



ЎҚИШ ВА ЁЗИШ АМАЛИЁТИ

2 курс

Ўқув-услубий мажмуа

ТОШКЕНТ - 2018

ЎҚУВ – УСЛУБИЙ МАЖМУА ТАРКИБИ

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Фаннинг ишчи ўқув дастури Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 201__ йил «__» _____ даги __ - сонли буйруғи билан (буйруқнинг __ - иловаси) тасдиқланган «Чет тилларни ўқитишнинг интеграллашган курси» фани дастури асосида тайёрланган.

Фан дастури Ўзбекистон Давлат жаҳон тиллари университети Кенгашининг 201__ йил «__» _____ даги «__» - сонли баёни билан тасдиқланган.

Тузувчилар:

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Э.Имомов, ва Д. Дадабоев – ЎзДЖТУ, «Инглиз тили интеграллашган курси 1» кафедраси ўқитувчилари.

Тақризчилар:

Кирish

Олий таълимнинг Давлат таълим стандартига кўра “Педагогика” ва “Гуманитар фанлар” таълим соҳаларида ўқитиладиган “Ўқиш ва ёзиш амалиёти” аспекти талабаларининг ўрганилаётган чет тилидаги матнларни ўқиб мазмунини тушувиш ва услубий жиҳатдан беҳато ёзиш малакаларини такомиллаштиришга хизмат қилади.

Фаннинг мақсад ва вазифалари

“Ўқиш ва ёзиш амалиёти” аспекти 2 та модулдан - “Ўқиш” ва “Ёзиш” модулларидан ташкил топган. Модуллар III-IV семестрлар давомида ўқитилади. Иккинчи курс якунида талаба инглиз тилини B2 даражада ўзлаштириши, ушбу даражага мос келадиган матн турларини ўқиб тушувиши ва ёза олиши назарда тутилади.

Талабанинг малакасига қўйиладиган талаблар

Ўқиш модули бўйича талаба иккинчи курс якунида қуйидаги билим ва кўникмаларни эгаллаши шарт:

- ўз соҳасига оид турли матн турларини (кичик ҳикоялар, журнал ва газета мақолалари, янгиликлар баёни, интернет матнлари) ўқиб, матн юзасидан хулоса чиқара олишлари;
- матнлардаги фикрларни, муаллиф ғоясини ва муҳолафани аниқлашлари;
- ўз соҳасига ва кизиқишига оид матнларни ўқиб тушувишлари;
- ўз соҳасига оид бўлмаган мақолаларни лўғатсиз ўқиб тушувишлари;
- йўриқномаларни ўқиб керакли кўрсатмаларни тушувишлари;
- бадний матнларни (ҳикоя, драма) ўқиб, улар ғоясини, воқеалар ривожини ва оқибатини тушувишлари;
- маданият ва санъатга оид мавзулардаги (фильм, театр, бадний адабиёт) мақола ва тақриزلарни ўқиб, ундаги асосий фикрларни айта олишлари;
- ўқиш жараёнида дуч келинадиган муаммоларни аниқлаб, уларни тўла бартараф этишлари.

Ёзиш модули бўйича 2 курс якунига келиб талабалар:

- ўз фикр ва мулоҳазаларини турли нишо турлари ва мавзулари бўйича ёзма баён этишлари;
- кибсий, таҳлилий ва танқидий турдаги баёнларда ўз фикрларини ёзма мулоқат қонун қоидаларига амал қилган ҳолда баён эта олишлари;
- умумий ва ўзларига яқин мавзудаги мақолаларнинг қисқача мазмунини ёза олишлари;
- турли мақсадларга мўлжалланган расмий хатлар (масалан, тушунтириш хати, иттимоснома, мурожат хати ва ҳ.к.) ва аризалар ёза олишлари;
- китоб ёки фильмларнинг мазмунини ёзма баён эта олишлари ва уларга қисқа тақриз ёза олишлари;
- ўрганилаётган чет тилида ҳикоя ва шеърлар ёзишни амалда қўллаб кўришлари лозим.

Ўқув режадаги бошқа фанлар ва модуллар билан боғлиқлиги

Ушбу аспект “Тил кўникмалари интеграцияси”, “Тил аспекти амалиёти”, “Хорижий тилларни ўқитишда маданиятлараро мулоқотни шакллантириш”, “Чет тилларни ўқитишнинг интеграллашган курси” каби модуллар билан узвий боғлиқдир.

Модулар мазмуни

I. Ўқини модули бўйича иккинчи курсда асосий эътибор В2 даражадаги турли соҳаларга ва ижтимоий масалаларни ёритишга қаратилган матн турларини таништиришга қаратилган.

Матн турлари (оригинал матнлар):

- таомномалар, рецептлар;
- жадваллар, шакллар;
- кичик ҳикоялар;
- гороскоплар;
- шахсий хатлар;
- кундаликлар;
- инфор­ма­цион буклетлар, брошюралар, (фильмлар, кўргазма ва хоказолар.), сайёҳлик йўриқномалари;
- журнал мақо­ла­лари (машҳур шахслар билан суҳбатлар, гороскоплар);
- янгиликлар баёни;
- таниш мавзуларга оид кичка газетга мақо­ла­лари;
- шеърлар;
- интернет матнлари (блоглар);
- эълонлар (грантлар, сەяхат манзиллари ҳақида);
- йўриқномалар (техник воситалар, асбоблар учун);
- энциклопедик мақо­ла­лар.

Ўқини стратегиялари:

- асосий фикрларни англаш учун ўқини;
- ғояни билиш учун ўқини;
- махсус маълумотни олиш учун ўқини;
- сўзларнинг контекстдаги маъносини топиш;
- диққат билан ўқини;
- кўз югуртириб ўқини;
- тез ўқини.

Ўқини мақсадлари:

- экстенсив ўқини (бадий ўқини)
- интенсив ўқини (маълумот учун ўқини)

Ўқини жараёнида учрайдиган муаммоларни аниқлаш ва уларни тузатиб бориш:

- наст овозда ёки овоз чиқариб ўқини;
- хижжалаб ўқини;
- такроран ўқини;
- юзаки ўқини;
- лугатларга тез –тез мурожаат қилиш.

II. Ёзма пۈтк ямалибги модули бўйича тивсия эгиллидиган матн турлари

Фактларга асосланган матн турлари:

- баённомалар (масалан, ижтимоий пидкилотлар, жимоя муаммолари, таълим жараёнига оид муаммолар ва б.)

Иншолар:

- тасвирий;
- хикоя тарзидаги;
- кибсий;
- таҳлилий (сабаб ва натижаларни таҳлил қилиш);
- китоб ёки фильмларини кичка такрити;
- ушберентет газетаси учун мақола

Хатлар ва бошқа мулоқот ҳужжатлари:

- расмий ва норасмий хатлар;

- Ёзма танкидий, рад жавоби (масалан, бизнесдаги ҳамкориға)
- норасмий электрон хатлар (масалан, e-mail)

Эришилладиган натижалар

Иккинчи курс охирига келиб талабалар

- иккинчи курс мавзуларга оид турли матнлардаги асосий ғояларни тушуна оладилар;
- самарали ўқиш стратегияларини эгаллаган ҳақиқий китобхон малакаларига эга бўладилар;
- турли жанрдаги матнларни, жумладан эсселар, хатлар, тадқиқотлар, баёнлар ва таҳлилларни ёзадилар;
- аъло даражада ёзилган матн хусусиятларини фарклаган ҳолда уларни амалда қўлайдилар;
- турли мақсадларга йўналтирилган матнларда ўз фикрларини ифода этадилар.

“Ўқиш ва ёзиш амалиёти ” фанидан машғулотларнинг мавзулар ва соатлар бўйича тақсимланиши:

(3-семестр)

T/p	Ой	Маш-т тури	Мавзу номи	Ўқиш учун матн турлари	Ёзиш учун матн турлари	Ажратилган соат
1	2	3	4	5	6	7
1	Сентябрь	амалий	Introduction to the course: Course syllabus, assessment specifications		"A letter to my teacher"	2
2		амалий	Uzbekistan and the world	<i>Encyclopedia entries</i>	<i>Compare-contrast essay (Draft 1)</i>	2
3		амалий	Uzbekistan and the world	<i>Travel sites</i>	<i>Compare-contrast essay(Draft2)</i>	2
4		амалий	Uzbekistan and the world	<i>Information leaflets</i>	<i>Compare-contrast essay(Draft 3)</i>	2
5	Октябрь	амалий	Work and business	<i>Magazine article</i>	Job application	2
6		амалий	Work and business	<i>Information leaflets</i>	Resume	2
7		амалий	Work and business	<i>Advertisements</i>	Cover letter	2
8		амалий	Work and business	<i>Magazine article</i>	Cover letter	2
9	Ноябрь	амалий	MIDTERM			2
10		амалий	Environment	<i>Short stories</i>	<i>Cause & effect essay (first draft)</i>	2
11		амалий	Environment	<i>Encyclopedia entry</i>	<i>Cause & effect essay (second draft)</i>	2
12		амалий	Environment	<i>Magazine article</i>	<i>Causr & effect essay (Final draft)</i>	2
13	Декабрь	амалий	Relations	<i>Poems</i>	<i>Story writing</i>	2
14		амалий	Relations	<i>Short stories</i>	<i>Story writing</i>	2
15		амалий	Relations	<i>Extracts from novels, plays</i>	<i>Written feedback to a peer</i>	2

16	Январь	амалий	Cross cultural communication	<i>Reports, analyses, commentaries</i>	<i>summaries from different sources and media</i>	2
17		амалий	Cross cultural communication	<i>Magazine article</i>	<i>summaries from different sources and media</i>	2
18		амалий	Cross cultural communication	Internet article	<i>Self-evaluation</i>	2
19		амалий	REVIEW, FINAL TEST			

4- семестер

Т/р	Ой	Маш-т тури	Мавзу номи	Ўқиш учун матн турлари	Ёзиш учун матн турлари	Ажратилган соат	
1	2	3	4	5	6	7	
1	Февраль	амалий	Mass media	Journal article	Argumentative essay	2	
2		амалий	Mass media	Magazine article	Argumentative essay	2	
3		амалий	Mass media	Media reports, analyses, commentaries	Argumentative essay	2	
4		амалий	Mass media	Critical reviews	Argumentative essay	2	
5	Март	амалий	Ethical issues in medicine, science and technology	Magazine article	Written feedback to a peer	2	
6		амалий	Ethical issues in medicine, science and technology	Media reports	Letters of complaint	2	
7		амалий	Ethical issues in medicine, science and technology	Instructions	Letters of complaint	2	
8		амалий	Ethical issues in medicine, science and technology	Information leaflets	Letters of complaint	2	
9	Апрель	амалий	MIDTERM				2
10		амалий	Education	Advertisements(scholarships)	Educational sites review	2	
11		амалий	Education	Articles on professional topics	Article review	2	
12		амалий	Education	Magazine article	Letters to rector of the university	2	
13	Май	амалий	Education	Educational leaflets	Letter/e-mail to a university	2	
14		амалий	Social issues	Internet texts	Letter to an editor	2	

15		амалий	Social issues	Magazine article	Letter to an editor	2
16		амалий	Social issues	Short stories	Short reviews of a film or a book	2
17	Photo	амалий	Social issues	Critical reviews	Short reviews of a film or a book	2
18		амалий	Social issues	Poems	Poem	2
19		амалий	REVIEW, FINAL TEST			

Модулнинг информацион-методик таъминоти

Талабалар ўрганилаётган чет тилида мослаштирилмаган (соддалаштирилмаган) оригинал матнлар билан кўпроқ ишлашлари лозим. Бирок ўқиш вазифалари талабаларнинг тил биллиш даражасига кўра мослаштирилиши мумкин. Ўқишга ёрдам бериш мақсадида матн бўйича кизиқарли, 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, матнни ўқиб саволларга жавоб бериш, ёки матн асосида берилган жадвални тўлдириш, фикрларнинг тўғри/нотўғрилигини 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 ифода қилишлари лозим.

Шунингдек, талабалар ўқиган бадий асарларини биргаликда муҳокама қилишлари ва қайси бадий 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.

Талабалар билимини баҳолаш турлари, шакллари ва мезонлари

Ўқиш ва ёзиш амалиётининг аспекти бўйича талабаларнинг семестр давомидаги ўзлаштириш кўрсаткичи рейтинг тизимига кўра балларда баҳоланади.

Ушбу баҳолаш турлари бўйича қуйидагича тақсимланади: Ж.Н.-40 балл, О.Н.- 30 балл ва Я.Н.- 30 балл.

3-семестр:

Жорий назорат:	40%
- Аудиторияда ва уйда бажариладиган ўқиш ва ёзиш вазифалари (масалан, ишю кораламаси бир-бирига ёзилган тақризи билан);	
- Модул 1: Турли матнларга асосланган ўқиш кўникмасининг ривожланганлигини назорат қилиш бўйича тест (дарс жараёнида фойдаланилмаган матнлар);	10
- Модул 2: Солиштириш-киёслаш ишоси;	10
- Модул 1: Оригиналда ўқилган роман ва у асосида бажарилган топшириқлар.	10
Оралиқ назорат:	30%
- Модул 1: Ўқилган матнлар илова қилинган ва китобхон- талабанинг	

уларга ёзма муносабати (reflection) билдирилган кундалик кўйдномаси (тахминий саволлар: нимани ўқидим, ўқиганларим ёқдим ёки ёқмадим, нима учун);	15
- Модул 2: Фильм ёки асар таҳлили.	15
Якуний назорат:	30%
- Модул 1: Ўқиш тести (янги матнларга асосланган ўқиш кўникмасининг ривожланганлигини назорат қилиш бўйича тест);	15
- Модул 2: Машғулотларида ўрганилган матн турларидан бирини аудиторияда ёзиб бериш (тушунтириш хати, газета муҳарририга хат).	15

4-семестр:

Жорий назорат:	40%
- Аудиторияда ва уйда бажариладиган ўқиш ва ёзиш вазифалари (масалан, ишро қораламаси бир-бирига ёзилган тақриз билан);	
- Модул 1: Нашр этилган ёки интернет мақоласини ўқиш ва тақриз ёзиш;	10
- Модул 2: Сабаб ва оқибатни баён этган ишро тури	10
- Модул 1: Оригиналда ўқилган роман ва у асосида бажарилган тошириқлар.	10
	10
Оралак назорат:	30%
- Модул 1: Ўқилган матнлар илова қилинган ва китобхон-талабанинг уларга ёзма муносабати (reflection) билдирилган кундалик кўйдномаси (тахминий саволлар: нимани ўқидим, ўқиганларим ёқдим ёки ёқмадим, нима учун);	15
- Модул 2: Ижтимоий муаммо таҳлилий ҳисоботи.	15
Якуний назорат:	30%
Иккита модулни ўз ичига олган езма иш, жумладан	
- Модул 1: Ўқиш тести (янги матнларга асосланган ўқиш кўникмасининг ривожланганлигини назорат қилиш бўйича тест);	15
- Модул 2: Машғулотларда ўрганилган матн турларидан бирини аудиторияда ёзиб бериш (тушунтириш хати, газета муҳарририга хат).	15

Аудиторияда ва уйда бажариладиган вазифаларни баҳолаш (Модул 1, 10%)

Ўқитувчи қуйидаги мезонлардан фойдаланган ҳолда уйда ва аудиторияда бажариладиган вазифаларни баҳолаши мумкин:

- аудитория машғулотларида фаол иштирок этиш (масалан, 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 вариант устида ишлаш, ва зарур материалларни излаб топиш ва аудиторияга олиб келиш, зарур адабиётларни ўқиш кабилар.

**3 семестр учун ўқиб тушуниш кўникмасини ривожлантириш кундалиги
(Модул 2, ОН-15 %)**

Жорий назоратнинг бир қисми сифатида ҳар бир семестрда талабалар ўқилган материаллар асосида қатор вазифаларни бажариб боришлари ва кундаликда қайдлар қилиб боришлари лозим.

1-қайд Романдан олинган парчага танқидий тақриз (5 %)

Ушбу вазифани бажариш учун романдан парча ёки хикоя (қамиди 50-100 бетлик) ўқишингиз ва унга танқидий тақриз ёзишингиз керак. Ўз тақризингизда қуйидагиларга аҳамият беринг:

- Муаллиф ва асарнинг номи;
- Асарнинг қисқача мазмуни;
- Асарнинг умумий сарҳисоби;
- Асарнинг танқидий таҳлили.

2-қайд Касбга доир мақолаларнинг танқидий тақризи (5%)

Мазкур вазифани бажариш учун сиз касбга доир мақолани ўқишингиз ва танқидий тақриз ёзишингиз керак. Сиз бундай мақолаларни турли нашрлар (мисол учун, English Teaching Professional, Modern English Teacher) ёки онлайн манбалар (мисол учун, e.g. www.teachingenglish.org.uk)дан олишингиз мумкин. Ўз тақризингизда қуйидаги масалаларни ёритинг:

- Сирлиҳа, муаллиф, манба, нашр санаси;
- Мақоланинг қисқача баёниомаси;
- Мақола юзасидан танқидий шарҳлар.

3-қайд Вебсайт ва блогларга жавобан танқидий таҳлил ёзиш (5%)

Ушбу вазифани бажариш учун тил ўрганиш ва ўқитиш ҳақидаги вебсайт ёки интернет блогини ўқиб чиқишингиз ва унинг муаллифига жавоб ёзишингиз керак. Сиз мақолаларни онлайн манбалар (масалан, www.teachingenglish.org.uk, www.online-literature.com/) дан олишингиз мумкин. Ўз жавобингизда қуйидагиларни ёритинг:

- Мурожаат этилувчининг исми ва нашрнинг санаси
- Муаллифнинг қайси фикрларига қўшиласиз ёки қўшилмайсиз
- Мақола ҳақидаги фикр-мулоҳазаларингиз
- Муаллиф эътиборга олиши керак бўлган жиҳатлар

Ўқиб тушуниш кўникмасини ривожлантириш кундалигини топширишдан аввал қуйидаги жадвалдан фойдаланган ҳолда барча топшириқларни бажарганлигингизни текшириб чиқинг:

1-қайд	Романдан олинган парчага танқидий тақриз	5%
2-қайд	Касбга доир мақоланинг танқидий тақризи	5%
3-қайд	Вебсайт ёки блогга жавобан танқидий таҳлил ёзиш	5%
Жами		15%

Ёзма матни баҳолаш мезонлари

(ҳар бир семестрда жорий баҳолаш учун Ёзма иншо- 10%)

Курс давомида иншолар (тасвирий, хикоявий, қиссалаш-такқослаш, сабаб-натияж)нинг бир нечта қораламаларини режалаштириш, қайта ишлаш ва таҳрирлаш каби усуллардан фойдаланган ҳолда тайёрлаш талаб қилинади. Икки турдаги иншоларнинг сўнгги варианты ўқитувчи томонидан баҳоланади.

Иншонинг сўнгги таҳрир қилинган вариантини баҳолаш мезонлари

<u>Мазмуни ва вазифанинг бажарилиши</u> (мазмунининг берилган мавзуга мослиги, кай даражада тафсилотлар билан ёритилганлиги, шахсий тажриба ва ўқилган адабиётларга асосланганлиги, сўз чекловига ва кўрсатмаларга амал қилиш)	3%
<u>Тузилиши</u> (ёзма матн кай даражада асосий тамойилларга мос ҳолда тузилган, кай даражада мантиқан ва тизимли тузилган, дискурс белгилари ва параграфларга ажратиш каби жиҳатлардан кай даражада оқилона фойдаланилган)	2%
<u>Грамматик ва лексик структураларнинг хилма-хиллиги</u> (сўзларнинг кўлами, сўзларнинг мос равишда танланганлиги ва қўлланилиши, гап структураларининг хилма-хиллиги, эга ва кесимнинг мослашиши, замон, кўплик/бирлик формалари, артиклар, олмошлар ва предлогларнинг тўғри ишлатилиши)	3%
<u>Орфография</u> (сўзларни тўғри ёзиш, пунктуация, бош ҳарф қоидаига амал қилиш, сарлавҳаларнинг тўғри ишлатилиши)	2%
Жами	10%

Фильм ёки китобга ёзилган тақриз

Яқин кунларда ўқиган фильм ёки китобга тақриз ёзади. Унда қуйидагиларни ёритиши керак:

- Китоб/фильм нима ҳақида?
- Китоб/фильмда сизга нима энг қўп ёқди?
- Китоб/фильмнинг асосий ғояси нима?
- Китобни ўқиш/фильмни томоша қилиш давомида нималарни ўргандингиз?
- Китоб/фильмнинг қайси жиҳати уни таъсирчанлигини оширади?
- Фильм/китоб қаҳрамонларидан қайси бирини сиз ёқтирдингиз ёки акси? Нима сабабдан?
- Китоб/фильмни яратишдан режиссёр/ёзувчининг мақсади нима бўлган деб ўйлайсиз?

