking after five children
....(6).....	FHI	started helping lost children
	Rachel Poulton	working for FHI
Rwanda and Zaire(8).....	finding relatives and reuniting families
Kigali	(9)	nursing
Kabgayi	Abundant Life International (10)....

TASK III. Questions 11-15 Time target: 15 minutes

Do the statements below agree with the information in the Reading passage?

Write:

TRUE if the statement is true

FALSE if the statement is false

NOT GIVEN if the information is not given in the passage

- 11.FHI prefers to put orphaned children into orphanages.
- 12.Nvirantibenda's own children were killed during the war.
- 13.FHI also supports groups of children who are looking after themselves and not in the care of adults.
- 14.More than half of the orphans are being looked after in orphanages.
- 15.FHI first started helping unaccompanied Rwandan children in Zaire



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Answer Sheet

Examination title

General Reading

DATE-----

Student's group

Student's name

PAPER II

Questions Answers

TASK I

1.-----

2.-----.

3.-----

4.-----

5.-----

TASK II

6.-----

7.-----

8.-----

9.-----

10.----- **TASK III**

11.-----

12.-----

13. -----

14.-----

15.-----

Назорат учун саволлар (ОИ ва ЯИ)
SAMPLE TEST for final exam 1 on Reading and Writing skills
Reading part

INSTRUCTIONS

1. This test contains two reading texts 15 items
2. Read all the task instructions attentively.
3. All your answers copy out to your answer sheet.
4. This test also contains writing task on last page.
5. You are allowed 3 hours to do the test.

READING(15 questions)

Read the text and do the tasks below

Portsmouth Community College

Dear Student.

Welcome to Portsmouth Community College. I hope you will enjoy your course here and that you will make some new friends as well as learn a lot.

1.-----

The syllabus which accompanies this letter gives you information about the topics that will be covered during your course.

2. _____

At each class you will receive study materials. You should keep them well organised in a file with dividers for each section and bring them with you to each class. Arrange for a 'study buddy' to collect materials for you if you are absent.

3.-----

Your teachers will often give you tasks to do outside of class time. These are an important part of the course and will contribute to your final grades. You will need to develop the ability to

work independently and to organise your time.

4.-----

Passing your course will depend on 3 things:

- performance in class and on class activities and projects
- your results in the final test
- your attendance.

You will receive a short report halfway through each course which will include your teachers' assessments and test results. The final test takes place in the last week of the term.

5.-----

You will only be eligible to sit the end-of-course test if you attend 65 per cent or more of the lessons in that course. It is important that you attend regularly as low attendance will affect your results. Any student whose attendance falls below 65 per cent will not be eligible to sit the final test, which will automatically result in a fail.

6.-----

Those students who do not pass the course will receive a letter of attendance. Students who pass the course will receive a certificate of achievement.

7-----.

When you join this college you also become a member of the college library. In the library there are books, cassettes, videos and computer programs for you to use outside of class time.

I wish you success in your studies.

Molly Abbott

Program Manager

TASK I

Questions 1-6

Look at the welcome letter to students again.

The text has 7 sections (1-7).

Choose the most suitable heading for each section from the list of headings below. Write the appropriate numbers (i-x) in boxes 1-6 on your answer sheet.

Note: There are more headings than sections so you will not use all of them.

Example: Section 1 answer vi

1. Section 2

- 2. Section 3
- 3. Section 4
- 4. Section 5
- 5. Section 6
- 6. Section 7

List of headings

- | | |
|--|--|
| <ul style="list-style-type: none"> i Class Handouts iii Homework v Course Assessment vii Study Resources ix College Facilities | <ul style="list-style-type: none"> ii Final Assessment iv Useful Information vi Course Outline viii Notification of Results x Attendance |
|--|--|

TASK II

The reading passage ‘**Student Accommodation**’ gives information about different types of accommodation available for students.

*Using information from the reading passage, complete the sentences below **IN NO MORE THAN THREE WORDS**. Write your answers in boxes 7-15 on your answer sheet.*

7. You cannot cook your own meals in full-board boarding houses or in-----

8. In a shared house, all the residents share the expenses of three things: rent-----

9. The amount you pay to rent a house depends on-----

10. The accommodation that is available inside an academic institution is called-----

11. The purpose of a bond is to make sure that the tenant gives notice and doesn’t-----

12. When you pay money to a landlord or agent, you should always-----

13. You should only sign an agreement after you are sure that you-----

14. Always inspect the place carefully before -----

15. For furnished flats, always compile a list of -----

STUDENT ACCOMMODATION

Although your accommodation is booked for the first few days, securing your longterm accommodation will be your own responsibility. During your orientation program, the housing options available will be discussed with you and you will be advised of the various organisations where you can go for help in finding accommodation.

You may find it more convenient to obtain accommodation in the institution where you are studying. Alternatively you may prefer to rent a room in a house or flat with other students. The various types of available accommodation are listed overleaf. The cost of accommodation will vary according to the facilities provided and the location.

The types of housing available include:

- boarding houses
- shared houses or flats
- residential colleges
- rented houses or flats.

Boarding houses: These are a combination of single and shared rooms which are rented out individually. There are two types of boarding houses available:

- i) Self-cooking (you do your own cooking in a communal kitchen). Cooking and eating utensils are often provided.
- ii) Full board (meals are cooked for you).

Facilities in a boarding house usually include: fully furnished room, linen, shared bathroom, gas/electricity charges.

Shared houses or flats: Shared accommodation is available when somebody has a spare room in their house or flat which they wish to rent. The rent and costs of gas/electricity are shared equally between the people sharing the flat. Each person is also expected to help clean and tidy the shared living space (e.g. kitchen, bathroom, living room). People sharing a house or flat are also responsible for cleaning their own room, doing their washing and cooking their own meals.

Residential colleges: Residential colleges are a feature of many academic institutions in Australia. The colleges are located on campus or very close to the campus and usually provide single study/bedrooms, shared bathroom, all meals and linen.

Rented houses or flats: These are usually for a longer term. Most flats are unfurnished and do not contain any furniture except a stove. Houses are considerably

more expensive than flats, and rent varies with size, condition and location. The costs of electricity and gas are additional. When renting a house or flat you can either sign a lease or enter into a tenancy agreement (written or verbal) with the landlord.

Landlords and managing agents usually require tenants to lodge an amount of money as a bond. A bond is kept by the landlord (or in some States by a Bond Board) as a protection against the tenant damaging the rented property or moving out without giving notice. If you have kept the place clean and not damaged it, you would be entitled to have the bond refunded when you leave.

Rules for Renting or Leasing

- 1) All agreements with landlords should be in writing. Make sure you fully understand any agreements before you sign.
- 2) Always inspect the place carefully before you move in and keep a list of any items that were damaged by previous tenants. This prevents problems when you claim the return of bond money.
- 3) For furnished flats, always compile a list of furniture and equipment. A copy should be held by you, and a copy held by the landlord or real estate agent.
- 4) Always get a **receipt** from the landlord/agent when you pay rent and keep these receipts and any agreement in a safe place. Make sure you have a receipt for any bond money you have paid.
- 5) Always give notice in **writing** at least one rental period before you intend moving out and retain a copy of the dated letter yourself.



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University of World languages
Local Examinations Syndicate

Answer Sheet

Examination title

General Reading

DATE-----

Student's group -----

Student's name -----

PAPER III

Questions Answers

TASK I

1.-----

2.-----.

3.-----

4.-----

5.-----

6.-----

TASK II

7.-----

8.-----

9.-----

10.-----

11.-----

12.-----

13.-----

14.-----

15.-----

Назорат учун саволлар (ОИ ва ЯИ)
SAMPLE TEST for final exam 2 on Reading and Writing skills
Reading part

INSTRUCTIONS

1. This test contains two reading texts 15 items
2. Read all the task instructions attentively.
3. All your answers copy out to your answer sheet.
4. This test also contains writing task on last page.
5. You are allowed 3 hours to do the test.

READING(15 questions)

Read the text and do the tasks below

MEDICARE

YOUR HEALTH INSURER

What does Medicare cover?

Doctors

Medicare helps pay for the doctor to treat you at the doctor's surgery or wherever you need treatment. Medicare helps pay for treatment by a specialist. If you need

to see a specialist, you must be referred by your doctor.

Other medical services

- X-rays
- pathology tests
- medical tests, examinations and procedures

Optometrists

Medicare helps pay for eye tests, but not for the cost of glasses or contact lenses.

Dentists

Routine dental services are not covered. However, some medical-type operations performed by approved dentists are covered.

Hospitals

Public patient

If you choose to be treated under Medicare as a public patient in a public hospital, Medicare will cover all hospital costs. You pay nothing.

Private patient

If you choose to be treated as a private patient in any hospital. Medicare will help to pay for services by your doctor. However, Medicare will not pay for expenses such as theatre fees or your accommodation. These charges can be covered by arranging private health insurance.

TASK I Look at the following statements after reading the notice about Medicare. In boxes 1-4 on your answer sheet write:

TRUE	if the statement is true
FALSE	if the statement is false
NOT	if the information is not given in the passage

J

- 1 Medicare does not pay for any work done by dentists.
- 2 Medicare pays for ambulance fees.
- 3 If you have not seen a doctor first. Medicare will not pay for you to see a specialist.
4. Medicare will pay at least some hospital doctor's costs for both private and public patients.