Баҳолаш мезонлари

- Вазифанинг кай даражада бажарилиши
- Тузилиши (матн тузилишининг тўғрилиги, лексик ва грамматик узвийлик)
- Лексик ва грамматик структураларнинг хилма-хиллиги (самарали сўз танлови ва қўлланилиши, мураккаб тузилган қўшма гаплар)
- Грамматик жиҳатдан тўғрилиги

Ўқиб тушуниш кўникмаси тестини тузиш бўйича кўрсатмалар

Жорий баҳолаш (Модул 1- 10%)

1-семестр давомида ўқиш кўникмасини ривожлантириш бўйича 10 фойзга ташкил этган 10 та тест саволидан иборат тест берилади. Тест учун олинган матнлар касбга доир ва илмий-оммабоп ҳамда интернет манбаларидан иборат бўлади.

Яқиний назорат (Модул 1- 15%)

Яқиний назорат учун ўқиб тушуниш тести ўтказилади. Мазкур тест 3 хил янги матнга асосланиб тузилади. Матнлар турли илмий ва оммабоп манбалардан олинади. Ҳар бир

матрига турли топшириқлар берилади. Топшириқлар асосан курс давомида ўтилган ўқиш стратегияларига таянган ҳолда тузилади. Шунингдек, топшириқлар ўқиб, қисқача баённома ёки ҳисобот ёзиш ва муаллиф фикрига муносабат билдириш кўринишида ҳам бўлиши мумкин.

Ўқиб тушуниш кўникмаси тести аудиторияда бажарилиди ва 80 дақиқа вақт ажратилади.

4 семестр учун ўқиб тушуниш кўникмасини ривожлантириш кундалиги Жорий назоратнинг бир қисми сифатида ҳар бир семестрда талабалар ўқилган материаллар асосида катор вазифаларни бажариб боришлари ва кундаликга кайдлар киритиб боришлари лозим.

1-қайд Илмий-оммабон мақоланинг танқидий тақризи

Мазкур вазифани бажариш учун талаба битта илмий-оммабон мақолани ўқиб чиқиши ва унга танқидий тақриз ёзиши керак бўлади. Ўз тақризида қуйидагиларга аҳамият бериши керак:

- Сарлавҳа, муаллиф, манба, нашр санаси
- Мақоланинг қисқача баённомаси
- Мақола юзасидан танқидий шарҳлар

2-қайд Вебсайт ва блогларга жавобан танқидий таҳлил ёзиш

Ушбу вазифани бажариш учун тил ўрганиш ва ўқитиш ҳақидаги вебсайт ёки интернет блогини ўқиб чиқишингиз ва унинг муаллифига жавоб ёзишингиз керак. Сиз мақолаларни онлайн манбалар (масалан, www.teachingenglish.org.uk, www.online-literature.com/) дан олишингиз мумкин. Ўз жавобингизда қуйидагиларни ёритинг:

- Мурожаат этилувчининг исми ва нашрининг санаси
- Муаллифнинг қайси фикрларига қўшиласиз ёки қўшилмайсиз
- Мақола ҳақидаги фикр-мулоҳазаларингиз
- Муаллиф эътиборга олиши керак бўлган жиҳатлар

3-қайд Мен ривожлантирган ўқиш кўникмаларининг таҳлилий сарҳисоби

Ушбу вазифани бажариш учун 120 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
- келгусида ўқиш кўникмасини ривожлантириш бўйича режаларингиз

Ўқиб тушуниш кўникмасини ривожлантириш кундалигини топширишдан аввал қуйидаги жадвалдан фойдаланган ҳолда барча топшириқларни бажарганлигингизни текшириб чикинг:

1-қайд	Илмий-оммабон мақоланинг танқидий тақризи	5%
2-қайд	Вебсайт ва блогларга жавобан танқидий таҳлил ёзиш	5%
3-қайд	Мен ривожлантирган ўқиш кўникмаларининг таҳлилий сарҳисоби	5%
Жами		15%

Романдан олинган парчага ёзиш ва танқидий тақризни баҳолаш мезонлари:

Асарнинг қисқача мазмунини баён қила олиш

Асарни ёктириш ёки ёктирмаслик сабаблари (мисол учун, асар

мазмунини ўқувчинини ишонтира олиши ёки олмаслиги, асар

кахрамонларининг талқини, асар ғоясининг мазмундорлиги)
Бошика ўқувчига тавсия қила олиши

Кисбга оид ва илмий-оммабон мақолаларининг танқидий тақризини баҳолаш мезонлари

Мақоланинг қисқача мазмунини баён қила олиш

Мақолада тасвирланган воқеа-ҳодисага муаллифнинг муносабатини баҳолай олиш

Сабабларни кўрсатган ҳолда ўз фикрини баён қила олиш (Муаллиф фикрига қўшилмасизми? Хикоя сиз учун қизиқарлими/фойдалими?)

Муаллифнинг тилини баҳолай олиш (асар тили қийин/тушуниш учун осон, нейтрал, объектив, жонли, эмоцияларга бой/қурқ)

Вебсайт ва блогларга жавобан танқидий таҳлилни баҳолаш мезонлари

Матини тушунганликни кўрсатувчи белгилар

Берилган матн муаллифининг нуқтаи назарини аниқлай олиш

(матндан мисоллар келтирган ҳолда)

Сабабларини кўрсатган ҳолда ўз фикрини баён қила олиш (Муаллиф фикрига қўшилмасизми? Муаллифга таклифларингиз)

“Мен ривожлантирган ўқиш қўникмаларининг таҳлилий сарҳисоби”ни баҳолаш мезонлари

Курс давомида ривожлантирилган ўқиш қўникмалари ва стратегияларини таҳлил қила олиш

- ўқиш қўникмасини ривожлантириш борасидаги қийинчиликларни аниқлай олиш
- мунтазам равишда синфда ва мустақил ўқишнинг фойдали томонларини белгилай олиш
- келгусида ўқиш қўникмасини ривожлантириш бўйича аниқ режаларни белгилай олиш

Ўқиш қўникмаси бўйича вазифалар қуйидаги мезонлар асосида баҳоланади:

Вазифанинг тўлиқ бажарилганлиги

Танқидий ўқиш белгиларини намоён қила олиш

Ўз ўқиш қўникмалари ва стратегияларини таҳлилий сарҳисоб қила олиш

Эслатма: Бу вазифалар асосан талабаларнинг ўқиш стратегияларини тўғри қўллаши, ўқиш қўникмасини ривожлантиришига қаратилган бўлсада, ўз фикрларини инглиз тилида тушунарли ва хатолардан холи тарзда баён этишлари талаб этилади.

Шикоят ёки тушунтириш хати (2-Модул, ЯН-15)

Расмий тилда ёзиш ҳақида ўрганган билимларига таянган ҳолда талаба шикоят ёки тушунтириш хати ёзади. Хати 200-250 сўзлар атрофида бўлиши керак.

Баҳолаш мезонлари

- Расмий/норасмий тил, ўридли сўз танлови, ўқувчига тўғри мурожаат қилиш
- Тузиллиши (матннинг тўғри тузилганлиги, лексик ва грамматик узвийлик)
- Самарали сўз танлови
- Грамматик жиҳатдан тўғрилиги

Мухаррирга мактуб

Ўқитувчи томонида берилган мақола бўйича ўз муносабатингизни билдирган ҳолда мухаррирга хат ёзиши керак.

Баҳолаш мезонлари

- Вазифанинг бажарилиши
- Тузилиши
- Ифодаланиши/услуб
- Орфография

Ижтимоий муаммолар таҳлиliga асосланган ҳисобот (2-Модул, ОН-15)

Ижтимоий муаммолар: Ёшлар ўртасида ОИТСни олдини олиш, жамоат транспортининг етишимаслиги, талабаларга хизмат кўрсатиши бевазан боғлиқ муаммолар кабиларни таҳлил қилади. Таҳлилнинг сўнгги босқичида ҳисобот ёзиш талаб қилинади. Курс давомида тўлиқ маълумотлар берилди.

Баҳолаш мезонлари

- Таҳлил натижаларини ёзиш малакаси билан интеграллаштира олиш
- Ёзув матнининг тузилиши
- Лексик ва грамматик структураларнинг хилма-хиллиги (самарали сўз таяллов ва қўлланилиши, мураккаб тузилган қўшма гаплар, мослашув, замон, бирлик-кўлик, артиклар ва предлоглар)

Мустақил ишнинг ташкил этиши

Мустақил ишни бажариш учун талабалар портфолио қайдларини йиғиб борадилар. Шунингдек, курс давомида бажарилган ишларнинг энг яхши намуналарини тўплайдилар. Мазкур портфолио талабанинг курс давомида ишмалар бажарганини ва инглиз тилида қай даражада ёзиш малакасини ривожлантирганини кўрсатиши зарур. Шу сабабли, у қўйида келтирилган қайдларнинг энг яхши намуналаридан ташкил топниши лозим.

1-қайд Ҳикоя ёзиш

Қўйида берилган мавзулардан бирини танланг ва 250-300 сўзлар атрофида ҳикоя ёзинг

- а) Қандайдир сирли бўлган ҳақиқий ёки ҳаёлий уй ҳақидаги ҳикоя;
- б) Ҳодатий ёки машаққатли саёҳат/ саргузашт ҳақида;
- в) Алоҳида аҳамиятга эга кун ҳақида: тўй кун, саёҳат.

Баҳолаш мезонлари

- Оригиналлик
- Аниқ тузилишга эга бўлиши
- Таъсирчан тилнинг ишлатилиши (сифатлар, равишлар, сўз бирикмалари, идиомалар)
- Грамматик жиҳатдан тўғрилиги

2- қайд Бошқа талабага тақриз бериш

Мазкур вазифа учун бошқа талаба бажарган ишига 200 та сўз атрофида ёзма тақриз беради.

Вазифани бажариш учун қўйидагиларни амалга ошириши керак:

- Шерингиз билан биргаликда тақриз бериш жадвалини ишлаб чиқинг;
- Шерингиз ёзган матини ишлаб чиқилган жадвал/шакл ёрдамида текширинг;
- Ёзма тақриз тайёрланг (бир нусхасини портфолионгизга солиб қўйинг);
- Ёзма тақриз билан биргаликда, тақриз бериш жадвали/шаклини ва шерингизнинг текширилган ишининг нусхасини топширинг.

3-қайд Рўзнома бош мақоласининг таҳлили

Ушбу вазифа учун, синфда ўтказилган рўзнома бош мақоласининг таҳлили бўйича ўрганганларингиз асосида қуйидаги саволларга чуқур ёндашган ҳолда жавоблар ёзинг:

- Рўзнома қандай фикрни илгари сурган?
- Мазкур бош мақолада қандай қўшимча асослаб берувчи фикрлар берилган?
- Мухаррир агар ҳеч қандай чора қўрилмаса нима бўлишни баён қилганми?
- Мухаррир муаммонинг ечимини таклиф қилганми?
- Мазкур мақоланинг гоёси сизга асослидек туюлдими?
- Илгари сурилган фикрнинг самарали эканлигига ишонасизми?

250-300 сўзлар атрофида ёзинг.

Баҳолаш мезонлари

- Вазифанинг бажарилиши
- Фикрларнинг чуқур таҳлил қилинганлиги
- Фикрларнинг кенг қамровли эканлиги
- Мантика асосланганлиги
- Грамматик жиҳатдан тўғрилиги
- Фикрларнинг аниқ ва теванлиги

4-қайд Таҳлилий сарҳисоб

Мазкур вазифа учун семестр давомида бажарилган ишларингиздан бирини танлаб, қайси жиҳатларини энг кўп ёқтирганлигингиз хақида ёзинг. Таҳлилий сарҳисобингиз 250 сўзлар атрофида бўлсин ва қуйидагиларни ёритиб беринг:

- Ёзиш даражасининг яхши эканлигини нималар кўрсатади?
- Мазкур вазифани бажаришда қандай босқичларни босиб ўтдим?
- Ёзма матни қандай ташкиллаштирдим?
- Ўз ёзув кўникмаларимни қандай қилиб янада ривожлантиришим мумкин?

Баҳолаш мезонлари

- Вазифанинг тўлиқ бажарилиши
- Мисоллар билан асосланганлиги
- Ўз ёзиш тажрибасини таҳлил қила олиш

Таҳлилий сарҳисоб билан бир қаторда ёзма топширик нусхасини ҳам топширинг (иниyo/байннома/хисобот қабилар)

Таъсирчан аниқлаётган адабиётлар рўйхати

Асосий адабиётлар

1. Barton, L. & Sardinas, C. P. (2004), *North Star. Reading and Writing, Intermediate*. Longman.
2. Driscoll, L. (2004) *Reading Extra* A resource book of multi-level skills activities. CUP.
3. Fry E. B. (2000), *Skimming and scanning. Middle level*, Jamestown Publishers.
4. Greenall, S. & D. Pye (2007). *Reading 2, 3. Cambridge Skills for Fluency*. Cambridge: CUP
5. Philips A. & Philips T. (1997) *Key Skills for Reading*. Prentice Hall.

Қўшимча адабиётлар

1. Jordan*, R. R. (2003). *Academic Writing Course: Study Skills in English*. Pearson Education Limited. Third Edition.
2. Scarry*, S., & Scarry, J. (2008). *The Writer's Workplace with Readings: Building College Writing Skills*. Thomson Learning. Sixth Edition.
3. Phillips, T. & Phillips, A. (2005) *Skills in English. Level 2*. Garnet Education.
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6. Evans, V. (1998). *Successful Writing*. Upper Intermediate. Express Publishing.
7. Coe, N., Rycroft, R., & Ernest, P. (1983). *Writing Skills: A problem-solving approach*. Cambridge: Cambridge University Press.

Бадий адабиётлар ва журналлар

1. Hornby, N. (1998) *About a Boy*. Penguin Books.
2. Kinsella, S. (2003) *Can you keep a secret?* Black Swan.
3. Ishiguro, K. (1989) *The Remains of the Day*. Faber & Faber.
4. Newspapers and magazines (e.g. *English Teaching professional, Modern English Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic* etc)

Интернет сайтлари

1. www.learnenglish.uk
2. www.online-literature.com
3. www.macmillanenglish.com/readers
4. www.businessenglishonline.net
5. www.bbc.co.uk/radio
6. www.climatecrisis.net
7. www.friendsreunited.co.uk

Изох: Модуларни ўқинишда ахборот олиш имкониятларидан келиб чиқиб, асосий ва қўшимча ўқув адабиётлари рўйхатига ўзгартиришлар киритилиши мумкин. Ўқитиш жараёнида ҳар бир ўқитувчи ягона дарсликка таяниб қолмасдан интернет материаллари – электрон таълим ресурслари базасидан фойдаланиб модулар бўйича ўқув материалларини янгилаб бориши кўзда тутилади.

ТАЪЛИМ ТЕХНОЛОГИЯСИ

LESSON #1

Reading

Theme #1.	Introduction to the course: Course syllabus, assessment specifications.
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none">1. Warm-up: Getting acquainted with students2. Activity 2: Brainstorming3. Activity 3: Objectives, indicative content and approaches of the course4. Activity 4: Strategy revision activity5. Homework: Case study	
<ul style="list-style-type: none">• The aim: To introduce students to the aim and the objectives of the course	
Objectives:	
<ul style="list-style-type: none">• To give students an opportunity to get introduced with each other closer• To introduce students to the aim and the objectives of the course• To give students a chance to improve their speaking and reading skills	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up: Getting acquainted with students

Objective: to give students a chance to know more about the new teacher and each other, furthermore, to improve their interactive skill

Time: 20 min

Materials: blank papers

► Procedure:

- Distribute each student a blank paper on which they have to write any information about themselves
- Tell them that in the middle of the paper they write their names, and in each four corners any word or number that gives information about them (it can be a year, favorite number, season, food, color, etc.)
- Show your version of this paper on the blackboard
- After they have finished writing, tell each student to come to the blackboard one by one and show their papers to the audience. Tell other students to guess what information is hidden there about that person.

Activity 2: Brainstorming

Objective: to let students brainstorm their expectations about the course

Time: 20 min

Materials: blackboard

► Procedure:

- Write the following question “What do you expect from this course?” on the board
- Group students into three or four groups and tell to elicit answers on a piece of paper.
- Tell students when they are ready to choose one student to present whole group ideas to the others. Students listen and match their expectations.

Activity 3: Objectives, indicative content and approaches of the course

Objective: to introduce students to the course syllabus and assessment specifications;

Time: 20min

Materials: handout 1; handout 2.

► Procedure:

- Have students read the text and do true false activity based on the reading;
- Ask students to read about assessment specifications and complete the chart provided below it.

- Check the task in a whole group activity;

Activity 4: Strategy revision activity

Objective: to improve students' reading comprehension skill; to help them understand the morals of fables

Time: 15 min

Materials: students' handout 3

► Procedure:

- Ask students what a fable is and whether they know about Aesop's fables;
- Distribute the handout of new vocabulary they can come across in the context of fables, and give them one minute to look through those words.
- Distribute one fable to each group and give 5 minutes to read it carefully.
- After they've finished reading, ask each group to retell the overall meaning of the fable and other groups to listen carefully.
- As soon as they finish retelling, ask all three groups several questions about the fables:
 - What did the Dove do for the Ant? And what did the Ant do in turn?
 - Why did the Frogs decided to move? Why did they decide not to jump into the well?
 - How did the man decide to keep or not keep the Ass?
 - Do you have any stories/fables in your culture that has a similar message? If so, try to tell the story or fable in English.
- Elicit the answers

Homework: (5min) Case study

This academic year a new student from Russian Philology was transferred to your Faculty. He/she is not familiar with PRESETT curriculum and is going to have misunderstanding in completing the following tasks. He/she needs your help, so read the following task specifications and explain your friend how to do these tasks. In your conversation encourage him/her not to be afraid of challenges and tell that he/she can rely on group mates' support. Write your suggestion in the box provided below.

Reading Log 1 Critical review of an extract from a novel

For this entry you will have to read extracts from a novel or short story (50-100 pages minimum in length) and write a critical review. Include the following points:

- Title and author of the novel
- Brief summary of the novel
- Reflection on the novel
- Critical analysis of the novel

Reading Log 2 Critical review of professional article

For this entry you will have to read and write a critical review of a professional article . You can take professional articles from magazines in print (for example, English Teaching Professional, Modern English Teacher) or on-line (e.g. www.teachingenglish.org.uk). In your review include the following points:

- Title, author, magazine, date of issue or URL and date accessed
- Brief summary of the article
- Critical comments on the article

Reading Log 3 Critical response to websites or blogs

For this entry you will have to read an article or text on a website or internet blog on language learning and teaching. Write a direct response to the author of the websites or blogs. You can take articles and texts from on-line sources (e.g. www.teachingenglish.org.uk, www.online-literature.com/). In your response include the following points:

- Name of the addressee and the addresser and the date of issue
- Points you agree or disagree with the author
- Your own point of view on the article
- Points for the author to consider

Criteria for critical review of a novel extract:

- Ability to give a brief summary of the plot
- Reasons for enjoying or disliking the novel (e.g., plot convincing or not, identifying with characters or not, relevance of “message” in the novel)
- Recommendation for another reader

Criteria for critical review on professional and science articles:

- Ability to give a brief summary of the article
- Ability to detect author’s point of view/attitude towards the subject of the article (with evidence from the text)
- Ability to give own opinion about the article with reasons (What have you learnt from the text? (Do you agree/disagree with the writer? Was the article interesting/useful for you?)

Criteria for critical response to websites or internet blogs

- Evidence of understanding of the text
- Ability to detect author’s point of view/attitude towards the subject of the text from website or blog (with evidence from the text)
- Ability to give own opinion about the text with reasons Do you agree/disagree with the writer? What can you suggest to the author?

Materials for students

Handout 1

Read the aims and objectives of the course and decide whether the statements are true or false.

Aim of the course: By the end of Year 2 students will be able to read and understand a range of text types to a level approaching Band B2 in the CEFR.

Objectives:

- By the end of Year 2 students will be able to read and comprehend the content and the significance of news, articles and reports on topics connected with their field interests and summarize them orally;
 - be able to recognize bias, opinion, point of view and hyperbole in a variety of texts;
 - be able to understand in detail texts within their field of interest or the area of their academic or professional specialism;
 - be able to understand semi-specialized articles outside their own field of interest with only occasional recourse to a dictionary;
 - be able to read reviews dealing with the content and criticism of cultural topics (films, theatre, literary books) and summarize the main points;
 be able to read professional articles on topics within their areas of academic and professional specialism and grasp the most important points;
 - be able to look through a manual of instructions (e.g. for a computer program) and understand the relevant explanations;
 - be able to read and understand plot development, actions and consequences in a narrative or play.
1. By the end of Year 2 students will be able to read and understand a range of text types to a level approaching Band B2 in the CEFR.
 2. By the end of Year 2 students will be able to read and comprehend the content and the significance of news, articles and reports on topics connected with their field interests and there is no need to discuss them orally.
 3. Be able to understand semi-specialized articles outside their own field of interest with only occasional recourse to a dictionary.
 4. Be able to read reviews dealing with the content and criticism of cultural topics (films, theatre, literary books) and summarize the main points;
 5. Be able to look through only a manual of instructions (e.g. for a computer program) and understand them with the help of bilingual dictionary.

Handout 2

Read the assessment specifications and complete the notes provided below. Write no more than 2 words.

Assessment specifications: Continuous Assessment:

During each semester students must fulfill several tasks based on their reading over the semester as a part of continuous assessment. There are three reading logs during each semester. Texts should be from professional, popular scientific, and internet sources. Please note that although your writing skills will not be evaluated for the purposes of this course, you should try to express your ideas clearly in English.

Reading test specifications: Mid-course Assessment:

There is one reading test for mid-course assessment. The mid-course reading test is based on three different new texts. Texts should be from professional and popular scientific sources. Each text in the reading test has a number of various tasks attached to it. Tasks in the mid-course reading test focuses on reading strategies taught during the course. The tasks could be also reading and summarizing, reading and agreeing/disagreeing. Time for the mid-course reading test is 80 minutes.

Final Assessment

There is one test for final assessment. The reading test is based on three different new texts. Texts should be from professional and popular scientific sources. Each text in the reading test has a number of tasks. Tasks in the reading test focus on reading strategies taught during the course. The tasks could be also reading and summarizing, reading and agreeing/disagreeing. Time for each reading test is 80 minutes.

- 1) During each semester students must carry out _____ tasks based on their reading over the semester as a part of _____ assessment. Each semester students have to write three _____. Texts should be from professional, popular scientific, and internet sources. Although students writing skills will not be evaluated for the purposes of this course, their ideas should be expressed _____ in English.
- 2) **Mid-course Assessment:**
The mid-course assessment consists of _____ reading test. The mid-course reading test is based on three different new texts and texts must be from professional and popular _____. Each text in the reading test has a number of various tasks attached to it. Tasks included in the mid-course reading test _____ on reading strategies taught during the course. The tasks could be also reading and summarizing, reading and agreeing/disagreeing. Allocated time for the mid-course reading test is _____.
For the final assessment students are supposed to do _____. The reading test is based on three different new texts. Each text in the reading test has a number of tasks. Tasks in the reading test focus on reading strategies taught during the course. The tasks could be also reading and summarizing, reading and agreeing/disagreeing. Time for _____ reading test is 80 minutes.

Handout 3 (Aesop's fables)

The Frogs and the Well

Two Frogs lived together in a marsh. But one hot summer the marsh dried up, and they left it to look for another place to live in: for frogs like damp places if they can get them. By and by they came to a deep well, and one of them looked down into it, and said to the other, "This looks a nice cool place. Let us jump in and settle here." But the other, who had a wiser head on his shoulders, replied, "Not so fast, my friend. Supposing this well dried up like the marsh, how should we get out again?"

Moral: Look before you leap.

Key vocabulary words and phrases

Well – hole in ground used to access fresh water

To settle – to begin living in a new place

To leap – to jump into

Look before you leap - Look at all sides of a situation before making a decision.

Marsh – wet area, pond

To dry up – to lose all water

Damp – humid, wet

By and by – overtime, eventually

Well – hole in ground used to access fresh water

To settle – to begin living in a new place

To leap – to jump into

Look before you leap - Look at all sides of a situation before making a decision.

The Dove and the Ant

An Ant went to the bank of a river to quench its thirst, and being carried away by the rush of the stream, was on the point of drowning. A Dove sitting on a tree overhanging the water plucked a leaf and let it fall into the stream close to her. The Ant climbed onto it and floated in safety to the bank. Shortly afterwards a bird catcher came and stood under the tree, and laid his lime-twigs for the Dove, which sat in the branches. The Ant, perceiving his design, stung him in the foot. In pain the bird catcher threw down the twigs, and the noise made the Dove take wing.
Moral: One good turn deserves another.

Key vocabulary words and phrases

Bank of a river – the side of a river where you can stand

To quench its thirst – to drink when you are thirsty

On the point of – just about to do sth

To drown – to die in the water because you cannot swim

To overhang – to be in a position over something else

Twigs – small branches usually with leaves attached

To perceive – to understand

LITERATURE

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
2. Barton, L. & Sardinas, C. P. (2004), *North Star. Reading and Writing. Intermediate.* Longman.
3. Driscoll, L. (2004) *Reading Extra* A resource book of multi-level skills activities. CUP.
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7. Phillips, T. & Phillips, A. (2005) *Skills in English. Level 2.* Garnet Education.
8. Roberts, P. (1994) *Cambridge First Certificate, Reading & Vocabulary.* CUP.
9. Newspapers and magazines (e.g. *English Teaching professional, Modern English Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic* etc)
10. Jordan*, R. R. (2003). *Academic Writing Course: Study Skills in English.* Pearson Education Limited. Third Edition.
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12. Ruetten, M. K. (2003). *Developing Composition Skills: Rhetoric and Grammar.* Thomson Learning. Second Edition.
13. Evans, V. (1998). *Successful Writing.* Upper Intermediate. Express Publishing.
14. Coe, N., Rycroft, R., & Ernest, P. (1983). *Writing Skills: A problem-solving approach.* Cambridge: Cambridge University Press.

Fiction

1. Hornby, N. (1998) *About a Boy.* Penguin Books.
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

GLOSSARY

- BANK OF A RIVER** – the side of a river where you can stand
BY AND BY – overtime, eventually
DAMP – humid, wet
LOOK BEFORE YOU LEAP - Look at all sides of a situation before making a decision.
MARSH – wet area, pond
ON THE POINT OF – just about to do sth
TO DROWN – to die in the water because you cannot swim
TO DRY UP – to lose all water
TO LEAP – to jump into
TO OVERHANG – to be in a position over something else
TO PERCEIVE – to understand
TO QUENCH ITS THIRST – to drink when you are thirsty
TO SETTLE – to begin living in a new place
TWIGS – small branches usually with leaves attached
WELL – hole in ground used to access fresh water

LESSON #2

Writing

Theme #2.	How to write a letter to a teacher
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none"> 1. Warm up 2. Activity 1 Compare a simple note and formal note 3. Activity 2 Read the tips to get more information about letter writing 4. Activity 3 Practice letter writing 5. Case study for homework 	
The aim: to write a letter to their teachers explaining some problems or thanking for them	
Objectives: <ul style="list-style-type: none"> • to let students compare and contrast simple notes and formal letters and find their differences; • to give students controlled practice in formal letter writing; • to give students an opportunity to compare and contrast 2 types of letters to a teacher; • to give students an opportunity to learn more about letter structure and wording; 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up

Objective: to lead in the topic

Time: 5 min

Materials: board


► Procedure:

(3 min) Ask students the following question and elicit their answers.

1. Have you ever written a letter to your teachers?
2. In which situations can students write a letter to a teacher?

Suggested answers:

Letters can be appreciation letter, or a letter informing about students' problems.

 **(2 min)** Introduce the topic to students. Say that this lesson they are going to learn how to write a letter to the teacher.

Activity 1 (Compare a simple note and a formal letter)

Objective:

- to let students compare and contrast simple notes and formal letters and find their differences
- to give students controlled practice in formal letter writing

Time: 20 min

Materials: Handout # 1

► Procedure:

(5 min) Distribute students **Handout # 1**. Explain them to read the short note and formal letter to a teacher. Later after analyzing both, discuss the following questions in pairs;

(10 min) Tell them to complete the formal letters, using the cue words provided.

(5 min) Have the students compare their writings in small groups and invite them to whole group discussion.


Activity 2 (Read the tips to get more information about letter writing)




Objective: to give students an opportunity to learn more about letter structure and wording;

Time: 25 min

Materials: Handout # 2 (for each student)

► Procedure:

 **(10min)** Distribute the students **Handout # 2**. Tell them to read the instructions carefully and do the true false activity provided below the activity.

   **(5 min)** Ask them to discuss their answers within small groups

 **(10 min)** Discuss the statements with the whole group.

Activity 3 (practice letter writing)

Objective:


- to give students practice in letter writing;
- to enable them to use formal letter wording and structure;

Time: 20 min


Materials: posters, markers for each group


► Procedure:

   **(15 min)** Divide the students into 3-4 groups. Give each group poster and markers. Ask them to choose one of the short letters' from activity 2 and produce a formal letter to the teacher

 **(10 min)** Give a chance to each group to make a short presentation of their letters. If necessary ask for comments.

Summary

 **(10 min)** Remind the students the rules;

 **(2 min)** Explain them the homework. Students will be supposed to write a letter to their teacher. They should write a letter informing about some problems and using about 150 words.

Case study

Read the letter to a teacher produced by a first year student. This student needs your help and asks you to correct it for him and give some suggestions! Write your letter in the space provided below.

Dear Mr.Chen,

Recently, I heard October 1 is Teachers' Day, so I want to say "Happy Teachers' Day!" to you. I think cards seem impersonal. Writing a letter can really show my care, so I am trying that.

As you are my teacher, I want to thank for your help. I enjoy being taught by you. You are the most excellent teacher I've ever seen.

To be a teacher must be very tiring and boring. Especially for you, you are so young, but you still chose this job in your youth. Everyday, you need to correct so much work, but you enjoy it. Your spirit influences me!

In my view, great teachers do more than teach, they encourage and inspire. You've done all of these. You make a dull lesson become exciting. You make me start loving English. Thank you all the time.

No matter whether you still work as a teacher or not, I think you are the best!

Once again, Happy Teachers' Day!

Wishing you happiness and health forever!

Materials for the lesson

Handout 1

Short formal notes to explain your own or a family member's absence from work, school are sometimes necessary. They can be set out as a note, e.g.

6/9/2014
Dear Mr. Nosirov,
Please excuse Tim from school next week as he has to spend one week in hospital to have an operation on his foot.
Mr. Laziz Komilov.

Or as a formal letter.

E.g.

12 Bogiston street Chilonzor district Tashkent 17 th Oct,2014
Dear Mr Nosirov,
I am writing to inform you that I will be absent from school until Monday,20 th October, because of an accident in which I broke my ankle. Should you need to contact me, I will be available on 5123344.
Yours sincerely, Aziz Komilov.

In both the language is usually formal and only the main point is mentioned. Complete these formal notes, using the cue words provided.

1. Dear Mr. Deloso,
I am sorry that I was unable to attend

(appointment, Monday, another appointment, next Monday)

2. Dear Mr Nyland,
Connie was absent from school

(five days, flu, copy of doctor's certificate)

3. Dear Miss Philips,
Miguel was not at school

(this morning, dentist, again next morning)

Handout 2

Tips for writing letter to a teacher:

- 1) Write your address and the date in the upper right hand corner.
- 2) Start the letter off by writing "Dear Mr. or Mrs. _____," This is a personal letter, so you should end the salutation with a comma.
- 3) Skip some space and then start your introduction.
- 4) Be specific when you state the reason for writing.
- 5) Close the letter by writing "Sincerely," and then signing your name.
- 6) Hand it to him or her personally.
- 7) Do not use words such as 'I think' or other words that isolate you and your opinion from the truth.
- 8) Keep at least one copy of your letter if you are writing to the teacher about a serious issue.
- 9) Always proofread. If the letter is negative in tone, then ask another adult that you trust to proofread it for you.

Are the following statements true or false?

1. The date is not important in letters and it is usually not written.
2. Introduction follows the salutation without any space between them.
3. The letter must have a clear purpose.
4. There is no need to end the letter with writer's name.
5. Proofreading is important in letter writing.

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
2. Barton, L. & Sardinias, C. P. (2004), *North Star. Reading and Writing. Intermediate.* Longman.
3. Driscoll, L. (2004) *Reading Extra* A resource book of multi-level skills activities. CUP.
4. Fry E. B. (2000), *Skimming and scanning. Middle level*, Jamestown Publishers.
5. Greenall, S & D. Pye (2007), *Reading 2, 3. Cambridge Skills for Fluency.* Cambridge: CUP
6. Philips A. & Philips T. (1997) *Key Skills for Reading.* Prentice Hall.
7. Phillips, T. & Phillips, A. (2005) *Skills in English. Level 2.* Garnet Education.
8. Roberts, P. (1994) *Cambridge First Certificate, Reading & Vocabulary.* CUP.
9. Newspapers and magazines (e.g. *English Teaching professional, Modern English Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic* etc)
10. Jordan*, R. R. (2003). *Academic Writing Course: Study Skills in English.* Pearson Education Limited. Third Edition.
11. Scarry*, S., & Scarry, J. (2008). *The Writer's Workplace with Readings: Building College Writing Skills.* Thomson Learning. Sixth Edition.

12. Ruetten, M. K. (2003). *Developing Composition Skills: Rhetoric and Grammar*. Thomson Learning. Second Edition.
13. Evans, V. (1998). *Successful Writing*. Upper Intermediate. Express Publishing.
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Fiction

1. Hornby, N. (1998) *About a Boy*. Penguin Books.
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

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 #3

Reading

Theme #3.	Encyclopedia entry / Uzbekistan and the world. (Forms of governments)
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Lead in 2. Activity 1 (reading) 3. Activity 2 Matching words 4. Activity 4 Question-answer 5. Homework Case study 	
The aim: to raise students' awareness about the form of government in Uzbekistan and other forms of governments in the world through reading	
Objectives:	
<ul style="list-style-type: none"> • To give learners an opportunity to gain more information related to politics and government; • To help learners enrich their topical vocabulary through the new words; • To develop learners' reading strategy; • To help learners to get more information about USA ; 	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in

Time: 5 min

Materials: handout 1

► Procedure

Distribute students cards, written country fun facts and tell them to read and be ready to retell to the whole class;

Ask students to guess the topic when they finish sharing their information.

Activity 1. Reading

Objectives:

- to give learners an opportunity to gain more information related to politics and government ;
- To help students practice reading and note taking skills and filling in the diagrams;

Time: 25-30min

Materials: handout 1 and handout 2

▶ Procedure:

Distribute students handout 1 and tell them to look throw the words;

During 5 minutes review the words with students;

Divide students into three groups and hang the texts on the wall at different sides of the room; tell students that one student from each group will read the text when the music is on and when the music is stopped they come and retell to others in his/her group and they will take notes and it will continue until the text is over in turn of students;

Put the music and tell students to start reading;

When they finish reading, draw a Venn diagram on the board and fill it asking questions from students;

Possible questions:

- *What are the differences between the forms of governments of these countries?*
- *What are the similarities of the forms of governments of these countries?*

Activity 2. Matching words

Objectives: To give information about different forms of governments of the world through the new words.

Time: 15 min

Materials: Handouts 3

▶ Procedure:

☺ Ask students what forms of governments do they know and brainstorm their answers on the board;

☺ Divide students into pairs;

☺ Distribute pairs handout 3 and ask them to match the words with their definitions;

☺ Check their answers together with the whole group;

Answer key:

1	2	3	4	5	6	7	8	9	10	11	12
b	j	c	e	l	G	h	f	i	a	d	K

Activity 3

Objectives:

- To develop learners' reading strategy.
- To help learners to get more information about USA.

Time: 15-20 min

Materials: Handout 4

▶ Procedure:

☺ Ask students to read the text and answer the questions;

☺ Divide students into pairs;

☺ Le them discuss their answers;

☺ Check their answers together with the whole group.

Homework: Ask your students to find current news about English speaking countries and be ready to share their news.

Materials for the lesson

Handout 1 (Warm-up activity)

Read the country fun fact and be ready to retell it to the class.

1. **19%** of homes in Afghanistan have television.
2. For the first time in over 100 years, in 2008, China became the world's biggest producer of gold. South Africa held the title of the world's **biggest gold producer** for about a century before China.
3. In 2002, the number of Chinese billionaires was **0**. In 2007, the number of Chinese billionaires was **106**.
4. **India** has never invaded another country in its entire history.
5. In the country of Kenya, a large amount of government money is given as salaries to wives of high government officials. President's wife gets **\$92.000**; vice president and prime minister's wives gets **\$27.000**. And, in country the average worker's income is less than **\$400** per year.
6. In Nepal, about **3000** people so far have reached the top of the Mt. Everest. Those people and others who attempted the ascent left over 100 tons of trash. There are about **120 corpses** left on the mountain. The rate of success: one death for every 10 successful ascents.
7. Students on their exams are allowed to use text-messaging **language**. Teachers must treat these abbreviations as standard English and may not penalize students.
8. One of the wealthy sons of the ruler of Dubai bought in 2008 supposedly the best camel in the country for **\$2.7 millions**.

Activity 1, handout 2. The following words are in the text, look through them before reading.

- **Campaign** - to try to win an election
- **Ballot** - the process of voting secretly to choose a candidate in an election, the total number of votes recorded in an election
- **Rig** - to influence something such as an election in a dishonest way in order to produce a particular result
- **Suffrage** - the right to vote
- **Senate** - the more senior part of a law-making institution
- **Legislative** - relating to laws or to the process of creating new laws
- **Executive** - the part of government that makes certain that laws are being used as planned
- **Constituency** - the voters in a division of a country who elect a representative to parliament
- **Chamber** - one of the sections of a parliament
- **The judiciary** - the part of government that consists of all the judges and courts in a country
- **Consecutive** - following one after another in order and with nothing else in between
- **Reside** - to live in a particular place
- **Capitol** - the building in the main city of each US state where government officials meet to make state laws
- **Electorate** - all the people who are allowed to vote in an election
- **Ratification (ratify)** - making an agreement official by signing it or formally accepting it
- **Amendment** - a change made to a law or agreement
- **Universal** - involving all the members of a group or society
- **Regardless of** - without being affected or influenced by anything else that happens or exists
- **Comprise** - to consist of two or more things

Activity 1, handout3. Text 1.