TASK II Questions 5-11(below the text)

The following notice gives information about school excursions. Each excursion is labelled A-J.

<p>A Ancient and Modern Museum</p> <p>This is a museum with a difference. Along with the usual historical exhibits, this museum features an up-to-date display of</p>	<p>B Shortlands Wildlife Park</p> <p>This is not the usual 'animal gaol'. Here exotic animals wander free in large compounds, separated in such a way that they</p>
<p>C Botanical Gardens</p> <p>Besides the many exotic plants one expects to see in a botanical garden, these gardens feature an array of native birds and other wildlife.</p>	<p>D Wax World</p> <p>If you're interested in seeing how people used to live and dress, Wax World is the place for you. Featuring over 100 wax models of famous people, this venue is well-suited to anyone interested in changing trends in</p>
<p>E The Central Art Gallery</p> <p>The art gallery has six chambers each exhibiting paintings from different periods, from (he Middle Ages to the present. The walking tour, recorded on tape, is designed</p>	<p>F Technology Park</p> <p>In the planetarium you can observe features of the night sky, and learn about such historical events as the origin of the crab nebula. This excursion also includes a visit to the Satellite</p>
<p>G Parliament</p> <p>Students are met at the entrance by ushers who show them around the Houses. The tour includes the Hansard library, the grand lounge, government and opposition offices</p>	<p>H St. Cedric's Cathedral</p> <p>With the Bishops' Throne as its central feature, this building is a classic example of the excesses of architecture. This excursion is a must for any student interested in sculpture</p>
<p>I The Ught Fantastic</p> <p>Find out about the fascinating process of candle making. This factory also holds the additional attraction of illustrating the diverse uses that candles and other wax products can have—from the projection of</p>	<p>J Tro I land's Caves</p> <p>These caves, situated below the hills to the north of the city are entered via the Widmore River. The caves are home to colonies of glow w'orms that shine like stars on the ceilings and walls of the caves, casting an eerie light on the many</p>

SCHOOL EXCURSIONS

Answer questions 5-11 below by writing the appropriate letters A-J in boxes 5-11 on your answer sheet.

Note: You may use any letter more than once.

5. Which excursion would you choose if you wanted to know about the different uses of wax?
6. Where could students learn something about the animals of the country they are studying in?
7. On which excursion is it possible to learn something about the stars?
8. Which excursion would be suitable for students of fashion and design?
9. Which excursion would attract people interested in computers?
10. On which excursion would you expect to listen to an art critic?
11. On which excursion would you need to travel by boat?

TASK III Using information from the reading passage, "School excursion" complete the sentences below **IN NO MORE THAN THREE WORDS**. Write your answers in boxes 12-15 on your answer sheet.

12. You expect to see in Botanical Gardens-----

13. The excursion to Technology Park includes a visit to the -----.

14. *Cedric's Cathedral* is a classic example of the -----

15. The candle making factory holds the additional attraction of illustrating the diverse -----



UzSWLU
examinations

University of World languages
Local Examinations Syndicate

Answer Sheet

Examination title General Reading DATE-----

Student's group -----

Student's name -----

PAPER IV

Questions Answers

TASK I

1.-----

2.-----.

3.-----

4.-----

TASK II

5.-----

6.-----

7.-----

8.-----

9.-----

10.-----

11.-----

TASK III

12.-----

13.-----

14.-----

15.-----

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39. Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic etc)

Suggested web sites:

www.teachingenglish.org.uk

www.online-literature.com

www.literature.org/

www.pearsonlongman.com/ae/

www.developreading.com

БАҲОЛАШ МЕЗОНЛАРИ

Ўқиш модули

Ўқиш модули талабаларга 1-5 семестрлар давомида ўқитилади. Биринчи курс якунида талабалар Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэтироф этилган халқаро меъёрлари (CEFR) га кўра В1 даражасига мос келадиган мавзуларга оид турли матн турларини ўқиб, мазмунини тушунишлари назарда тутилади.

Ўқитилаётган натижалар

Биринчи курс охирига келиб талабалар

- биринчи курс мавзуларга оид турли матнлардаги асосий ғояларни тушуна оладилар;
- самарали ўқиш стратегияларини эгаллаган ҳақиқий китобхон малакаларига эга бўладилар.

Баҳолаш турлари

Жорий баҳолаш – давомат ва талабанинг дарсда фаоллиги, ўқиб тушуниш кўникмасини ривожлантириш кундалиги (тахминий саволлар: нимани ўқидингиз, ўқиганларингиз ёқдимми ёки ёқмадимми, нима учун), баҳоланган топшириқлар рўйхати;

Оралиқ баҳолаш – турли матнларга асосланган тест (дарс жараёнида фойдаланилмаган матнлар)

Якуний баҳолаш – янги матнларга асосланган ўқиш кўникмасининг шаклланганлигини назорат қилиш бўйича тест.