The **politics of Uzbekistan** take place in a framework of a presidential republic, whereby the President of Uzbekistan is both head of state and head of government. The government of Uzbekistan is divided into three branches as:

- The legislative branch;

- The executive branch;
- The judiciary branch ;

The Supreme Assembly or National Assembly (*Oliy Majlis*) is the parliament (legislative branch) of Uzbekistan which includes Senate (upper house) and the Legislative Chamber (lower house). The senate is composed of 100 members: 84 elected senators by the citizens and 16 senators appointed by the president. The Legislative Chamber has 150 deputies elected from territorial constituencies (from political parties). Both members of the two chambers serve for five-year term.

In addition, the executive branch (consisting President, Khokims , Cabinet of Ministers- Vazirlar Mahkamasi) holds almost all power as it performs all the laws created by Supreme Assembly . The judiciary (Judicial Authority) lacks independence and the legislature, which meets only a few days each year, has little power to shape laws.

The **President of the Republic of Uzbekistan** is the Head of State and executive authority in the Republic of Uzbekistan. The presidency was instituted in Uzbekistan on March 24, 1990. The office of President was established in 1991, replacing the position of First Secretary of the Communist Party of Uzbekistan that had existed since 1925 while the country was known as Uzbek SSR. The president is directly elected for a term of seven years, by citizens of Uzbekistan who have reached 18 years of age.

Islam Karimov has been the president of Uzbekistan since the establishment of the office, and won three consecutive elections. The Constitution of Uzbekistan requires that a presidential candidate be at least 35 years old, fluent in speaking the state language (Uzbek), and having resided for at least ten years in the territory of Uzbekistan.

The Constitution states that the President shall be elected by citizens of the Republic of Uzbekistan on the basis of universal, equal and direct suffrage by secret ballot.

Answer the following questions.

1. Who rules the country?
2. What is the main function of the legislative branch?
3. Which branch carries out the laws created by Supreme Assembly?
4. What are the main criteria for the Presidential elections?

Activity 1, handout 2. The following words are in the text, look through them before reading.

- **Campaign** - to try to win an election
- **Ballot** - the process of voting secretly to choose a candidate in an election, the total number of votes recorded in an election
- **Senate** - the more senior part of a law-making institution
- **Legislative** - relating to laws or to the process of creating new laws
- **Executive** - the part of government that makes certain that laws are being used as planned
- **Constituency** - the voters in a division of a country who elect a representative to parliament
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- **Electorate** - all the people who are allowed to vote in an election
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- **Universal** - involving all the members of a group or society
- **Regardless of** - without being affected or influenced by anything else that happens or exists
- **Comprise** - to consist of two or more things

Activity 1, handout 3.Text 2.

The **government of the United States of America** is the federal government of the constitutional republic of fifty states that constitute the United States of America, as well as one capitol district, and several other territories. The federal government is composed of three distinct branches: legislative, executive and judicial, which powers are vested by the U.S. Constitution in the Congress, the President, and the federal courts.

The governmental system of the U.S and Uzbekistan are almost the same as the government U.S also is divided into three branches. The United States Congress is the legislative branch of the federal government. It is bicameral, comprising the House of Representatives and the Senate.

The House of Representatives currently consists of 435 voting members, each of whom represents a congressional district who each serve a two-year term. There are currently 100 senators (two from each of the 50 states), who each serve six-year terms.

The executive branch consists of the President and those to whom the President's powers are delegated.

The **President** is both the head of state and government, as well as the military commander-in-chief and chief diplomat. The forty-fourth and current president is Barack Obama.

Suffrage, commonly known as the ability and the right to vote, has changed significantly over time. In the early years of the United States, voting was considered a matter for state governments, and was commonly restricted to white men who owned land. Direct elections were mostly held only for the U.S. House of Representatives and state legislatures, although what specific bodies were elected by the electorate varied from state to state. Under this original system, both senators representing each state in the U.S. Senate were chosen by a majority vote of the state legislature. Since the ratification of the Seventeenth Amendment in 1913, members of both houses of Congress have been directly elected.

Today, partially due to the Twenty-sixth Amendment, U.S. citizens have almost universal suffrage from the age of 18, regardless of race, gender, or wealth, and both Houses of Congress are directly elected.

Answer the following questions.

1. What are the similarities between the US government and Uzbekistan?
2. What is the legislative branch of the federal government?
3. What amendments are mentioned in the text?

Activity 1, handout 2. The following words are in the text, look through them before reading.

- **Campaign** - to try to win an election
- **Ballot** - the process of voting secretly to choose a candidate in an election, the total number of votes recorded in an election
- **Suffrage** - the right to vote
- **Senate** - the more senior part of a law-making institution
- **Legislative** - relating to laws or to the process of creating new laws
- **Executive** - the part of government that makes certain that laws are being used as planned
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- **Universal** - involving all the members of a group or society
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Activity 1, handout 3. Text 3.

The politics of the United Arab Emirates (UAE) take place in a framework of a federal, presidential system of a federation of absolute hereditary monarchies. The UAE is a federation of seven absolute monarchies. The President of the UAE is its head of state, and the Prime Minister is its head of government.

The UAE government comprises three branches: the executive, legislature, and judiciary.

The executive branch consists of the President, vice President, Prime Minister, Federal Supreme Council (FSC), and a Council of Ministers. The FSC is composed of the emirs of the seven emirates. It elects the (vice) president, ministers and also formulates government policy, proposes and ratifies national laws.

The legislature is the Federal National Council (FNC), which consists of 40 members drawn from all the emirates. Half are appointed by the rulers of the constituent emirates, and half are indirectly elected to serve two-year terms.

The emirates choose one of their members to be the president of the federation, but this doesn't alter the monarchical government of the individual emirates. On 2 November 2004, the UAE's first president, Sheikh bin Nahyan, died and his eldest son Zayed al Nahyan succeeded as Emir of Abu Dhabi and elected as president also.

Answer the following questions.

1. Who are the members of the executive branch?
2. What are the functions of the FNC?
3. Every citizen of the UAE has the right to be elected as president, aren't they?

Activity 2, handout 3

Look through the words and their definitions and match them in the table.

1. Authoritarian
2. Totalitarian
3. Communism
4. Democracy
5. Oligarchy
6. Autocracy
7. Constitutional monarchy
8. Dictatorship
9. Republic
10. Monarchy
11. Constitutional republic
12. Emirate

- A) Rule by an individual who has inherited the role and expects to bequeath it to their heir;
- B) Rule by an authoritarian governments are characterized by an emphasis on the authority of the state in a republic or union. It is a political system controlled by unelected rulers who usually permit some degree of individual freedom;
- C) Rule by workers, a political and economic system in which individual people cannot own property or industries and in which people of all social classes are treated equally;
- D) Rule by a government whose powers are limited by law or a formal constitution, and chosen by a vote amongst at least some sections of the populace. Republics which exclude sections of the populace from participation will typically claim to represent all citizens;
- E) Rule by a government chosen by election where most of the populace are enfranchised. The key distinction between a democracy and other forms of constitutional government is usually taken to be that the right to vote is not limited by a person's wealth or race (the main

- qualification for enfranchisement is usually having reached a certain age). Such kind of government is, therefore, one supported by a majority of the populace;
- F) Rule by an individual who has full power over the country, no elections. The term may refer to a system where the dictator came to power, and holds it, purely by force, but it also includes systems where the dictator first came to power legitimately but then was able to amend the constitution so as to, in effect, gather all power for themselves;
 - G) Rule by one person who has complete power, and whose decisions are subject to neither external legal restraints nor regularized mechanisms of popular control (except perhaps for the implicit threat. Autocrat needs servants while despot needs slaves);
 - H) Rule by a government that has a monarch, but one whose powers are limited by law or by a formal constitution, such as the United Kingdom;
 - I) Rule by a form of government in which the people, or some significant portion of them, have supreme control over the government and where offices of state are elected or chosen by elected people. In modern times, a common simplified definition of a republic is a government where the head of state is not a monarch;
 - J) Rule by a totalitarian government that regulates nearly every aspect of public and private life;
 - K) Similar to a monarchy or sultanate, but a government in which the supreme power is in the hands of an emir (the ruler of a Muslim state); the emir may be an absolute overlord or a sovereign with constitutionally limited authority;
 - L) Rule by a small group of people who share similar interests or family relations;

Words	1	2	3	4	5	6	7	8	9	10	11	12
Definitions												

Handout 4. Read the passage to review the vocabulary you have learned. Answer the questions that follow.

In the history of U.S. presidential elections, the year 1876 stands out as one of the oddest. That year, polls suggested that one person had won the popular vote but another had won more official electoral votes—just as happened in the year 2000. In 1876, however, the election was so bitterly contested that a special electoral commission was given the authority to determine which candidate—Republican Rutherford B. Hayes or Democrat Samuel J. Tilden—had won. This commission represented a coalition of interests. The Democrats favored this because otherwise the head of the Senate, Republican Thomas Ferry, would probably have been allowed to declare the winner. In the end, the Democrats were disappointed, as the commission advocated the Republican cause. The situation was not settled until March 2 of 1877, only three days before the scheduled inauguration of a new president—Hayes, as it turned out. Only then did America find out who its new leader would be. Americans seem not to have learned many lessons from 1876, however, because in 2000 there was still no official policy on how to settle an election that hung on a few contested votes. The problem was settled (by the Supreme Court) much faster in 2000, but still, no real system had been set up to deal with the situation.

1. In what way was the 1876 election even odder than that in 2000?
 - a. It happened much earlier.
 - b. It involved only two major candidates.
 - c. One person won the popular vote and another won the electoral vote.
 - d. The uncertainty over who would win the presidency lasted many months.

2. Who decided the outcome of the 1876 election?
 - a. a special electoral commission
 - b. Thomas Ferry
 - c. the Supreme Court
 - d. Rutherford B. Hayes

Case study 2 on Reading skills

You have got a friend from English speaking country and he has come for a short stay to Uzbekistan. Your friend is interested in the policy of different countries as he studies at the University of Diplomacy. Read the following information about the policy of Uzbekistan and tell your friend about it. Write your speech in the box provided below the reading.

THE POLICY OF THE REPUBLIC OF UZBEKISTAN

Under the leadership of President Islam Karimov, Uzbekistan has entered a renaissance of its spiritual and intellectual values, an era of radical transformation in the economic, political and social spheres. Uzbekistan has begun building a democratic, lawful and secular society with an open-market economy and a strong system of social protection. The main aims of his policy are: keeping a stable situation in the country, strengthening the international and interethnic co-operating in Uzbekistan and gradual transition to the new democratic system of rule. Taking into consideration the concrete situation, and the mentality and traditions of the Uzbek people, the Republic of Uzbekistan has elaborated five basic principles of reform, directing the country's internal policy.

First, economics should have priority over politics.

Second, all reforms should be initiated by the state.

Third, all spheres of life should be ruled by law.

Fourth, social policies should very strong.

Fifth, transition towards a market-oriented economy should proceed in an evolutionary, rather than revolutionary way, with a little harm as possible to people's living standards. As popular saying goes, "Never destroy the old house unless you have built a new one".

In the sphere of international relations Uzbekistan adheres to a policy of peace, equal beneficial co-operation between countries and mutual understanding among state leaders. The foreign policy is based the principles of sovereign equality of states, not using force or threat of force, inviolability of borders, peaceful settlement of disputes and non-interference in the internal affairs of other states.

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
2. Barton, L. & Sardinias, C. P. (2004), *North Star. Reading and Writing. Intermediate.* Longman.
3. Driscoll, L. (2004) *Reading Extra* A resource book of multi-level skills activities. CUP.
4. Fry E. B. (2000), *Skimming and scanning. Middle level*, Jamestown Publishers.
5. Greenall, S & D. Pye (2007), *Reading 2, 3. Cambridge Skills for Fluency.* Cambridge: CUP
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9. Newspapers and magazines (e.g. *English Teaching professional, Modern English Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic* etc)
10. Jordan*, R. R. (2003). *Academic Writing Course: Study Skills in English*. Pearson Education Limited. Third Edition.
11. Scarry*, S., & Scarry, J. (2008). *The Writer's Workplace with Readings: Building College Writing Skills*. Thomson Learning. Sixth Edition.
12. Ruetten, M. K. (2003). *Developing Composition Skills: Rhetoric and Grammar*. Thomson Learning. Second Edition.
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14. Coe, N., Rycroft, R., & Ernest, P. (1983). *Writing Skills: A problem-solving approach*. Cambridge: Cambridge University Press.

Fiction

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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

Glossary

CAMPAIGN - to try to win an election

BALLOT - the process of voting secretly to choose a candidate in an election, the total number of votes recorded in an election

RIG - to influence something such as an election in a dishonest way in order to produce a particular result

SUFFRAGE - the right to vote

SENATE - the more senior part of a law-making institution

LEGISLATIVE - relating to laws or to the process of creating new laws

EXECUTIVE - the part of government that makes certain that laws are being used as planned

CONSTITUENCY - the voters in a division of a country who elect a representative to parliament

CHAMBER - one of the sections of a parliament

THE JUDICIARY - the part of government that consists of all the judges and courts in a country

CONSECUTIVE - following one after another in order and with nothing else in between

RESIDE - to live in a particular place

CAPITOL - the building in the main city of each US state where government officials meet to make state laws

ELECTORATE - all the people who are allowed to vote in an election

RATIFICATION (ratify) - making an agreement official by signing it or formally accepting it

AMENDMENT - a change made to a law or agreement

UNIVERSAL - involving all the members of a group or society

REGARDLESS OF - without being affected or influenced by anything else that happens or exists

COMPRISE - to consist of two or more things

LESSON #4

Writing

Theme #4.	Compare-contrast essay (first draft)
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none"> 1. Warm up 2. Activity 1 finding comparison and contrast using Venn diagram) 3. Activity 2 organization of compare-contrast essay 4. Activity 3 practice point-by-point organization 5. Summary 6. Homework Case study 	
The aim: to write an essay comparing the similarities and contrasting the differences among two pictures using Venn diagram.	
Objectives: <ul style="list-style-type: none"> • to introduce learners to essay writing (essay structure, types); • to give students an opportunity to explore 2 types of compare-contrast essay; • to enable learners to practice essay writing; • to give students guided practice on introduction writing; 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up

Objective: to lead in the topic

Time: 5 min

Materials: board

► Procedure:

(3 min) Ask students the following question and elicit their answers.

1. Have you ever written an essay in English?
2. What types of essays do you know?

Suggested answers:

Cause and effect essay, compare-contrast essay, narrative essay, opinion essay

☺ **(2min)** Introduce the topic to students. Say that this lesson they are going to learn how to write a compare contrast essay.

Activity 1 (finding comparison and contrast using Venn diagram)

Objective:

- To give students an opportunity to find both similarities and differences among two pictures
- To enable them put their ideas in Venn diagram

Time: 20 min

Materials: Handout # 1

► Procedure:

(5 min) Show 2 photos and ask learners to find their similarities and differences orally.

(10 min) Draw a Venn diagram on the blackboard and then divide the group into 2 groups and tell them to write similarities and differences of photos using Venn diagram.

(5 min) Have the representatives of each group to present their findings. Afterwards summarize the activity by giving final comments.

Activity 2 (organization of compare-contrast essay)

Objective: to give students an opportunity to learn about point-by-point organization and block organization;

Time: 25 min

Materials: Handout # 2 (for each student)

► Procedure:

😊 (15 min) Distribute the students **Handout # 2**. Tell them to read the given essays' body parts and find their differences.

😊😊😊 (5 min) Ask them to discuss their findings within small groups

😊 (10 min) Discuss the topic with the whole group. Summarize the activity by giving final comments.

Activity 3 (practice point-by-point organization)

Objective:

- to give students practice in paragraph writing;
- to give students an opportunity to revise compare-contrast transitions.

Time: 20 min

Materials: students notebooks

► Procedure:

😊 (15 min) Ask students to organize their ideas about the photos into two paragraphs, remind them that they should use suitable transitional expressions and ask them to compare with their partners.

😊 (10 min) Invite some of them to read their paragraphs. If necessary ask for comments.

Summary

😊 (10 min) Let ss read the tips to find more about 2 types of organization.

😊 (10 min) Explain them the homework. Students will be supposed rewrite their body paragraphs using both methods.

Homework: (5min) Case study

Read the essay produced by second year student. After reading answer the following questions and complete the chart given below the essay.

- 1. What type of mistakes can you sort out in the first and the second paragraphs of the essay?**
- 2. Why is the essay not checked till the end? Do you consider it might be plagiarized work? If yes how can you prove your point of view? If not how can you support your point of view?**

Essay Topic: What are the main causes of good health?

Our health is the only thing we really have in the world. You(**Someone**) can take away our money, our house, or our clothes, and we can survive. **If someone takes** away our health and we'll die. (**Do NOT use contractions in formal writing!**) ~~That's why there is a has such kind of~~ proverb: "Good health is above wealth!" From this phrase we can see that without health there is no need to live in this world. The main causes of being healthy are ~~consists of~~ eating healthy products, keeping regular sleep hours and going in for sport.

~~You are what you eat!~~ First of all everyone should pay attention to **what they eat**. ~~their regular eating products.~~ Daily healthy eating ~~are~~ consists of using fresh meals, **consuming** more fruits and vegetables and drinking more water. In order to be healthy every person has to eat more fresh fruits and vegetables, because fruits and vegetables supply many nutrients that are important for human's health. Eating healthy meals is an essential component of good health. While it seems to be common sense that eating a healthy diet provides all of the vitamins and minerals we need to enjoy good health and reduce the risk of different diseases. Everyone should drink at least eight 8oz glasses of water a day. Water is fundamental to all life on earth, even humans bodies are made up of 60% water. Adequate water is an extremely inexpensive and efficacious health practice. That's why everybody should follow these rules in order to keep their health.

Secondly everyone have to keep their regular sleep hours. There're some natural solutions that address the causes of insomnia and sleep problems, in order to avoid these problems never seat

till the night by watching TV, everyone should keep a regular bed and wake time schedule and try to avoid using alarm clocks.

Nowadays it's ordinary thing to seat till the night and watch TV. If one movie or TV program is interesting, you'll not go to bed even if you want to sleep. But you have to avoid such kind of habit. Humanity has to get accustomed with keeping their regular bed and wake time schedule. If a person goes to bed in time, when he or she wants to sleep, they'll put up with this rhythm. Then they'll control their daily regime. Some people afraid of being late, and they use alarm clocks. No need to use them, it makes everyone to get accustomed with them. One of the best way to sleep well and have a rest, go to bed some earlier and you'll wake up early in the morning. If you want to be healthy just be sure that the sleep bed and wake times are generally consistent over the long term.

People have heard about the importance of regular physical exercises. Daily physical activities are walking, playing different games and do vigorous housework.

Walking is one of the best forms of exercise. Even that people who walked their dogs 20 minutes daily 5 days a week improved their balance and felt themselves energetic. Have you ever noticed that adults or children play? Try to find such kind of activity you really enjoy and do it more often, go out dancing and enjoy yourself. If at your house has a yard, try to work in your garden, be more active, it'll save your money also from housecleaning and will effect for your health with positive side. Scientists also give advice to everybody always listen to music and dance in your living room.

We have already mentioned that in order to be healthy everyone should control their healthy eating, keep regular sleep hours and do physical exercises. Everybody have to find different way to get fit for their life. That's why there's a special aim to tell this proverb: "A sound mind in a sound body."

1. What type of mistakes can you sort out in the first and the second paragraphs of the essay? (word choice, punctuation...).	
2. Do you consider it might be plagiarized work? If yes how can you prove your point of view? If not how can you support your point of view?	

Materials for the lesson

Handout 1

Type 1. Which type does this mini-essay abstract belong to? Write your answer in the space below and compare it with your partner.

John Stewart Mill and Michael Bakunin both support three of the basic principles of democracy (government by the people, tolerance, and equality); however, they support them to different degrees and for different reasons.

Mill believes that the majority makes moral decisions. Mill argues that complete open-mindedness always benefits society. Mill claims that we are all equal because mere accident determines what worldview we are born into.

Bakunin believes that public opinion should be the basis of society's decisions, which is slightly different than Mill's understanding of a moral majority. Unlike Mill, Bakunin allows freedom of expression to be limited by public opinion. As with Mill, Bakunin extends equality to all and embraces diversity.

Type 2. Which type does this mini-essay abstract belong to? Write your answer in the space below and compare it with your partner.

John Stewart Mill and Michael Bakunin both support three of the basic principles of democracy (government by the people, tolerance, and equality); however, they support them to different degrees and for different reasons.

Mill believes that the majority makes moral decisions. Bakunin believes that public opinion should be the basis of society's decisions, which is slightly different than Mill's understanding of a moral majority.

Mill argues that complete open-mindedness always benefits society. Unlike Mill, Bakunin allows freedom of expression to be limited by public opinion.

Mill claims that we are all equal because mere accident determines what worldview we are born into. As with Mill, Bakunin extends equality to all and embraces diversity.

Handout 2 Read the compare-contrast connectors and use them in your body paragraphs.

Connectors That Show Comparison (Similarities)	Connectors That Show Contrast (Differences)
<i>In addition</i>	<i>However</i>
<i>Correspondingly</i>	<i>On the contrary</i>
<i>Compared to</i>	<i>On the other hand</i>
<i>Similarly</i>	<i>Even though</i>
<i>Just as</i>	<i>In contrast</i>
<i>As well as</i>	<i>Although</i>
<i>Likewise</i>	<i>Unlike</i>
<i>Same as</i>	<i>Conversely</i>
<i>At the same time</i>	<i>Meanwhile</i>

Handout 3 Read the following information about compare-contrast essay. Then change your own paragraph to block organization.

HOW DO YOU ORGANIZE A COMPARISON AND CONTRAST ESSAY? There are two ways to organize a comparison and contrast essay. The first (and often the clearest) method is the **Point-by-Point** method. The second method is called the **Block** method. Both methods are described on this handout. Either one is acceptable – just make sure that you stick to whatever option you choose!

POINT-BY-POINT METHOD The Point-by-Point method alternates arguments about the two items (A and B) that you are comparing and/or contrasting. The pattern is as follows: o Point 1 - discuss A o Point 1 - discuss B o Discussion about overall links between A and B o Point 2 – discuss A o Point 2 - discuss B o Discussion about overall links between A and B o Etc. This method is often easier for a reader to follow because similarities and differences are more obvious when placed next to each other. For this reason, writers generally use this method for longer essays.

BLOCK METHOD The Block Method presents all arguments related to A, and then compares and/or contrasts them to all arguments related to B. This style is a little bit more difficult to use because there is so much space between points about A and points about B; however, it can be useful for shorter assignments. The pattern is as follows: o Point 1 about A o Point 2 about A o Etc. o Point 1 about B (with discussion about connections to A) o Point 2 about B (with discussion about connections to A) o Etc.

Pointer: Make sure to present your points in the same order for A and B! There are a couple of common problems that students run into using this method: o A lot of students end up simply listing everything about A and then everything about B without actually making connections between them. o Students may include the connections in one paragraph towards the end of the essay. Since your whole essay is supposed to make these connections, you won't be completing the assignment if you don't include the comparisons throughout. To avoid these problems with

this structure, make sure to include lots of transitional statements when discussing B, such as “In the same way” or “In contrast to”. This will help your reader to remember information about A, and to understand how A and B are related to each other.

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
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3. Driscoll, L. (2004) *Reading Extra* A resource book of multi-level skills activities. CUP.
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6. Philips A. & Philips T. (1997) *Key Skills for Reading*. Prentice Hall.
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9. Newspapers and magazines (e.g. *English Teaching professional, Modern English Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic* etc)
10. Jordan*, R. R. (2003). *Academic Writing Course: Study Skills in English*. Pearson Education Limited. Third Edition.
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12. Ruetten, M. K. (2003). *Developing Composition Skills: Rhetoric and Grammar*. Thomson Learning. Second Edition.
13. Evans, V. (1998). *Successful Writing*. Upper Intermediate. Express Publishing.
14. Coe, N., Rycroft, R., & Ernest, P. (1983). *Writing Skills: A problem-solving approach*. Cambridge: Cambridge University Press.

Fiction

1. Hornby, N. (1998) *About a Boy*. Penguin Books.
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

Glossary

POINT-BY-POINT ORGANIZATION – method alternates arguments about the two items (A and B) that you are comparing and/or contrasting.

BLOCK ORGANIZATION - method presents all arguments related to A, and then compares and/or contrasts them to all arguments related to B.

LESSON #5

Reading

Theme #5.	Uzbekistan and the world / Travel sights
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Brainstorming 2. Activity 1 Practice scanning and skimming strategies 3. Activity 2 Vocabulary developing activity 4. Activity 3 Role play 5. Homework Case study 	

<p>The aim:</p> <ul style="list-style-type: none"> • To enable students to get more information about Wales; • To give students a chance to enlarge their topic based vocabulary through guessing the meaning of words from context and dictionary using skills. 	
<p>Objectives:</p> <ul style="list-style-type: none"> • to give students a guided practice in reading quickly; • to develop note taking skill; • to help learners know more about Wales • to give learners an opportunity to practice communication skills 	
Activity Type:	Individual, small group, whole class (teacher-students)

Activity 1: Brainstorming

Objective: to let students brainstorm their background knowledge about Wales by filling in the Essential Wales fact file

Time: 10 min

Materials: Handout 1

► Procedure:

Ask students to complete the file and tell them there is no need to complete every line if they don't know the answer

Activity 2: Practice skimming and scanning strategies

Objective: Practice scanning and skimming strategies

Time: 35min

Materials: handout 1 and handout 2.

► Procedure:

- Have students read the text and fill in the missing information
- Ask students to work in pairs and compare their answers
- Check the task in a whole group activity;

Activity 3: Vocabulary development activity

Objective:

- to help learners to enlarge their vocabulary
- to develop vocabulary guessing skill and dictionary searching skill

Time: 10 min

Materials: handout 3

► Procedure:

- Ask students to match the words to their definitions
- Let students to check the activity in the whole group

Activity 4: Role play

Objective: to give learners an opportunity to practice communication skills

Time: 20 min

Materials: none

► Procedure:

- Ask students to work in pair and prepare a short role-play based on the acquired information about Wales. Tell them it might be an interview of TV show.

Homework: (5min)

- Make an Essential Fact File for your own country.
- Case study. 4

You came to London on business; therefore you should plan your day thoroughly. Read the following tour guides about different sites to visit and chose one suitable one. Write your destination in the box provided below stating the reason for your choice.

London: River Thames Bike Tour

Key Details

Tour Duration

4 hours



Mobile Voucher Accepted

Live Guide

English

Highlights

- Cycle along both banks of the River Thames
- Enjoy panoramic views of London landmarks, such as the Tower of London
- Stop for lunch in London's oldest food market
- Get views of St. Paul's, Shakespeare's Globe, and the London Eye
- Hop aboard a Thames Clipper boat and cruise to the city center
- Learn the history of London's people

Overview

Cycle along the banks of the River Thames and enjoy views of some of London's most famous landmarks on a 4-hour bike tour. Learn the legends and historical facts about plagues, war, and modern commerce, before exploring Borough Market.

What's Included

- Bike rental
- Guide

What's Not Included

- Lunch

Meeting Point

Meet outside Southwark Underground Station. Your guide will be immediately outside the station with a Fat Tyre bike

Good to Know

- Baby seats, tandem buggies, and a range of youth bikes are available on request
- Tours run rain or shine. Please wear comfortable clothes and dress for the weather
- Although the tour is not strenuous, participants must be competent cyclists and over 5 feet (1.5 meters) tall

Buckingham Palace: The Royal Mews Entrance Ticket

6 Reviews

The Royal Mews, one of the finest working stables in existence, is responsible for all road travel arrangements for The Queen and the Royal Family....

Duration: 1 hour



From US\$ 14

Half Day Tour Buckingham Palace with Afternoon Tea

Our tour ensures a visit to the Buckingham Palace state rooms. Open only eight weeks a year, the Queen saves them for her official visitors. Your...

Duration: 4 hours

From US\$ 89

Handouts for students

Handout 1. The Essential Wales Fact File

How much do you know about Wales? How much of the Essential Wales Fact File can you complete?

Country _____

Motto _____

Population _____

Languages _____

Capital City _____

Major cities/towns _____

National sport _____

Famous people _____

Traditional Food _____

Flag _____

National Emblem _____

Highest mountain _____

National day _____

Major industries _____

Festivals _____

National anthem _____

Economy _____

Currency _____

Film locations _____

Unusual facts _____

Handout 2. Wales forever

The name Wales comes from the Anglo-Saxon term *Waleas*, meaning foreigner. It's a small country with a population of just 2.94 million. The majority of people speak English; however, the Welsh language is popular and is now spoken by more than 20 percent of the population. Welsh is one of Europe's oldest languages. Since 1999 all schoolchildren in Wales have had to study Welsh, either as a first or second language. The Welsh language has two additional vowels – *w* and *y* – to add to the English *a*, *e*, *u*, *o* and *u*. The Welsh for Wales is *Cymru*, and the country's motto is "*Cymru am byth*" ("Wales forever").

The capital city is Cardiff, in South Wales. Cardiff was once one of the richest cities in the world, thanks to the docks and the coal industry. Cardiff Council is currently creating a city museum. The museum is scheduled to open in 2010 and will tell the history of Cardiff through the eyes of its people. Other major cities and towns are Swansea and Newport, in South Wales, and Wrexham in the north.

Wales has some spectacular scenery. It has three national parks and five designated areas of Outstanding Natural Beauty. Snowdon is the highest mountain at 1,085 meters (3,559 feet). Wales is also famous for its castles. In fact, Wales has more castles per square mile than any other country in Western Europe.

One of Britain's most popular TV series is filmed in Wales. Doctor Who is a science-fiction series about a Time Lord who travels through space and time in a police telephone box. A Doctor Who locations map is available from the Cardiff Tourist Information Centre. Torchwood, a spin-off series, is also filmed locally.

The national flag of Wales has two equal horizontal stripes, white above green. A red dragon appears on the green-and-white background. The origins of the flag are unknown. One legend tells of the struggle between the red dragon of Wales and the white dragon of England.

Wales has two annual festivals – one national and one international – called Eisteddfodau. The festivals are famous for their singing competitions. The 2008 National Eisteddfod of Wales will be staged in Cardiff from August 2 to 9. Wales has its own national anthem – "*Mae hen Wlad Fy Nhadau*" – which translates as "The Land of My Fathers". The country also has its own patron saint of lovers – St Dwynwen – and people celebrate her special day on January 25.

A lot of towns and villages in Wales have very long names. Llanfairpwllgwyngyllgogerywyrndrobwlllantysiliogogoch is the name of a Welsh town. The name translates as "The church of St. Mary in the hollow of white hazel trees near the rapid whirlpool by St Tysilio's of the red cave". You can also find it on the Internet. In fact, Llanfairpwllgwyngyllgogerywyrndrobwlllantysiliogogoch.com is the longest single-word (without hyphens) dot-com domain name in the world.

Rugby is the national game of Wales. This year Cardiff has hosted several of the matches in the 6 Nations Championship between Europe's six top rugby-playing nations. Other popular sports are football and golf. Wales has some of the best golf courses in Britain, and the Ryder Cup is due to be played there in 2010.

In June 1999 the Millennium Stadium opened in Cardiff. The Stadium is a multi-purpose, all-round venue with the first retractable roof in the United Kingdom. Each year over 1.3 million people visit the stadium to watch rugby or football, or to go to a concert. Bon Jovi, Robbie Williams and Stereophonics have all performed at the Millennium Stadium.

The National Assembly for Wales with Assembly Members as well as Members of Parliament represents the country in Westminster.

Wales is known for its great actors. Richard Burton, Sir Anthony Hopkins and Catherine Zeta-Jones are all Welsh. Famous musicians include Tom Jones, Shirley Bassey, and the groups Catatonia, Super Furry Animals, Stereophonics Manic Street Preachers. Other famous names include Sir George Everest, the explorer, the poet Dylan Thomas, and the authors Jackie Collins and Roald Dahl.

Many people around the world can trace their family roots back to Wales. Three U.S presidents, Thomas Jefferson, Abraham Lincoln and Richard Nixon, were of Welsh origin. Prince Charles, the heir to the British throne, isn't Welsh, but he does have the title of Prince of Wales.

Welsh food is usually made from local ingredients. Some traditional dishes include laverbread (made from seaweed), bara brith (fruit cake), and cawl cennin (leek stew). Welsh rarebit (or rabbit) is a traditional Welsh snack that is similar to cheese on toast.

In the past, Wales was famous for mining coal, copper and iron. Today the major industries are agriculture, manufacturing and especially tourism. A recent survey of leisure activities in Wales showed that the most popular activity is visiting the pub; with around 58 per cent of those surveyed saying it is their favorite regular activity.

Handout 3

1. Whirlpool	a) A person who has the legal right to receive smb's property, money or title when that person dies
2. Hollow	b) very impressive
3. spectacular	c) an investigation of opinions, behavior, etc. of a particular group of people, which is usually done by asking them questions
4. motto	d) having a hole or empty space inside
5. survey	e) a short sentence or phrase that expresses the aims and beliefs of a person, a group etc. and is used as a rule of behavior
6. heir	f) a place in a river or the sea where currents of water spin round very fast

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
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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

Glossary

WHIRLPOOL - a place in a river or the sea where currents of water spin round very fast

HOLLOW- having a hole or empty space inside

SPECTACULAR- very impressive

MOTTO - a short sentence or phrase that expresses the aims and beliefs of a person, a group etc. and is used as a rule of behavior

SURVEY - an investigation of opinions, behavior, etc. of a particular group of people, which is usually done by asking them questions

HAIR - A person who has the legal right to receive smb's property, money or title when that person dies

LESSON #6

Writing

Theme #6.	Compare-contrast essay (second draft)
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Warm up 2. Activity 1(introduction writing) 3. Activity 3 thesis statement writing tips 4. Activity 4 Practice thesis statement writing 5. Homework. Case study 	
The aim: to write an essay in which they compare the similarities and contrast the differences (second draft)	
Objectives: <ul style="list-style-type: none"> • to practice working with transitional expressions; • to give students guided practice on introduction writing and conclusion; • to enable learners to practice essay writing; 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up

Objective: revision

Time: 5 min

Materials: board and students homework


► Procedure:

(5 min) Ask students the following question and elicit their answers.

1. What did you learn about compare-contrast essay?
2. What do you want to know about compare-contrast essay?

Suggested answers:

<ul style="list-style-type: none"> ➤ Block and point-by-point organization; compare-contrast transitional expressions. ➤ Introduction and conclusion writing techniques.
--

 **(2min)** Introduce the topic saying that this lesson they are going to learn more about compare contrast essay.

Activity 1 (introduction structure)

Objective: To give students an opportunity to know more about compare contrast essay introduction

Time: 30 min

Materials: Handout # 1/2/3

► Procedure:

(10 min) Distribute handout 1 and let student read the information about opening statement writing way and do follow up activities

(10 min) Have practice writing sentences using connectors

(5 min) Check the task having whole group activity.

Activity 2 (thesis statement writing tips)

Objective: to give students an opportunity to learn about theses statement writing secrets

Time: 20 min

Materials: Handout # 3(for each student)

► Procedure:

☺ (15 min) Distribute the students **Handout # 3**. Tell them to read the given information and do follow up activities. **Handout 4**.

☺ (5 min) Check the activity with the whole group. Summarize the activity by giving final comments.

Activity 3

Objective: to let ss practice thesis statement writing

Time: 10 min

Materials: Handout 5

► Procedure:

➤ ☺ (10 min) Ask students to correct the sentences **Handout 5**

➤ ☺ (5 min) Let them work in pairs and check the task

➤ Finish the activity with having whole group checking.

Activity 4 (conclusion writing tips)

Objective:

- to let ss practice thesis statement writing
- to give students practice in conclusion writing;

Time: 10 min

Materials: Handout 6

► Procedure:

➤ ☺ (10 min) Ask students to read tips and do follow up activity **Handout 5**

➤ Finish the activity with having whole group checking.

HOMEWORK

- ☺ (5 min) Explain them the homework. Students will be supposed rewrite their second draft of their essay and do the case study

Case study

Read the essay produced by a second year student. After reading answer the following questions and complete the chart given below the essay.

1. **Which method is used block organization of point-by-point organization?**
2. **Are the transitional devices used effectively or do you recommend other ones to make this essay look much better?**

Essay: How do you look after your health?

People nowadays are more health-conscious than they used to be. They understand that good health is above wealth. To be healthy everyone should avoid different bad habits that can affect our health. The main causes of being health are healthy eating, drinking water and hygiene.

The main thing is healthy eating. Healthy eating consists of using fruits, vegetables, vitamins, calories and proteins.

Fruits and vegetables are the foundation of a healthy diet. They are low in calories and nutrient dense, which means they are packed with vitamins, minerals, antioxidants, and fiber. Eat naturally sweet food such as fruit, peppers, or natural peanut butter to satisfy your sweet tooth.

Sugar causes energy ups and downs and can add to health and weight problems. Unfortunately, reducing the amount of candy, cakes, and desserts we eat is only part of the solution.

Protein gives us the energy to get up and go—and keep going. Protein in food is broken down into the 20 amino acids that are the body’s basic building blocks for growth and energy, and essential for maintaining cells, tissues, and organs. A lack of protein in our diet can slow growth, reduce muscle mass, lower immunity, and weaken the heart and respiratory system.

Secondly everyone should pay attention to their drinking water. Some experts believe you can estimate the amount of water you need by taking your weight in pounds and dividing that number in half. That gives you the number of ounces you may want to drink each day. At least twenty percent of the water you need comes from the foods you eat. The rest comes from the beverages you drink. Water is probably the best choice because it's cheap and has no calories or added ingredients. If you don't get enough water, you may suffer from dehydration. Symptoms of mild dehydration include chronic pains in joints and muscles, lower back pain, headaches and constipation.

Thirdly is hygiene, in order to be healthy people should wash their hands and toss the vices and walk more. Everyone have to avoid getting sick by washing their hands often. Unless you don’t mind catching a bout of the cold or flu once in a while, or being a little dirty, which is actually good for everyone. I’ve had interesting conversations with a co-worker who advocates germs and infections as the way to better health in the long run. That’s because your body builds up its defenses and immune system by falling ill.

The reasoning goes, you can just as easily get run over by a bus than pick up health problems from some random vice. To be healthy, it is also very important to spend a lot of time in the open air. It is useful to go for a walk before going to bed, or to air the room. It is very important to be fit and healthy, and it is necessary to take care of health. Being fat, in fact, can cause real problems. It is harder for fat people to get a good job, or even to make friends.

To sum up, we mentioned that regular healthy meals, drinking more water and to look after your hygiene is really a good way to live and keep your health.

<p>1. Which method is used block organization of point-by-point organization?</p>	
<p>2. Are the transitional devices used effectively or do you recommend other ones to make this essay look much better?</p>	

Materials for the lesson
Handout 1

Opening Statements. The first sentence in the introductory paragraph is called the **OPENING STATEMENT**. It is a very important sentence because, after the title, it is the first contact the readers have with the essay itself. You need to capture the readers’ attention and invite them to read the essay. In this sentence, you should use catchy words, humorous remarks, exclamations, irony, and/or savvy expressions to spark the readers’ interest and curiosity into reading what you wrote. Typically, there are six (6) different types of opening statements that you can use to your advantage. These are:

• **General to specific**

Begin with a broad, general statement of your topic and narrow it down to your thesis statement.

Broad general statements ease the reader into your thesis statement by providing a background for it. Look at the following example!

The Best Puerto Rican Singers

Puerto Rico has many famous singers. All of these singers have succeeded in their respective musical genre such as: salsa, ballads, pop-music, and others through the years. Some of them are already famous and acclaimed internationally. But when it comes down to select the top singers of the island, there is no competition. The three best singers of Puerto Rico are Ednita Nazario, Chayanne, and Gilbertito Santarosa.