1 семестр учун ўқиб тушуниш кўникмасини ривожлантириш кундалиги

Жорий назоратнинг бир қисми сифатида ҳар бир семестрда талабалар ўқилган материаллар асосида қатор вазифаларни бажариб боришлари ва кундаликда қайдлар қилиб боришлари лозим.

1-қайд Мен нималарни ўқишни ёқтираман

Бу вазифани бажариш учун 100 сўздан кам бўлмаган таҳлилий параграф ёзишингиз ва унда қуйидаги масалаларни ёритиб беришингиз керак:

- Одатда инглиз тилида нималарни ўқийсиз?
- Қанчалик тез-тез ўқийсиз?
- Ўқишни ёқтирасизми/ёқтирмайсизми? Нима сабабдан?

2-қайд Ҳикоялар ва шеърга танқидий тақриз ёзиш

Бу вазифани бажариш учун 4 та қисқа ҳикоя (камида 2 бетдан иборат)ни ва 1 та шеърни ўқиб чиқинг ва ҳар бири учун танқидий тақриз ёзинг. Ўз ҳисоботингизда қуйидагиларни ёритиб беринг:

- Нимани ўқидингиз (номи, муаллиф)?

- Қачон ўқидингиз (ўқиш қанча вақтингизни олди)?
- Ҳикоя ёки шеърнинг қисқача мазмуни
- Ҳикоя/шеър ўқишга арзигуликми? Нима сабабдан бундай ҳисоблайсиз?

3-қайд Рўзнома ва журналлар мақолалари бўйича танқидий тақриз ёзиш

Бу вазифа учун 5 та бадиий мақола ўқинг ва ҳар бири учун алоҳида танқидий тақриз ёзинг. Сиз мақолаларни чоп этилган рўзнома ва журналлар (мисол учун, The Times, The Week, EL Gazette, Uzbekistan Today) ёки онлайн манбалар (мисол учун, Guardian, UzReport, BBC World)дан олишингиз мумкин. Ҳисоботингизда қуйидаги масалаларни ёритиб беринг:

- Нимани ўқидингиз (сарлавҳа, муаллиф, рўзнома/журнал, нашр санаси)?
- Қачон ўқидингиз ?
- Ўқиш қанча вақтингизни олди?
- Мақоланинг қисқача мазмуни.
- Мақола ўқишга арзигуликми? Нима сабабдан бундай деб ҳисоблайсиз?

Ўқиб тушуниш кўникмасини баҳолаш спецификациялари:

Жорий назорат

1 семестр давомида ўқиш кўникмасини ривожлантириш кундалигига 3 та қайдлар киритилади. Ҳар бир қайд 15% ни ташкил этади.

Матнлар бадиий мақолалар, ҳикоялар ва шеърлардан иборат.

Оралик назорат

Оралик назорат учун ўқиб тушуниш тести ўтказилади. Мазкур тест 3 хил янги матнга асосланиб тузилади. Матнлар турли илмий ва оммабоп манбалардан олинади. Ҳар бир матнга турли топшириқлар берилади. Топшириқлар асосан курс давомида ўтилган ўқиш стратегияларига таянган ҳолда тузилади. Шунингдек, топшириқлар ўқиб, қисқача баённома ёки ҳисобот ёзиш кўринишида ҳам бўлиши мумкин. Ўқиб тушуниш кўникмаси тестига 45 дақиқа вақт ажратилади.

Яқуний назорат

Яқуний назорат учун ўқиб тушуниш тести ўтказилади. Мазкур тест 3 хил янги матнга асосланиб тузилади. Матнлар турли илмий ва оммабоп манбалардан олинади. Ҳар бир матнга турли топшириқлар берилади. Топшириқлар асосан курс давомида ўтилган ўқиш стратегияларига таянган ҳолда тузилади. Шунингдек, топшириқлар ўқиб, қисқача баённома ёки ҳисобот ёзиш кўринишида ҳам бўлиши мумкин. Ўқиб тушуниш кўникмаси тестига 60 дақиқа вақт ажратилади

2 семестр учун ўқиб тушуниш кўникмасини ривожлантириш кундалиги

Жорий назоратнинг бир қисми сифатида ҳар бир семестрда талабалар ўқилган материаллар асосида қатор вазифаларни бажариб боришлари ва кундаликда қайдлар қилиб боришлари лозим.

1-қайд Муаллифнинг қисқача таржимаи ҳоли

Бу вазифа учун сиз китобини ўқимокчи бўлган муаллиф (ёзувчи, шоир, драматург)ни танланг. У ҳақидаги қуйидаги маълумотларни интернет, энциклопедия, китоблардан топинг:

- Исм-шарифи
- Туғилган санаси ва жойи
- Оиласи
- Асарлари
- Мукофотлари
- Қизиқишлари

Сўнг юқоридагиларни қайд этган ҳолда муаллифнинг қисқача таржимаи ҳолини ёзинг ва нима сабабдан ушбу муаллифни танлаганингиз ҳақида кириш параграфини ёзинг.

Фойдаланган матнларингизнинг нусхаларини ҳам қўшиб топшинг.

2-қайд Рўзнома ва журналларда чоп этилган бадий мақолаларнинг танқидий тақризи

Мазкур вазифани бажариш учун 5 та мақолани ўқинг ва ҳар бирига танқидий ҳисобот ёзинг.

Сиз мақолаларни чоп этилган рўзнома ва журналлар (мисол учун, The Times, The Week, EL Gazette, Uzbekistan Today) ёки онлайн манбалар (мисол учун, Guardian, UzReport, BBC World)дан олишингиз мумкин. Ҳисоботингизда қуйидаги масалаларни ёритиб беринг:

- Нимани ўқидингиз (сарлавҳа, муаллиф, рўзнома/журнал, нашр санаси)?
- Қачон ўқидингиз ?
- Ўқиш қанча вақтингизни олди?
- Мақоланинг қисқача мазмуни.
- Мақола ўқишга арзигуликми? Нима сабабдан бундай ҳисоблайсиз?

3- қайд Мен ривожлантирган ўқиш кўникмаларининг таҳлилий сарҳисоби

Ушбу вазифани бажариш учун 100 сўздан кам бўлмаган таҳлилий сарҳисоб ёзинг. Семестр давомида ривожлантирган ўқиш кўникмаларингиз ҳақида таҳлилий сарҳисоб ёзинг. Унда қуйидаги масалаларга алоҳида урғу бериб ўтинг:

- ўқиш кўникмасини ривожлантириш давомида сиз енгиб ўтган қийинчиликлар
- ўқиб тушуниш учун сиз ишлатишни бошлаган ҳар хил стратегиялар
- мунтазам равишда ўқишнинг сизга фойдали томонлари

Ўқиб тушуниш кўникмаси тести спецификациялари

Жорий баҳолаш

1-семестр давомида 3 та ўқиш кўникмасини ривожлантириш бўйича вазифалар берилади. Ҳар бир вазифа 15 фоизни ташкил этади ва ҳар бир ўқиб тушуниш кўникмаси тести турли янги матнларга танқидий тақриз ёзиш шаклида бўлади. Матнлар бадиий мақолалар, ҳикоялар ва шеърлардан иборат бўлади.

Оралик баҳолаш

Оралик баҳолашга битта ўқиш кўникмаси тести берилади. Мазкур тест 3 та янги матнга асосланиб тузилади. Матнлар касбга оид ва илмий оммабоп манбалардан олиниши мумкин. Ҳар бир матнга турли шаклдаги вазифалар берилади. Оралик баҳолаш тести курс давомида ўтилган ўқиш стратегияларининг қўлланилишини баҳолашга асосланади. Шунингдек, топшириқлар ўқиб, қисқача баённома ёки ҳисобот ёзиш кўринишида ҳам бўлиши мумкин. Ўқиб тушуниш кўникмаси тестига 45 дақиқа вақт ажратилади.

Якуний назорат

Якуний назорат учун ўқиб тушуниш тести ўтказилади. Мазкур тест 3 хил янги матнга асосланиб тузилади. Матнлар турли илмий ва оммабоп манбалардан олинади. Ҳар бир матнга турли топшириқлар берилади. Топшириқлар асосан курс давомида ўтилган ўқиш стратегияларига таянган ҳолда тузилади. Шунингдек, топшириқлар ўқиб, қисқача баённома ёки ҳисобот ёзиш кўринишида ҳам бўлиши мумкин. Ўқиб тушуниш кўникмаси тестига 60 дақиқа вақт ажратилади.