• Quotations

A quotation can grab your reader's attention. Quoting a respected person can add credibility to your argument. Sometimes, though, a quotation will simply add a bit of interest to your opening. Using a quotation in your introductory paragraph lets you add someone else's voice to your own.

Helping Your Country

Former U.S. President J.F. Kennedy once said: "*It is not what the country can do for you, but what you can do for your country.*" Most of the people around us are always complaining about the problems in their community and the country in general. However, they do little to help or to provide alternatives for those problems. If you want to help, there are many things you could do! Cleaning your neighborhood, participating in civil organizations, and acting as a role model are just some examples of how you can help your country.

• Question

A question easily sparks the readers' attention and curiosity by inviting them to read the essay to find possible answers to the question. By using this type of technique, you may simply want the reader to think about possible answers, or you may plan to answer the questions yourself later in the paper.

Stressful Waiting Rooms

Do you remember the last time you visited a dentist? Ouch! Yes, indeed it was a torture chamber resembling ancient medieval times. But if you remember well, the worst part of the visit was the waiting room itself. There are many waiting rooms that can really fill your existence with distress and anguish. If you are in need of experiencing a lot of stress and anxiety lately, all you have to do is visit your local dentist office, the emergency room at a hospital, or a court hearing session at your nearest judicial center.

• Opposite (Irony)

This approach works because your readers will be surprised, and then intrigued, by the contrast between the opening idea and the thesis statement that follows it. Back to School When I decided to return to school at age thirty five, I wasn't at all worried about my ability to do the work. After all, I was a grown woman who had raised a family, not a confused teenager fresh out of high school. But when I started classes, I realized that those "confused teenagers" sitting around me were in much better shape for college than I was. They still had all their classroom skills in bright, shiny condition, while mine had grown rusty from disuse. I had totally forgotten how to do research in a library, how to write a report, and even how to speak up in class discussions.

• Short anecdote/ brief story

Stories are naturally interesting. They appeal to a reader's curiosity. In your introduction, an anecdote will grab the reader's attention right away. The story should be brief and related to your main idea. The incident can be something that happened to you, to someone else, or something you have heard about or read about in a newspaper.

Fighting at Schools

I remember my first fight at school. It was a terrible experience and so were the consequences. I had to fight one of my best friends just because both of us wanted to grab a ball while playing baseball. At the end, everybody laughed and enjoyed the fight, while we were being punished. Fighting at schools is not a good business. The physical and emotional damage, the loss of school privileges, and the loss of one's reputation are some of the negative consequences of fighting at school.

• **Warning! (Importance of topic)**

If you can convince your readers that the subject in some way applies to them, or is something they should know more about; they will want to keep reading.

Accidents on the Roads of Puerto Rico

Turn that cell-phone off and concentrate on your driving, please! Nowadays, most of the accidents are caused by negligent drivers who are usually talking on their cell-phones. These people never take a second to think about the possible consequences of their actions. But the handy cell-phones alone are not the only source of reckless driving in Puerto Rico. Along with the talking on cell-phones, not obeying traffic laws and compulsive speeding are the three major contributors to the many accidents on this island.

NOTES:

1. Opening statements usually stand out by the use of exclamation marks (!) to emphasize their intentions.
2. In a comparison and contrast essay, you can use any of the opening techniques discussed previously.
3. Sometimes, you may combine two techniques in one for your convenience.

Handout 2 Read the following statements written for comparison and contrast essays and select the most appropriate opening statement from the list of options given according to the technique and the title of the essay presented.

1. Title: Nothing is Better than a Mercedes Opening technique: GENERAL TO SPECIFIC
 - a. Do you own a Mercedes Benz car?
 - b. I want a Mercedes Benz with all the luxury!
 - c. Mercedes Benz vehicles are famous and recognized worldwide!
2. Title: Basketball is the King of Sports Opening technique: QUOTATIONS
 - a. *"I really love this game!"* It's the classic NBA slogan to promote basketball around the world.
 - b. If you don't like basketball, you're missing the fun!
 - c. The famous chant goes like this: *"Take me out to the ball game."* Everybody sings along during the seventh inning.
3. Title: Love Opening technique: QUESTION
 - a. Love is blind.
 - b. What is love? How do we know that we are really in love?
 - c. Love is the most beautiful feeling that human beings can possess.
 - d. I remember the first time I fell in love with my girlfriend!
4. Title: The Best Moments of my Life Opening technique: ANECDOTE/ BRIEF STORY
 - a. I want to enjoy my life as much as I can by having good moments.
 - b. The best moments of my life have been very special for me.
 - c. When I was in high school, I had the greatest times of my life.
 - d. You have to enjoy the good moments that life offers you!

Handout 3

Thesis Statement

(THE MOST IMPORTANT PART OF THE ESSAY!)

In a typical introductory paragraph, you need an average of (4) four to (5) five sentences. After your first sentence (opening statement), you must provide about two or three additional sentences to explain and elaborate in further details your opening statement (look at the examples used for opening statements). These sentences will begin to connect your opening with the introduction and they will lead the connection to the most important part of the essay –**the thesis statement**, which will be the last sentence of your introductory paragraph. The **thesis statement** is then, the controlling idea (main idea) of the entire essay. It is, therefore, the

sentence that summarizes (controls) the direction and the content of the essay. At the same time, this sentence links the introduction with the body of the essay

NOTES:

- In the comparison and contrast essay, you must provide your **OPINION** in your thesis statement. You have to take a stand and sustain it throughout the essay.
 - The thesis statement provides control, stability, and direction to the body of the essay. This direction and control is achieved by **PARALLEL STRUCTURES**.
 - The thesis statement is not the title of the essay!
 - The thesis statement is not a personal announcement –*In this essay I am going to compare, my essay is about...*
- Never use these expressions in a formal essay!**

Handout 4: Read the following tips about parallel structures and correct the following examples to form parallel structures.

Parallelism -parallel grammatical structures

Words in a pair or a series should have a parallel structure. By balancing the items in a pair or in a series (3 items), so that they have the same kind of structure, you will make the sentence clearer and easier to read. Notice how the parallel sentences that follow read more smoothly than the non-parallel ones. Examples of thesis statements with parallel structures

1. **(thesis statement –all nouns)** (PAR) Japanese cars are better than their American counterparts because of their durability, variety, and comfort. (NON-PAR) ...because of their durability, variety, and they are more comfortable.
2. **(thesis statement -verbs –infinitives to + basic form of verb)** (PAR) Christmas vacations are my favorite holidays because I love to go shopping around the stores, decorate the house with Christmas ornaments, and visit my relatives and friends at their houses. (It is not necessary to repeat *to* in all three occasions.) (NON-PAR) ...and I love visiting my relatives and friends at their houses.
3. **(thesis statement -all adjectives)** (PAR) I like to take classes with Prof. Pérez; she's by far more knowledgeable, patient, and dedicated than all others. (NON-PAR) ...and dedicates most of her free time to help her students.
4. **(verbs with phrases / same verb tense)** (PAR) Last year we had the best vacation ever because we traveled to many places, ate at many different restaurants, and stayed at different hotels. (NON-PAR) ...and it was fun to stay at different hotels every day.

1. The new computer games entertain, educate, and are amazing.

2. The novelty shop sells hand buzzers, plastic fangs, and insects that are fake.

3. Adam convinced most of the audience because he argued logically, calmly, and was reasonable.

4. Steven prefers books that are short, scary, and filled with suspense.

5. Aunt Darlene's hobbies include reading cookbooks devoted to spicy food, learning folk dances from other countries and to paint cat faces on medium sized socks.

Handout 5 Read and analyze the information given below. Then do the task that follows the reading.

Thesis statements are extremely important because they will organize and outline the ideas for your **BODY PARAGRAPHS**. The three parallel structures will serve as the basis for your three paragraphs in the body. This way, the first item of the parallel structure will be the topic in the first paragraph, the second item will be the topic in the second paragraph, and the third item will

be the topic in the third and last paragraph of the body. In any given essay writing, once you write an effective thesis statement, the body of the paragraph will fall into place automatically... in the thesis statement you plan the order and sequence of your essay. Now, let's take a look at the following example of a thesis statement!

• The Caribe Hilton Hotel is better than the Ritz Carlton because of the location, the prices, and the service. Notice the (3) parallel structures (the location, the prices, the service) (all nouns) Notice the opinion of the writer (preference of Caribe Hilton over Ritz Carlton) This sentence will link directly to the three body paragraphs in this way:

- paragraph 1 (you will only compare/contrast **the location** of both hotels)
- paragraph 2 (you will only compare/contrast **the prices** of both hotels)
- paragraph 3 (you will only compare/contrast **the service** of both hotels)

PRACTICAL EXERCISE

Write a coherent, parallel thesis statement for a comparison and contrast type essay. Provide a title for your essay!

Handout 6 Read the tips about conclusion writing and read the three concluding paragraphs that follow. Then, in the space provided, identify the kind of conclusion used in each case (final thought, question, prediction, or recommendation).

Concluding Paragraph A concluding paragraph is your chance to remind the reader of your thesis. Also, the conclusion brings the paper to a natural and graceful end, sometimes leaving the reader with a final thought on the subject. **FOUR (4) COMMON METHODS OF CONCLUSION**

• **Summary and final thought :**

Paraphrase your thesis statement and remind the readers about your main points. This is the most common method used. Do not use the exact wording you used before.

Look at the following example.

The Advantages of Video Rentals

Watching movies at home, definitely, has several advantages over going to the theater. This way you don't spend so much money, you can use your time more effectively, and you can enjoy the comfort of your house. There's nothing better than staying at home on a rainy day while enjoying a good movie on your TV screen.

• **Thought provoking question or short series of questions :**

Like we have said earlier, a question always grabs the reader's attention. It is a direct appeal to your reader to think further about what you have written. A question should follow logically from the points you have already made in the paper. A question must deal with one of these areas:

- a. why the subject of your paper is important
- b. what might happen in the future
- c. what should be done about this subject
- d. which choice should be made

Look at the following example!

Helping Your Country

You can help your country by contributing in many ways. Are you going to sit around waiting for the government to do everything? What will happen in the future, when the government can no longer sustain your needs? What will happen to your children and their future generations? Do they have to pay for your laziness? Stand up and do something!

• **Recommendations:**

A recommendation suggests what should be done about a situation or problem.

E.g. Women Exploitation on TV

Nowadays, women are being more exploited than ever on TV commercials and other propaganda. These commercials are denigrating the feminine figure to the extremes. It's time for

women and society in general to stop this pattern of abuse. Consumers should boycott companies and products whose advertising continues to exploit women in such way.

• **Predictions:**

A prediction states what will happen in the future.

E.g. Animal Cruelty

If people stopped to think before acquiring pets, there would be fewer instances of cruelty to animals. Many times, it is the people who adopt pets without considering the expenses and responsibility involved who mistreat and neglect their animals. Pets are living creatures. If people continue being negligent and irresponsible with their pets, animal cruelty will exist forever!

PRACTICAL EXERCISE

1. A pet cannot be thrown onto a trash heap when it is no longer wanted or tossed into a closet if it begins to bore its owner. A pet, like us, is a living thing that needs physical care, affection, and respect. Would-be owners, therefore, should think seriously about their responsibilities before they acquire a pet.

2. Neither letters, phone calls, nor conversations guarantee perfect communication. With all our sophisticated skills, we human beings often communicate less effectively than howling wolves or chattering monkeys. Even if we were able to read each other's mind, we'd probably still find some way to foul up the message.

3. Although our looks, talents, and accomplishments were constantly compared, Shelley and I have somehow managed not to turn into deadly enemies. Feeling like the outcast of the family, in fact, helped me to develop a drive to succeed and a sense of humor. In our sibling rivalry, we both managed to win.

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3. Driscoll, L. (2004) *Reading Extra* A resource book of multi-level skills activities. CUP.
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1. Hornby, N. (1998) *About a Boy.* Penguin Books.
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

Glossary

OPENING STATEMENTS-the first sentence in the introductory paragraph

THE THESIS STATEMENT - the last sentence of the introductory paragraph.

CONCLUSION – the past paragraph of the lesson

LESSON #7

Reading

Theme #7.	Information leaflets / Uzbekistan and the world.
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Brainstorming 2. Activity 1 Practice reading carefully to understand the text in details 3. Activity 2 Fill in the gaps 4. Homework Case study 	
The aim:.	
<ul style="list-style-type: none"> • To enable students to get more information about national identities • Practice reading carefully to understand every detail 	
Objectives:	
<ul style="list-style-type: none"> • To give students an opportunity to develop their reading strategies (scanning and skimming); • to give students a guided practice in reading carefully to understand every detail; • to develop students reading strategy through poems 	
Activity Type:	Individual, small group, whole class (teacher-students)

Activity 1: Brainstorming

Objective: to let students brainstorm their background knowledge about national identities of Uzbekistan

Time: 10 min

Materials: blackboard

► Procedure:

➤ Ask students the following questions:

1. What national identities of Uzbekistan do you know?
2. Why are they called as national identities?

Suggested answers:

- | |
|--|
| <ul style="list-style-type: none"> • Flag • Anthem • Symbol • Landmarks • Historical countries and others |
|--|

Activity 2:

Objective: to develop interaction skill working in small groups;

Time: 35min

Materials: handout 1; handout 2.

► Procedure:

- Arrange students into 2 groups. Each group gets different texts
- Have students read the text and answer the questions
- Ask students to discuss the questions within the groups
- After discussion put them in pairs one from group A and another from Group B. Tell them to work in pair and ask and answer the questions about their pair'
- Check the task in a whole group activity;

Activity 3: Fill in the gaps

Objective:

- to give students a guided practice in reading carefully to understand every detail;
- to develop vocabulary guessing skill

Time: 30 min

Materials: handout 1; handout 2.

► Procedure:

- Ask students to read the poem and fill in the blanks
- Let students to check the activity in the whole group
- After checking ask them to do true false activity based on the same reading
- Check the activity having whole group discussion

Homework: (5min)

To get information from encyclopedia about national symbol of Uzbekistan and prepare short presentation about it and GB national symbols.

ABOUT UZBEKISTAN

State Symbols

The National Flag



The national flag was approved by the Extraordinary 8th Session of the Supreme Council of the Republic of Uzbekistan on November 18, 1991.

The flag of the Republic of Uzbekistan consists of blue, white and green stripes, separated by two narrow red stripes. A crescent and three rows of twelve stars are situated on the left side of the upper blue stripe.

The blue color symbolizes the sky and water as the principle sources of life. The National flag of Amir Timur was also blue in color. The white stripe is the traditional symbol of peace and of moral and spiritual purity. The green stripe symbolizes nature, the new epoch and abundance in the countries where the majority of the population is Islamic. Besides that, this is in harmony with the modern movement of Greenpeace, which protects nature. The red separating stripes symbolize the current of vital energy in any living body and also connect our pure and noble thoughts with the sky and the earth. The crescent of the new moon, along with its traditional historical symbolism, is at the same time a symbol of the birth of republic's independence. The symbolism of twelve stars is connected historically with the solar calendar year, which begins from Navruz and embodies the twelve principles laying in the foundation of state management.

Task 1. Read the text and answer the questions.

1. When was the national flag approved?
2. How many colours are there in the flag?
3. What does blue color symbolize?
4. Is white the traditional symbol of peace or is it a symbol of nature?
5. What does green colour symbolize?
6. What do red stripes symbolize?
7. Are 12 stars located at the top of the flag or at the bottom side of it?

Task 2. Ask the following questions from your partner.

1. When was the state emblem approved?
2. Was it approved by the Extraordinary 8th session or by the 10th Session of the Supreme Council of the Republic of Uzbekistan?
3. What is situated in the middle of the emblem?
4. What is situated on the right? On the left?
5. What symbolizes the unity of the Republic?
6. Why is Khumo chosen for the emblem?
7. Where we can see the word Uzbekistan?

Handouts for students

ABOUT UZBEKISTAN State Symbols

The State Emblem



The state emblem of the Republic of Uzbekistan was approved by the 10th Session of the Supreme Council of the Republic of Uzbekistan on July 2, 1992. The state emblem of the Republic of Uzbekistan actually absorbed the centuries-old experiences of the Uzbek people. It reflects a blossoming valley and a shining sun. The right side of the valley is set off with wheat and to the left with a cotton plant garland. The octagonal star, symbolizing the unity of the Republic, crowns the state emblem. The holy Muslim symbols of the crescent and the star are placed inside the star. In the center of the emblem there is the holy bird, Khumo, with its spread wings symbolizing magnanimity, nobility and service. These symbols reflect the long way of the Uzbek people towards peace, stability, happiness, wealth and prosperity. A little frame with the inscription "Uzbekistan" is placed in the lower part of the state emblem.

Task 1. Read the text and answer the questions.

1. When was the state emblem approved?
2. Was it approved by the Extraordinary 8th session or by the 10th Session of the Supreme Council of the Republic of Uzbekistan?
3. What is situated in the middle of the emblem?
4. What is situated on the right? On the left?
5. What symbolizes the unity of the Republic?
6. Why is Khumo chosen for the emblem?
7. Where we can see the word Uzbekistan?

Task 2. Ask the following questions from your partner.

1. When was the national flag approved?
2. How many colours are there in the flag?
3. What does blue color symbolize?
4. Is white the traditional symbol of peace or is it a symbol of nature?
5. What does green colour symbolize?
6. What do red stripes symbolize?
7. Are 12 stars located at the top of the flag or at the bottom side of it?

Task 3 Read the poem and fill in the gaps there is one extra word.

inventions	fame	exuberant	sunny	ancestors	companion	belief	guardian
		eternally	wing	salvation	prosperity		

The National Anthem

The state anthem of the Republic of Uzbekistan was approved by the 11th Session of the Supreme Council of the Republic of Uzbekistan at the 12th convocation on December 10, 1992. The lyrics are by Abdulla Aripov and the music by Mutal Bourkhanov.

The National Anthem of the Republic of Uzbekistan

My country, 1 _____ and free, 2 _____ to your people,
You are a warmhearted 3 _____ to the friends
Flourish eternally with knowledge and 4 _____,
May your 5 _____ shine as long as the world exist!

Refrain:

These golden valleys-dear Uzbekistan,
Manly spirit of 6 _____ in companion to you!
When the great power of people became 7 _____
You are the country that amazes the world!
8 _____ of generous Uzbek does not die out,
Free, young children are a strong 9 _____ for you!
The torch of independence, 10 _____ of peace,
Just motherland be 11 _____ prosperous!

Refrain:

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

Task 4 Read the poem again and decide whether the statements true or false.

1. The National Anthem was first approved in 1992 and it was rewritten in 1993.
2. Uzbekistan is a warmhearted companion to everyone.
3. Uzbekistan amazes the world with its companies.
4. Belief of the Uzbek never dies.
5. The Youth is the strength of the country.
6. Independence is the main source of prosperity.

Case study 3 on Reading skills

Your cousin who lives in USA is going to visit Tashkent. She/he is asking your opinion about day-time or evening excursions around Tashkent. Read the following travel guide and write your recommendation in the box provided below. If necessary use the link to get more information.

Uzbekistan Where to go in Uzbekistan?

Uzbekistan tourist attractions. Museums, theatres, monuments, tempting places. Uzbekistan - historical and contemporary

Tours in Tashkent



[Tashkent is the Star of the East](#)

Introductory tour of the city of beauty Tashkent

For real lovers and admirers of traveling every trip, excursion, tour is one more chance to discover something new for oneself. It is an opportunity to fill up one's receptacle of knowledge, impressions and yes, even victories...



[Evening Tashkent](#)

Night-time excursions in the capital city of Uzbekistan

When evening comes the city life does not stop, it just changes its form. People hurry to cinemas and theaters, to museums and concert halls, to parks...

Tours in Tashkent

Tashkent, day- and night-time excursions in the capital city of Uzbekistan

For those who truly love to travel, each new trip, tour or journey is a possibility to see and hear something new, which means, adding something to their piggy-bank of knowledge and impressions. "City tours" were created just for such types of active and curious people, in this case, the tour around Tashkent, the capital city of Uzbekistan.