Ўқиб тушуниш кўникмасини ривожлантириш кундалигини топширишдан аввал куйидаги жадвалдан фойдаланган ҳолда барча топшириқларни бажарганлигини текшириб чиқинг:

1-қайд	Мен нималарни ўқишни ёқтираман	
2-қайд	1-ҳикоя бўйича танқидий тақриз ёзиш	
	2-ҳикоя бўйича танқидий тақриз ёзиш	
	3-ҳикоя бўйича танқидий тақриз ёзиш	
	4-ҳикоя бўйича танқидий тақриз ёзиш	
	5-ҳикоя бўйича танқидий тақриз ёзиш	
3-қайд	1-бадиий мақоланинг танқидий тақризи	
	2-бадиий мақоланинг танқидий тақризи	
	3-бадиий мақоланинг танқидий тақризи	
	4-бадиий мақоланинг танқидий тақризи	
	5-бадиий мақоланинг танқидий тақризи	
4-қайд	Сиз ёқтирган муаллифнинг қисқача таржимаи ҳоли	
	Ишлатилган матнларнинг нусхалари	

5-қайд	Мен ривожлантирган ўқиш кўникмаларининг таҳлилий сарҳисоби	
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Романдан олинган парчага ёзилган танқидий тақризни баҳолаш мезонлари:

Асарнинг қисқача мазмунини баён қила олиш

Асарни ёқтириш ёки ёқтирмаслик сабаблари (мисол учун, асар мазмуни ўқувчини ишонтира олиши ёки олмаслиги, асар қаҳрамонларининг талқини, асар ғоясининг мазмундорлиги)

Бошқа ўқувчига тавсия қила олиши

Ҳикоя бўйича танқидий тақриз ёзишни баҳолаш мезонлари

Асарнинг қисқача мазмунини баён қила олиш

Ҳикояни ёқтириш ёки ёқтирмаслик сабаблари (мисол учун, асар мазмуни ўқувчини ишонтира олиши ёки олмаслиги, асар қаҳрамонларининг талқини, асар ғоясининг мазмундорлиги)

Муаллифнинг тилини баҳолай олиш (асар тили қийин/осон, жонли/зерикарли, метафора ва бошқа турдаги ибораларнинг ишлатилиши)

Бошқа ўқувчига тавсия қила олиши

Рўзнома, журналлар ва интернетда чоп этилган бадий мақолаларнинг танқидий тақризи

Мақоланинг қисқача мазмунини баён қила олиш

Мақолада тасвирланган воқеа-ҳодисага муаллифнинг муносабатини баҳолай олиш

Сабабларни кўрсатган ҳолда ўз фикрини баён қила олиш (Муаллиф фикрига қўшилмасми?)

Ҳикоя сиз учун қизикарлими/фойдалими?)

Муаллифнинг тилини баҳолай олиш (асар тили қийин/тушуниш учун осон, нейтрал, объектив, жонли, эмоцияларга бой/қуруқ)

Ўқиш кўникмаси бўйича вазифалар қуйидаги мезонлар асосида баҳоланади:

Вазифанинг тўлиқ бажарилганлиги	10 %
Танқидий ўқиш белгиларини намоён қила олиш	10 %
Ўз ўқиш кўникмалари ва стратегияларини таҳлилий сарҳисоб қила олиш	10 %

Эслатма: Бу фаннинг мақсадларидан келиб чиққан ҳолда ёзиш кўникмаси баҳоланмасада, талабалар ўз фикрларини инглиз тилида тушунарли тарзда баён этишлари талаб этилади.

ёзма нутқ амалиёти модули

ёзма нутқ амалиёти модули 1-8 семестрлар давомида ўқитилади.

Тўртинчи курсда ҳам ушбу модул ўқитилишининг асосий сабаби талабаларга илмий матн ёзишни ўргатиш ва шу орқали уларнинг битирув малакавий ишларини илмий тилда эркин ёза олишларини таъминлашдир.

Эришиладиган натижалар

Биринчи курс якунида талаба:

- ёзиш жараёнини тўғри ташкил этиш, жумладан режа тузиш (режалаштириш), ишларни таҳрир қилиши, тузатишлар киритиши;
- ўтилган мавзулар бўйича матнларни ёзиши ва энг яхши ёзма иш намуналарини тўплаши;
- яхши ёзма иш хусусиятлари ҳақида тасаввурга эга бўлиши;
- ёзма нутқда ўз фикрини бемалол ифодалай олиши;
- қисқа иншолар, баёнлар, кундалик ёзиш орқали мантиқий фикрлаш ва мустақил мушоҳада юритиш кўникмаларини эгаллаши лозим.

Аудиторияда ва уйда бажариладиган вазифаларни баҳолаш - 10%

Ўқитувчи қуйидаги мезонлардан фойдаланган ҳолда уйда ва аудиторияда бажариладиган вазифаларни баҳолаши мумкин:

-аудитория машғулотларида фаол иштирок этиш (мисол учун, бирламчи режалаштириш, кластерлаш, кетма-кетликни белгилаш, матн тузилишини аниқлаш) ва ўзаро тақриз бериш, синфда муҳокама қилиш кабилар.

- ўзаро тақриз беришда фаол қатнашиш (ўз-ўзини баҳолаш жадвали ёки ўқитувчи томонидан тавсия этилган жадвалдан фойдаланган ҳолда, саволлар бериш ва ўзаро фикр алмашиш, жумлаларни ўзгартириш, алмаштириш, мос келадиган сўзларни қўллаш бўйича)

- уй вазифасини бажариш, янги ёзилган матннинг қораламасини тайёрлаш, уни таҳрир қилиш, якуний варианты устида ишлаш, ва зарур материалларни излаб топиш ва аудиторияга олиб келиш, зарур адабиётларни ўқиш кабилар.

Ёзма матнни баҳолаш мезонлари

(матн турига кўра мезонларнинг фоизи фарқланиши мумкин)

(ҳар бири 15% дан бўлган 2 та ёзма матн):

Мазмуни ва вазифанинг бажарилиши (мазмуннинг берилган мавзуга мослиги, қай даражада тафсилотлар билан ёритилганлиги, шахсий тажриба ва ўқилган адабиётларга асосланганлиги, сўз чекловига амал қилиш, кўрсатмаларга амал қилиш)	3%
Тузилиши (ёзма матн қай даражада асосий тамойилларга мос ҳолда тузилган, қай даражада мантиқан ва тизимли тузилган, дискурс белгилари ва параграфларга ажратиш каби жиҳатлардан қай даражада оқилона фойдаланилган)	3%

Грамматик ва лексик структураларнинг хилма-хиллиги) сўзларнинг қўлами, сўзларнинг мос равишда танланганлиги ва қўлланилиши, гап структураларининг хилма-хиллиги, эга ва кесимнинг мослашиши, замон, кўплик/бирлик формалари, артиклар, олмошлар ва предлогларнинг тўғри ишлатилиши	2%
Орфография (сўзларни тўғри ёзиш, пунктуация, бош ҳарф қоидасига амал қилиш, сарлавҳаларнинг тўғри ишлатилиши)	2%

Ўзаро тақриз бериш

Мазкур вазифани бажариш учун қуйидагиларни бажаринг:

- Ўқитувчингиз томонидан берилган ўзаро тақриз бериш жадвали/шаклларида бирини танланг
- Танланган жадвал/шакл бўйича шеригингизнинг ишини баҳоланг
- Баҳолаш варақасини шеригингизнинг текширилган ишининг нусхаси билан биргаликда топшинг

Баҳолаш мезонлари

- Вазифанинг қай даражада бажарилиши
- Ўзаро тақриз бериш жадвали/шаклларида ёзма матн турига қай даражада мослиги
- Текширишда хатоларни тузатиш белгиларидан самарали фойдаланиш

Хатолар устида ишлаш кундалиги

Мазкур вазифани бажариш учун ёзиш жараёнида сиз йўл қўядиган энг жиддий хатоларни ўз-ўзини баҳолаш жадвалидан фойдаланган ҳолда аниқланг ва қуйидагиларни ёритган ҳолда таҳлилий параграф ёзинг:

- Сизнинг йўл қўйган хатоларингизнинг сабаби нимада?
- Ўз хатоларингиз устида қандай ишладингиз?
- Тақриз бериш/музокара/ёзиш бўйича машқлар сизга қай даражада фойдали бўлди?

150 сўзлар атрофида матн ёзинг ва курс давомида ўзингиз ёзган матнларингиздан мисоллар келтирган ҳолда жавобларингизни асослаб беринг.

Баҳолаш мезонлари

- Вазифанинг қай даражада бажарилганлиги
- Етарли мисоллар билан асослаб берилганлиги
- Ёзиш тажрибасини таҳлил қила олиш

Ёзма нутқни баҳолаш тести – (ҳар бири 20 та кичик вазифадан иборат 4 та топширик)

1-семестр учун

Мос келадиган боғловчиларни ишлатган ҳолда 2 та содда гапни қўшиб, янги гап ҳосил қилинг

Тугалланган маънога эга гапларни фрагментлардан фарқланг

Фрагментларни тўғриланг

Мос келадиган боғловчи сўзни танланг

Параграфларга пунктуация белгиларини қўйинг

2-семестр учун

Матнни параграфларга бўлиш

Берилган параграфдаги асосий гапни аниқлаш

Параграф турини аниқланг (тасвирий/ҳикоявий)

Берилган параграфни таҳрир қилинг

Параграф бирлигини бузувчи нокерак гапни аниқланг

Бошқа (шарҳланг)

Портфолио спецификациялари ва баҳолаш мезонлари

Портфолио сизнинг курс давомида нималарни бажарганингиз ва инглиз тилида ёзиш кўникмасини қай даражада ривожлантирганингизни кўрсатади. Шунингдек, у ёзма матнларнинг сўнгги нусхаларини ва семестр давомида ёзилган 3 та қайдларни ўз ичига олади.