Tashkent. It is something that is unique in nature. As such, therefore, it is something of extremely high value. It is not by chance that Tashkent has been compared to a pearl. One can be fully justified in claiming that Tashkent is a rarity, a wonder, a unique place. A phenomena, if you like.

This city whose history spans two millennia has become, as Uzbekistan itself, a blend of the great cultures of Asia, and a symbiosis of Oriental and Western civilizations. In the beginning, it was a mixture of Persian, Hellenistic, Indo-Buddhist, Turkic, Arabian Muslim, and, naturally, local culture. Afterwards, this spicy cocktail was influenced by Jewish, Russian, Tartar, Armenian, Korean and other cultures, which made it taste even more rich and piquant.

One may hardly agree with Hemingway's statement that, in reality, there is no "Oriental mystery". The East, Uzbekistan, and, even more so, Tashkent, is something beyond the limits. Maybe that is why thousands of people from all parts of the world come here. Each of them seeks and finds something special for themselves. One may recall the boys from A. Neverov's book, "Tashkent, the town of bread" who dreamed about coming from the hungry Russia of the 1920^s to the fabulously rich city of Tashkent to bring back wheat to feed their families. They sought grain, but found none. Yet, during World War II, orphaned children evacuated from all of the Soviet Union found here not only bread, but new parents, and a new Motherland. And poets, writers and scientists found in Uzbekistan a safe haven and a new inspiration. The volunteers that came to re-build the city after the devastating earthquake of 26 April 1966 found hospitality and warmth. Tashkent is a city of plenty... They went home not as citizens of Minsk, Moscow, Riga, Kiev, Almaty, etc., but as citizens of Tashkent. And it is understood that they were right in that. These new citizens of Tashkent have formed a perfect fellowship.



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1. Hornby, N. (1998) *About a Boy*. Penguin Books.
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

Glossary

INVENTIONS – a thing or an idea that has been invented

FAME – the state of being known and talked about by many people

EXUBERANT – full of energy, excitement and happiness

ANCESTORS – a person in your family who lived a long time ago

COMPANION – a person or an animal that travels with you or spends a lot of time with you

BELIEF – a strong feeling that sth/sb exists or is true

GUARDIAN – a person who protects sth

ETERNALLY – without an end; existing or continuing for ever

SALVATION – the state of being saved from the power of evil

PROSPERITY – the state or being successful, especially, financially

LESSON #8

Writing

Theme #8.	Compare-contrast essay (final draft)
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Warm up 2. Activity 1 (peer evaluation) 3. Activity 2 Final draft 4. Home work case study 	
The aim: to write the final draft of the essay	
Objectives:	
<ul style="list-style-type: none"> • to give ss an opportunity to peer evaluate their group mates essay • to let ss produce final draft • to help them proofread and submit the final draft 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up

Objective: to lead in the topic

Time: 10 min

Materials: None.

► Procedure:

(7 min) Ask students the following question and elicit their answers.

1. To submit their 2nd draft and ask them the following questions;
 1. What is the essay structure?
 2. What opening statement techniques have you learned?
 3. How is the thesis different from title of the essay?
 4. What conclusion writing ways have you learned?

☺ (3min) Introduce the topic to students. Say that this lesson they are going to peer evaluate groupmates essays using peer evaluation form

Activity 1 (peer evaluation)

Objective: To give students an opportunity to peer evaluate their friends essay

Time: 30 min

Materials: handout 2

► Procedure:

- (5 min)
- (10 min) Draw a Ven diagram on the blackboard
- Distribute peer evaluation form, and students essays .
- Tell them they will evaluate the essays using the form and after completion they will give back the form and the essay to the essay writers.

Activity 2

Objective: to let learners produce the final draft referring to the peer evaluation form

Time: 35 min

Material: students own essays and peer evaluation form

► Procedure:

- (30 min) Using the ideas in the peer evaluation form ss will prepare the final draft of their essays
- (5 min) SS proofread the essays and prepare for submission

Summary

- ☺ (5 min)
- In case they are not ready for submission they will continue working on the final draft at home.

Homework Case study

Read both the essay produced by a second year student and the teacher's feedback. After reading paying attention to the teacher's feedback and **corrections (in-red) produce revised draft of this essay in the space given below.**

Topic: What are the main causes of good health?

Have you ever thought about contributing to good health? Health is our wealth! (You have used two types of Attention Getter. Choose one of them.) If we are healthy, we can do everything. But we break up it involuntarily. Good health is caused by the following factors: **having proper meals, leading a healthy** lifestyle, and environment.

One of them (What do you mean by "them"? Write it!) is eating regularly. (What are your sub- points? Use them in your Topic Sentence) Sometimes we don't pay more attention (Prep. needed) eating daily. (Every day we are in hurry to work or study. Sometimes we have breakfast, sometimes no. After going out we often eat fast food, sometimes we don't have dinner for saving

**Materials for the lesson
Handout 1
Peer evaluation form**

Group:

Name of the essay writer:

Name of the peer evaluator:

1) What outline does the writer use for this essay?

2) Does the introduction contain an opening statement? If yes, which method was used for writing it? Is it eye-catching sentence?

3) Is there any connecting sentence/sentences between opening statement and thesis statement?

4) How is the thesis statement organized? Does the writer use parallel structure? If yes, what part of speech is chosen for it?

5) How do the body paragraphs organized? Are they supported with details?

6) Does the general topic sentence state the main idea of the paragraph for the first body paragraph? What about other body paragraphs?

7) What technique is used for conclusion writing?

8) Find the transitional word and copy them. Are they used effectively?

9) What mechanical, grammar and lexical mistakes have the writer made? Copy them indicating the paragraph, line number.

LESSON #9

Reading

Theme #9.	Work and Business. Magazine article: Freedom at work	
Length: One hour and twenty minutes	Number of Students: 12	
Lesson Outline <ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Semco 3. Activity 2. Comprehension check game 4. Activity 3. Asking for opinions 5. Activity 4. Agree/disagree 6. 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 work in pairs and discuss the duties of the workers in the office.

Which workers (e.g. managers, receptionists, secretaries,...) do the things below:

1. do the photocopying
 2. set salaries
 3. meet guests in reception
 4. type e-mails
 5. decide/start/finish times/working hours
 6. wear uniforms
- Ask random answers

Write the title of the text on the board and ask students to predict the plot of it from the title.

- Elicit the answers and write them on the board.

Activity 1 Semco

Objective: to develop students guessing intelligently strategies.

Time: 10 minutes

Materials: Handout 1

Procedure:

- Ask students to read the introduction part of the article and answer the questions:
Who is Ricardo Semler?
What problem did he have?
- Ask students to work in pairs and predict what changes Semler made.
- 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 and give out handout 2
- Ask students to look through the questions on the handout
- Ask the volunteer group to start the game by asking the rival team questions. The group who gets more points is the winner group.

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:

- 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 Agree/disagree

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.
- Summarize the session and assess the active participants.

Activity 5 Case Study

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

My job involves controlling budgets and making decisions, and the work is enjoyable and challenging. We got on really well in the office and outside. The problem is that I'm in the office almost every day, because my manager is always asking us to come in at weekends. I don't want to say no, but the problem is that I hardly have any free time. Any advice? Anvar

Handout 1

- a. read the introduction to the article. Who is Ricardo Semler? What problem did he have?
- b. work in groups. What changes do you think Semler made? Write a list. Then read the rest of the article to check your ideas.

Semco

At twenty-one, Ricardo Semler became the boss of his father's business in Brazil, Semco, which sold parts for ships. Knowing his son was still young, Semler senior told him, 'Better make your mistakes while I'm still alive'.

Semler junior worked like a madman, from 7:30 a.m. until midnight every day. One afternoon, while touring a factory in New York, he collapsed. The doctor who treated him said, 'There's nothing wrong with you. Yet. But if you continue like this, you'll find a new home in our hospital'. Semler got the message. He changed the way he worked. In fact, he changed the way his employees worked too.

He let his workers take more responsibility so that they would be the ones worrying when things went wrong. He allowed them to set their own salaries, and he cut all the jobs he thought were unnecessary, like receptionists and secretaries. This saved money and brought more

equality to the company. ‘Everyone at Semco, even top managers, meets guests in reception, does the photocopying, sends faxes, types letters and dials the phone’.

He completely reorganized the office: instead of walls, they have plants at Semco, so bosses can’t shut themselves away from everyone else. And the workers are free to decorate their workspace as they want. As for uniforms, some people wear suits and others wear T-shirts.

Semler says, ‘We have an employee named Rubin Agater who sits there reading the newspaper hour after hour. He doesn’t even pretend to be busy. But when a Semco pump on the other side of the world fails and millions of gallons of oil are about to spill into the sea, Rubin springs into action. He knows everything there is to know about our pumps and how to fix them. That’s when he earns his salary. No one cares if he doesn’t look busy the rest of the time.’

Semco has flexible working hours: the employees decide when they need to arrive at work. The employees also evaluate their bosses twice a year. Also, Semco lets its workers use the company’s machines for their own projects and makes them take holidays for at least thirty days a year.

It sounds perfect, but does it work? The answer is in the numbers: in the last six years, Semco’s revenues have gone from \$35 million to \$212 million. The company has grown from eight hundred employees to 3000. Why?

Semler says it’s because of “peer pressure”. Peer pressure makes everyone work hard for everyone. If someone isn’t doing his job well, the other workers will not allow the situation to continue. In other words, Ricardo Semler treats his workers like adults and expects them to act like adults. And they do.

Handout 2

Read the article again and answer the questions.

1. What do employees at Semco do that they probably wouldn’t do in other companies?
2. How does Semco and its staff look different from other companies?
3. Who is Rubin Agater and why is he important at Semco?
4. How does Semco show that it trusts its workers?
5. Do Semco’s methods work? How do we know?
6. What is “peer pressure” and why is it important at Semco?

Handout 3

Work in pairs and discuss the questions.

1. What do you think of Semco’s policies?
2. Would you like to work in company with these policies?
3. Would any of the “rules” at Semco be possible where you work /in your country? Why/Why not?

Handout 4

Work in pairs. Do you agree with the following statements? Why/Why not?

1. Companies should allow people to work flexitime.
2. Business shouldn’t let people smoke in the workplace.
3. Businesses should allow workers to set their own salaries.
4. Companies shouldn’t make workers retire at sixty-five.

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Fiction

1. Hornby, N. (1998) *About a Boy*. Penguin Books.
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

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 #10

Writing

Theme #10.	Job application
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Fill in gaps 3. Activity 2. Choose correct preposition 4. Activity 3. Word collocation 5. Activity 4. Applying for a course 6. Activity 5. Case study 	
The aim: To teach students to brainstorm ideas for writing an application letter and to introduce points for structuring an application letter	
Objectives: <ul style="list-style-type: none"> • to check students' background knowledge about how to write an application letter • fill in the gaps • to supply with correct prepositions • to collocate words and make up statements using them. • to identify the key words and topics of paragraphs. 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up

Objective: to check students' background knowledge about how to write an application letter

Time: 10 minutes

Materials: board, chalk

Procedure:

- Write on the board the following questions and ask students to answer them:
 - *What is an application letter? What is the main aim of one?*
 - *Have you ever written one?*
 - *What information did you include?*
 - *When do we need to write an application letter?*
- Elicit random answers and explain if they have misunderstanding.

Activity 1 Fill in gaps pair work

Objective: filling the gaps.

Time: 15 minutes

Materials: Handout 1

Procedure:

- Distribute handout 1 to every pair of students.
- Tell students to read the instruction and fill in the gaps with correct profession as shown in the picture.
- Check the task to make sure whether they have done it correctly.
- Ask them to say what qualities each profession requires.

Answer key: 1. courier/delivery driver/dispatch fider; reliable, trustworthy

2. surgeon; able to concentrate, responsible, able to cope with stress, self- sacrificing

3. pilot; calm, level-headed, able to cope in emergencies, able to deal with stress

4. (news) reporter/journalist; alert, good communication skills, innovative, persistent

5. firefighter; able to work under pressure, brave, dedicated

6. barrister/lawyer/attorney; able to deal with challenge, objective, self-controlled

Activity 2 choose correct preposition pair work

Objective: to supply with correct preposition

Time: 10 minutes

Procedure:

- Ask students to work in pairs and look through ex. 4 in handout 1.
- Ask them to put the correct preposition in spaces.
- Check they have completed the task and supply with correct answers if there are mistakes.

Answer key: 1. of, 2. In/in, 3. With, 4. At/in, 5. In, 6. On/in, 7.in, 8. At/in

Activity 3 word collocation individual and group work

Objective: to collocate words and make up statements using them

Time: 15 minutes

Procedure:

- Ask students to collocate the words given in ex. 5 individually
- Tell them to try to explain their meaning
- Check this as a class by asking to use these collocations in their own sentences.

Answer key: **to attend a course**-to go college/university, etc to do a specific course
to operate a word processor-to use a word processor
to fulfill one's potential -to become as successful as one's abilities will allow
to graduate from university-to complete a university course successfully
to work shifts- to work different hours on different days
to broaden one's horizons-to do sth different in order to gain more experience
to have an inquiring mind -to be curious, eager to learn
to gain experience-to learn more by doing different things
to handle clients-to work with customers

Activity 4 Applying for a course

Objective: to identify the key words and topics of paragraphs

Time: 15 minutes

Procedure:

- Ask students to learn opening and closing remarks of applying for a course
- Then tell them to read the instruction below and underline the key words.
- When they have finished it, tell them to read the model and check if all information required has been included.
- Ask them to identify the topic of each paragraph

Answer key: wish to apply/course/in Britain/personal details/academic qualifications/level of English/information about a course and subjects you wish to study/why you have chosen this college or university

- Yes, all the information required by the instructions has been included.
- Para 1: reason for writing
- Para 2: personal details(age, nationality, current employment)
- Para 3: qualifications
- Para 4:reason for choosing a course
- Para 5: reason for choosing a university
- Para 6: closing remarks (mention CV enclosed)

Activity 5 Question- answer group work

Objective: to check students' reading comprehension

Time: 15 minutes

Procedure:

- Divide the group into two subgroups and give each group one Writing task instruction from ex. 7

- Ask students to look through the writing task instructions and scan the information.
- Tell them to answer the questions given below.

- Tell groups to swap papers when they have finished and check their answers.

Suggested answer:

- Dear Sir/Madam (or Mr./Mrs. + surname if known)
- To apply for the position of Hotel Manager at a ski resort.
- To give information about yourself, your qualifications and previous experience, as well as to explain why you would be suitable for the job.
- Suggested Paragraph Plan

Para1: state reason for writing

Para 2: education and qualifications (e.g. A Levels, degree/diploma in Hotel Management)

Para 3: previous experience (e.g. Assistant Manager – currently Manager of small hotel)

Para 4: personal qualities (e.g. hardworking, good organizational skills, etc.)

Para 5: explain why you would be suitable for the job (e.g. experience in winter resorts; proven skills in similar position; language skills, etc.)

Para 6: closing remarks

- e.g. I am writing to apply for the post/position of ...

e.g. Please find enclosed my CV and reference from ...

- yours faithfully, (if recipient's name is not known)

yours sincerely, (if recipient's name is known)

- *Dear Sir/Madam* (or Mr./ Mrs. + surname if name known)

- To apply for a place on an eight-week intensive English course.

- To give reasons for choosing this particular college.

- Suggested Paragraph Plan

Para 1: state reason for writing

Para2: personal details (age, nationality, occupation, reasons for learning/improving English, etc.)

Para 3: level of English (e.g. length of study, exams passed, extra studies, strengths/weaknesses in English, etc.)

Para 4: reasons for choosing this particular college (e.g. length of course/location especially suitable, good reputation/recommended personally)

Para 5: closing remarks

- e.g. I am writing to apply for admission to the...

e.g. I hope that you will consider me for admission to the course.

- Yours faithfully (if recipient's name is not known)

Yours sincerely (if recipient's name is known)

Summarize the session delegating students to choose one of the writing tasks in ex. 7 and write a complete outline plan with notes. Then write a letter in about 300 words.

Case study

Explore the formal writings in your country and compare it with ones in the UK. Write what similarities and differences you have found in your note, supplying with samples.

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
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Suggested web sites:

www.teachingenglish.org.uk
 www.developreading.com
 www.jobproblems.com

Glossary:

BE ALERT-to be attentive and ready to what is happening and react quickly

DEAL WITH STRESS-to cope with stress

BE LEVEL-HEADED- not to lose control and stay calm in emergency situations

LESSON #11

Reading

Theme #11.	Work and Business. Information Leaflet: What is tourism?
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Tourism: the biggest business in the world 3. Activity 2. Tourism today 4. Activity 3. True/False task 5. Activity 4. Group discussion 6. Activity 5. Case study 	
The aim: to to enhance students' vocabulary, to develop their skimming and scanning skills.	
Objectives:	

<ul style="list-style-type: none"> • to check students' background knowledge of this topic and to give more information on the topic. • to to develop students' guessing intelligently strategies. • to check students' reading comprehension skills • to express ones one own mind and to respect others' views. 		
<table border="1"> <tr> <td>Activity Type:</td> <td>Individual, small group, whole class (teacher-students)</td> </tr> </table>	Activity Type:	Individual, small group, whole class (teacher-students)
Activity Type:	Individual, small group, whole class (teacher-students)	

Lead-in (10 minutes)

- Write on the board the following words related to the jobs:

pilot	waiter	tour guide
resort rep	flight attendant	chef
tourist	information	officer
porter	travel agent	hotel manager
receptionist	airline	check-in
- Attach the pictures describing different jobs.
- Ask students to guess the jobs matching with pictures.
- Ask students come to the board one by one and write the word next to the picture, choosing from the list written on the board .
- Ask students to categorize the jobs mentioned in the list into travel jobs and hotel jobs.

Activity 1 Tourism: the biggest business in the world

Objective: to check students' background knowledge of this topic and to give more information on the topic.

Time: 15 minutes

Materials: board, markers

Procedure:

Ask students to work in pairs and discuss the questions the following questions:

- What is tourism?
- What do you know about tourism business today?
- How does it influence to the economy ?
 - Elicit random answers to each question.
 - Encourage students to be confident in sharing their opinions, views.

Activity 2 Tourism today

Objectives: to develop students' guessing intelligently strategies.

Time: 15 minutes

Materials: Handout 1

Procedure:

- Distribute handout 1 and ask students to scan the article.
- Ask students to guess the meaning of the words in bold from the context.
- Ask students to explain meaning of the words either by giving the synonyms or definition.

Activity 3 True/False task

Objectives: to check students' reading comprehension.

Time: 15 minutes

Materials: Handout 2

Procedure:

- Ask students to work in pairs and discuss the statements related to the article.
- Elicit random answers to each statement and encourage students to be confident in sharing their opinions, views, feelings.

Activity 4 Group discussion

Objectives: to express one's own mind and to respect others' views.

Time: 15 minutes

Procedure:

- Divide the group into 2 subgroups
- Ask group 1 to discuss advantages of tourism business and group 2 disadvantages of it.
- Once groups are ready, start the discussion first with pros, then cons of it.
- Encourage them to feel free and say their opinion.

Activity 5 Case-study

Objectives: to develop student's writing skills

Time: 25 minutes

Procedure:

- Ask students to explore tourism business in

Explore tourism business in your country, write a compare-contrast essay based on your findings about historical cities of Uzbekistan.

Summary: Summarize the session with giving your own point of view and feedback to their participation.

Handout 1 Read the article and try to guess the meaning of the words given in bold from the context.

TOURISM TODAY

Facts and challenges

Tourism is one of the biggest businesses in the world. There are nearly 800 million international tourist arrivals every year. It employs, directly or indirectly, one in fifteen of all workers worldwide, from A to Z, from airport cleaners to zookeepers, and includes bar staff, flight attendants, tour guides, and resort reps. It is a huge part of the **economy** of many countries – in countries such as the Bahamas over 60% of the economy is based on tourism.