1-қайд Таржимаи ҳолнинг қисқа шаклини ёзиш

Мазкур вазифа агар иложи бўлса электрон шаклда топширилиши зарур. Ёзма нутқ амалиёти фанидан ёзган таржимаи ҳолингизнинг қисқа вариантини таҳрир қилинг ва ўқитувчингизнинг электрон почтасига стипендия олиш ёки ишга жойлашиш учун ёзиладиган мурожаат хатининг бир қисми сифатида жўнатинг.

Баҳолаш мезонлари

Вазифанинг қай тарзда бажарилиши

Тузилиши (матннинг тузилиши, лексик ва грамматик жиҳатдан боғланганлиги, таржимаи ҳол қисмларининг кетма-кетлиги)

Услубнинг мослиги (сўз танлови, расмийлик даражаси)

Ўқитувчингиздан тақриз олганингиздан сўнг, таржимаи ҳолни таҳрир қилинг ва қоғоздаги нусхасини портфолиоингизга солиб қўйинг.

2-қайд Норасмий хат

Дўстингизга университетдаги биринчи ўқув йилидаги энг ёдда қоларли ҳодисани тасвирлаган ҳолда хат ёзинг. Хатингиз 150 сўзлар атрофида бўлсин.

Баҳолаш мезонлари

Вазифанинг қай тарзда бажарилиши

- Тузилиши (матннинг тузилиши, лексик ва грамматик жиҳатдан боғланганлиги)
- Услубнинг мақбуллиги (сўз танлови, мос феълларнинг ишлатилиши)

3-қайд Ҳикоя ёки эълоннинг қисқа баёни

Бу вазифани бажариш учун

а. Ўқитувчингиз томонидан берилган ҳикоянинг 150-сўзлик баёнини ёзинг (яхши баён ёзиш ҳақида ўрганган билимларингиз асосида)

б. Бошқаларни ҳам ўқишга ундаш мақсадида ҳикоянинг 50-сўзлик реклама эълонини ёзинг.

Баҳолаш мезонлари

- Вазифанинг қай тарзда бажариллиши
- Тузилиши (матннинг тузилиши, лексик ва грамматик жиҳатдан боғланганлиги)
- Лексик ва грамматик структураларнинг хилма-хиллиги
- Дизайни (реклама эълони учун)

4-қайд Таҳлилий сарҳисоб

Қуйидаги саволларга жавоб ёзган ҳолда 200 сўзлик таҳлилий параграф ёзинг.

- Мен энди кенгроқ қўламдаги лексик вариацияларни ишлатяпманми?
- Мен ёзаётган гаплар узунроқ ва мураккаброқми?
- Мен ҳануз қандай грамматик хатоларга йўл қўйяпман?
- Ёзма матнимни қандай ташкиллаштиряпман?
- Ўз ёзиш малакамни қандай қилиб ривожлантиришим мумкин?

Баҳолаш мезонлари

- Вазифанинг қай даражада бажарилганлиги
- Етарли мисоллар билан асослаб берилганлиги
- Ёзиш тажрибасини таҳлил қила олиш

Ўз - ўзини баҳолаш

Вазифанинг спецификацияси: Талабалар ўз-ўзини баҳолаш жадвалидан фойдаланган ҳолда мунтазам равишда ёзиш жараёнида учрайдиган хатолари устида ишлашлари зарур.

Ўқитувчингиздан тақриз олганингиздан сўнг ҳар бир вазифа турида қилган хатоларингизни ҳисоблаб чиқинг ва қуйида берилган жадвалдаги мос устунга сонини ёзиб қўйинг. Сўнг хатога йўл қўйган гапингизни 3-устунга ва тўғриланган гапингизни 4-устунга ёзинг.

Ўз - ўзини баҳолаш жадвали

Хатолар тури	Ҳар бир топшириқдаги хатолар сони			Хатога йўл қўйилган гап намунаси	Тўғриланган гап
	#1	#2	#3		
Феъл/замон шакли					

Эга-кесим мослашуви					
Артиклар/аниқловчилар					
Отларнинг қўшимчалари: бирлик, кўплик ва эгалик қўшимчалари					
Сўз билан боғлиқ хатолар – сўз танлови, сўз шакли, расмий\норасмий тилда қўлланилиши					
Сўзнинг ёзилиши					
Пунктуация					
Нокерак сўзларнинг ишлатилиши					
Сўз тартиби					
Фрагментлар					
Пунктуация белгилари ёки боғловчилари қўйилмаган ёки нотўғри қўйилган гаплар					