Tourism is a fast-growing business. When Thomas Cook organized his first excursion from Leicester to Loughborough in 1841, he probably didn't know what he was starting. Key developments in the last 150 years or so have led to the rise of mass tourism. There have been technological developments in transport, in particular the appearance of air travel and charter flights. There have been changes in working practices, with workers getting paid holiday time and working shorter and more **flexible** hours.

In recent years we have seen the growth of the Internet and globalization, making the world seem a smaller but very fascinating place. The tourism industry grows faster and faster each year. In 1950, there were 25 million international tourist arrivals. In 2004, the figure was 760 million, and by 2020 it is predicted to be 1.6 billion.

But what are the **challenges** today? The tourism industry is affected by many different things: international events, economic change, changes in fashion. New concerns and worries appear every year, for example as people become more worried about **security** and international terrorism, or as the value of their **currency** changes. But new destinations and new sources of tourists also seem to emerge every year.

Tourism survives. Is it a powerful and sometimes dangerous force in the modern world. Tourism creates many good jobs and careers, but it also produces many poor and badly paid jobs. Tourism can save cultures and the local way of life, but it can also destroy them. Tourism can change countries-and people- for the better, but it can also change them for the worse.

Tourism is one of the biggest industries in the world. It is perhaps also the most important.

Handout 2

Discuss these statements with a partner. Write T(true) or F(false).

1 one in fifty of all workers are employed in tourism related industries.

2 The number of international tourism arrivals will more than double between 2004 and 2020.

- 3 Tourists often worry about international security.
- 4 Tourism has only had a good influence on the modern world.

Literature

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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
- www.jobproblems.com

Glossary

- CHALLENGE** (n) - something new and difficult that forces you to make a lot of effort
- CURRENCY** (n) - the system and type of money that a particular country uses
- FLEXIBLE** (adj) - that can be changed easily
- SECURITY** (n) - the state of feeling safe and being free from worry

LESSON #12

Writing

Theme #12.	Resume
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Putting headings 3. Activity 2. Question-answer 	

4. Activity 3. Analyze and compare
5. Activity 4. Pros and cons
6. Activity 5.
7. Homework. Case study

The aim:

to give information and teach students how to write CV/resume.

Objectives:

- to lead-in to the topic and to raise students' interest to it
- to introduce students the structure of a CV
- to check students' reading comprehension
- to help students to analyze and compare
- to explain **dos** and **don'ts** of writing CV/resume

Activity Type:

Individual, small group, whole class (teacher-students)

Warming up

group work (10 minutes)

➤ Ask students the following questions:

1. Have you ever applied for a job? If yes, what documents do you have to submit?
2. What is a CV?
3. What information is to be included in CV?
4. What style is appropriate for CV?

➤ Elicit random answers and encourage students to be active.

Activity 1 Putting headings pairwork (10 minutes)

Objective: to introduce students the structure of a CV

Time: 10 minutes

Material: handout 1

Procedure:

- Distribute handout 1 and ask students to work in pairs, write the headings(A) in the correct spaces in the CV in (B).
- Check they have done the task correctly, asking each pair to read one heading.

Answer key: name, profile, personal details, education, work experience, interests, additional information, reference

Activity 2 Question-answer group work

Objective: to check students' reading comprehension.

Time: 10 minutes

Procedure:

- Divide the group into 2 subgroups and ask groups to find answer to the questions given in their handout.
- Tell group A to ask group B a question from the list, group B to answer.
- Ask groups to do this in turns.
- Encourage students to be confident and active.
- Calculate the scores, announce the winner team and praise active participants.

Activity 3 Analyze and compare Pair work

Objective: to help students to analyze and compare

Time: 10 minutes

Materials: handout 2

Procedure:

- Ask students to work in pairs and scan the job advertisement.
- Tell them to analyze whether Kate is qualified for it or not.
- Ask them to compare their verdict with other pairs.

- Ask students to justify their choices.
- Encourage students to feel free and say their mind.

Activity 4 pros and cons group work

Objective: to explain dos and don'ts of writing CV/resume'

Time: 20 minutes

Materials: Handout 3

Procedure:

- Give out handout 3 and ask students to work in groups of 4.
- Ask them to read the information given in the handout carefully and find **dos** and **don'ts** of writing CV/resume'
- Ask students to underline them and exchange opinions why/why not this structure or statement is to be used within the group.
- Then tell them to share their points of views and justify among groups.
- Monitor the discussion and encourage them to speak up.

Activity 5 individual work

Objective: to practice writing a CV/resume

Time: 25 minutes

Procedure:

- Ask students to prepare a CV/resume' for themselves.
- Tell them first to make notes of all important information (with dates), using similar headings to those in the examples given in handout 3.
- Ask them to organize it as clearly as possible .
- Walk round and give a hand to those who need it.
- When they have completed the task, swap it and give it to another student to peer edition.
- Prompt students to type it on a computer and store it so it can be updated in future.

Summarize the lesson and ask to submit the correct typed version of a CV.

Homework: Case study

There is a considerable debate about the format of CVs, and much depends on your experience and the area you are working in. Explore the differences in your country and the UK, write the differences and similarities of them.

Handout 1

3. Write the heading A in the correct spaces in the CV in B.

A	
Profile	Additional information
Education	Name
References	Work experiences
Personal details	Interests

 Address Kate Henderson
 31 Rendlesham Way
 DOB 17/04/83

Watford
Herts
WD3 5GT

Phone 01923 984663
Mobile 07764 733689

Email katehenderson@hotmail.com

A highly-motivated, well-travelled, and
enthusiastic graduate, with
practical experience of working with children of all ages.

Watford Grammar School
8 GCSEs
3 A-levels

Bristol University
BA (Hons) Psychology and Education

June 2000

Life guard and supervisor at KLC Leisure
Centre

July 2001

Athletics coach at training center

June 2003

Teaching assistant at secondary school

----- Dance, athletics, volleyball, travel, cinema

----- One of my main interests is dance, which I have
done since I was

three, passing many exams, and performing in annual dance
Festivals. I have organized sports events and training sessions for
dance, athletics, and trampoline. I have travelled widely throughout
the world, in Europe, the Far East, and the USA.

----- **Prof Jane Curtis**
Dept of Education
Bristol University
BS5 7LA

Mike Benson
Head Teacher
Bailey School
WD3 8JG

4. Answer the questions

1. Where did Kate go to school?
2. What did she study at University?
3. Who is Prof. Jane Curtis?
4. Does she have a lot of work and experience?

5. How is CV different in your country?

6. This is the job that Kate is applying for. See how well she is qualified for it.

Are you...

- aged between 18-30?
- energetic?
- good at organizing people?

Do you...

- like kids?
- like sport?

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
2. Barton, L. & Sardinias, C. P. (2004), *North Star. Reading and Writing. Intermediate.* Longman.

3. Driscoll, L. (2004) *Reading Extra* A resource book of multi-level skills activities. CUP.
4. Fry E. B. (2000), *Skimming and scanning. Middle level*, Jamestown Publishers.
5. Greenall, S & D. Pye (2007), *Reading 2, 3. Cambridge Skills for Fluency*. Cambridge: CUP
6. Philips A. & Philips T. (1997) *Key Skills for Reading*. Prentice Hall.
7. Phillips, T. & Phillips, A. (2005) *Skills in English. Level 2*. Garnet Education.
8. Roberts, P. (1994) *Cambridge First Certificate, Reading & Vocabulary*. CUP.
9. Newspapers and magazines (e.g. *English Teaching professional, Modern English Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic* etc)
10. Jordan*, R. R. (2003). *Academic Writing Course: Study Skills in English*. Pearson Education Limited. Third Edition.
11. Scarry*, S., & Scarry, J. (2008). *The Writer's Workplace with Readings: Building College Writing Skills*. Thomson Learning. Sixth Edition.
12. Ruetten, M. K. (2003). *Developing Composition Skills: Rhetoric and Grammar*. Thomson Learning. Second Edition.
13. Evans, V. (1998). *Successful Writing*. Upper Intermediate. Express Publishing.
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15. Total English. Intermediate. Rachel Roberts, Antonia Clare, J.J Wilson. Longman.

Fiction

1. Hornby, N. (1998) *About a Boy*. Penguin Books.
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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

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

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

SPRING INTO ACTION - to act, to move.

CLUTTER (v)-to put too many things in one place

UPDATE (v)-to add the most recent information to sth such as a book, document, or list.

LAYOUT (n)-the way in which different parts of something are arranged.

LESSON #13

Reading

Theme #13.	Work and Business. Advertisement: Occupations
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. What's their job? 3. Activity 2. Discuss 4. Activity 3. How did you know? 5. Activity 4. Answer the questions 6. Activity 5. Choose a heading 7. Activity 6. Write a heading 	

8. Activity 7. Case study	
The aim: to develop understanding of the gist of a paragraph and skimming skills.	
Objectives: <ul style="list-style-type: none"> • to lead-in to the topic and to raise students' interest to it • to develop students' reading comprehension • to justifying points of views. • to make awareness explicit • to check comprehension • to provide practice in selecting headings to express gist. • to develop understanding of gist and summarizing 	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in (10 minutes)

- Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs.
- Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole activity, eliciting responses from different students.
- Encourage students to respond freely, speculating and developing their answers.

Activity 1 What's their job?

Objectives: to develop students' reading comprehension.

Time: 15 minutes

Materials: Handout 1

Procedure:

- Explain to students that each paragraph describes a job. Ask them to read each paragraph quickly and write which job each person does.
- When everyone has chosen their answers, move on to exercise B, where students discuss their choices, without revealing the answers.

Suggested answers: 1.lawyer 2.lorry driver 3. Journalist 4. Librarian

Activity 2 Discuss

Objectives: justifying points of views.

Time: 10 minutes

Procedure:

- Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices.
- Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have correct answers.

Activity 3 How did you know?

Objectives: to make awareness explicit.

Time: 10 minutes

Procedure:

- Ask students to read the paragraphs again and to underline two key words or phrases from each one that make clear what kind of job the paragraph describes.
- Explain that there may be more than one answer. When students have finished, discuss the answers as a class.

<p>Students can underline any two of the following for each paragraph:</p> <ol style="list-style-type: none"> 1. in court/clients/legal problems/represent/arrested for a crime/the police 2. lonely/away from your family/on the road/behind the wheel/cars/unload/journey 3. tabloid/paper/write/current affairs/press conferences/interviewing/name in print 4. whisper/books/literature/service to the public/ borrow books

Activity 4 Answer the questions

Objectives: to check comprehension

Time: 10 minutes

Procedure:

- Ask students to read the questions about each paragraph and choose the correct answers.

Paragraph 1 c	paragraph 2 a
Paragraph 3 b	paragraph 4 a

- Then, ask students to choose the most appropriate heading for each paragraph and write the number of the paragraph in the space provided.

A 3, b 1, c 4, d 2

Activity 5 Choose a heading

Objectives: to provide practice in selecting headings to express gist.

Time: 10 minutes

Material: Handout

Procedure:

- Ask students to quickly read two more descriptions of jobs and to choose the most appropriate heading for each paragraph.

A An actor's life for me
B Building a building

Activity 6 Write a heading

Objectives: to develop understanding of gist and summarizing

Time: 15 minutes

Materials: Handout

Procedure:

- Ask students to read the description of the job and to write their own heading expresses the gist of the paragraph.
- Point out that this doesn't mean that they should write the job being described. They should work out what the job is and then write a phrase to summarise the gist of the paragraph.
- When students have written their answers, discuss their answers in pairs, giving reasons for their choices.
- Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have correct answers.

Suggested answers: Dangerous but important Trained to help Careful and useful
--

Activity 7 Case Study

Read the blog taken from jobproblems.com, study the case and give your advice to Annie

I have been doing the same job for ten years, but it's going nowhere. I'm bored and poorly paid, and the managers who are delegating jobs for me to do are much younger than me. I want to get a better job, but I won't be able to, because I haven't got a degree. It seems really unfair. Annie

.....

.....

.....

Summarise the session giving feedback to the activities and praising the active participants.

Handout 1 What's their job?

You are going to read about four different jobs.

Read the paragraphs as quickly as you can, and write on the line below each paragraph which job you think the person is describing.

1

“I spend about half of my time in my office, and the other half in court. I don’t have customers. I have clients. They come to me with legal problems and I represent them. It’s a very demanding job, because you feel responsible for what happens to your clients, but it’s also very satisfying. One of my clients was recently arrested for a crime he hadn’t committed, and I was able to persuade the police they’d made a mistake. It’s a great feeling helping people when they’re in trouble”.

What’s their job? _____

2

“Many people think that this is an easy job, but in fact it can get very tiring and lonely. You’re often away from your family for long periods of time – maybe two or three weeks, if you have to go to Germany or somewhere. That can be difficult. I do love it, though. I like being on the road behind the wheel, and being able to look down on all the cars. But it’s a pain when you have to unload all the boxes and stuff at the end of the journey. Still, it’s all part of the job.”

What’s their job? _____

3

“Well, I used to work for a tabloid, but now I work for a more serious paper. I generally write two or three pieces a day. You really have to keep up with current affairs in this job, though. I’m often going to press conferences and interviewing politicians and famous people, so I have to know what questions to ask. The most satisfying thing is seeing my name in print above a story. I look at it and think, “I wrote that yesterday, and today millions of people are reading it”. Amazing!”

What’s their job? _____

4

“People have this image of us being very boring and old-fashioned, but I don’t think that’s true at all. Where I work, it’s often very lively and interesting and, these days, people don’t have to whisper all the time. Kids are welcome, and it’s a very friendly place. Of course, you couldn’t do this job if you didn’t love books. I adore literature, and it’s great being in an environment where everyone around you also gets pleasure from it. I think we provide a very valuable service to the public. People can borrow books from us which they would never be able to afford to buy for themselves”.

What’s their job? _____

Handout 2 Answer the questions

Now answer these questions about the four paragraphs.

Paragraph 1

What does the writer enjoy the job?

- a** working in two places
- b** having a lot of responsibility
- c** being able to help clients
- d** arguing with the police

Paragraph 2

What does the writer dislike most about the job?

- a** being on the road for so long
- b** the fact that the work is so easy
- c** driving through foreign countries
- d** the fact that the work is physical

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
2. Barton, L. & Sardinas, C. P. (2004), *North Star. Reading and Writing. Intermediate.* Longman.
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12. Evans, V. (1998). *Successful Writing*. Upper Intermediate. Express Publishing.
13. Total English. Intermediate. Rachel Roberts, Antonia Clare, J.J Wilson. Longman.
14. Just reading and writing. Jeremy Harmer. MCELT. London-Singapore-New York
15. Exam Skills for reading and writing. Malcolm Mann, Steve Taylor-Knowles. Macmillan.
16. Natural English reading and writing. Theresa Clementson. OUP.

Fiction

1. Hornby, N. (1998) *About a Boy*. Penguin Books.
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- www.jobproblems.com

Glossary:

APPRECIATIVE (adj)-showing that you are grateful or that you enjoyed

OVATION (n)-if an audience gives someone an ovation, they clap their hands to express their admiration or enjoyment

CREATIVE (adj)-involving a lot of imagination and new idea

LESSON #14

Writing

Theme #14.	Cover letter 1
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Purpose of writing a cover letter 3. Activity 2. Explanation 4. Activity 3. Practising 5. Activity 4. Revision 6. Activity 5. Case study 	
The aim: to help students brainstorm ideas for writing cover letter, to introduce points for structuring a cover letter and differences between formal and informal cover letter	
Objectives: <ul style="list-style-type: none"> • to lead-in to the topic and to raise students' interest to it 	

- to explain students the purpose of a cover letter, some essentials for success, and useful opening lines.
- to explain the how to write of a cover letter and describe parts **of cover letter**
- to practice writing cover letter and focus on some difference between formal and informal letters
- to review rules of writing a cover letter

Activity Type:	Individual, small group, whole class (teacher-students)
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Warm up: Hook (10 minutes)

Procedure.

- Ask students to remember the following situation: *Think about the time you went to the mall and saw an item that caught your attention.*
- Ask them to explain the reason why it caught their eye.
- Elicit random answers and encourage them to be confident.

Possible answers: it was bright, well designed, or attractive

Tie in the hook- A cover letter is like a sales letter that should attract employers to call you - the applicant for the interview.

Activity 1. Purpose of writing a cover letter

Objectives: explain students the purpose of a cover letter, some essentials for success, and useful opening lines.

Time: 20 minutes

Materials: Handout 1, 2, 3

Procedure:

- Divide the group into 3 subgroups. Distribute handouts (group 1-purpose, group 2-tips, group 3-structure).
- Ask students to read and comprehend the information given in the handouts.
- After reading and discussing it, the groups will present their topic to other groups.
- Clarify the points if students have difficulties in digesting the information, and give samples to them.

Activity 2 Explanation

Objectives: to explain the how to write of a cover letter and describe parts of cover letter

Time: 20 minutes

Materials: Handout 3-4

Procedure:

- Reorder the groups and give students the first model of cover letter to read.
- Provide time for students to record their impression of the structure of cover letter and go over some of the details.
- Then give them correct example of a cover letter. Discuss some ideas of the students.

Activity 3 Practising

Objectives: practice writing cover letter and focus on some difference between formal and informal letters

Time: 20 minutes

Materials: handout 4

Procedure:

- Distribute handout 4 and ask students to work in pairs.
- Ask them to read Kate's cover letter and find informal parts of it.
- Tell students to replace informal parts with formal ones.
- Check they have completed the task correctly by asking them to read out right versions in turns.
- Praise those who have done correctly and explain if there are some misunderstanding.

Activity 4 Revision

Objective: review rules of writing a cover letter

Time: 10 minutes

Procedure:

Ask students the following questions:

- What is the main purpose of the cover letter?
- How many parts are there in cover letter?
- Should a cover letter be positive and confident? And why?
- Give feedback and assess students according to their participation.
- Ask students to find a job advertisement and write their own cover letter based on the materials they got.

Activity 5 Case study

Google and find a job advertisement from www.jobvacanciesonline.com. That attracts your attention and think you are qualified for it. Write a complete outline plan for it and swap it with your groupmate. Peer edit and give your feedback.

Handout 1 Cover Letter Tips and Samples

Purpose:

Is a cover letter necessary?

- The purpose of a cover letter is to match your qualifications (skills, education, and experience) to a specific employer's needs, and to express your interest in the job and the organization.
 - A well-written cover letter shows why you are a strong candidate for a particular position.
 - Your cover letter is an opportunity to demonstrate your communication skills – the Number 1 ability sought by employers (according to the 2005 job Outlook Survey conducted by the National Association of Colleges and Employers)
 - A cover letter is a marketing tool to persuade a hiring professional to read your resume.
 - It's in your best interest to include a cover letter whether you're sending your resume by e-mail, fax, or U.S. mail – or hand delivering it.
-

Handout 2

CONTENT:

It's very difficult to write a cover letter without a job description.

- Do not exceed one page – Usually three to four paragraphs. Don't overuse the word "I". Starting every sentence with "I" gives the impression you are self-centered.
- Address the letter to a specific individual. Call to request the name and title of the person responsible for hiring college graduates in your career area. When mail is not addressed to you personally, don't you regard it as junk mail? Employers tend to have the same reaction to cover letters that begin with "To Whom It May Concern:" or "Dear Sir or Madam:" – NOT a good first impression! If you are unable to obtain the hiring person's name (including how to spell it) you may direct the letter to someone with a specific job title, such as Director of Editorial Services.
- Sound positive and confident. Your cover letter should motivate the reader to find out more about you, that is, to read your resume and maybe even interview you.
- Write an attention-getting introduction. Remember the three basic functions of an opening: to invite, inform, and entice.
- Tailor your letters to the needs of the company and the requirements of the position. Your letter highlights aspects of your background that suit a particular employer's needs – those needs are spelled out in the job description. While your resume may

apply to many different employers, every cover letter should be targeted to a particular job and a specific organization. State the position for which you are applying for.

- Focus on certain qualifications you wish to emphasize. Do not merely repeat the contents of your resume leaves open. Tell why you are uniquely suited for the job. Select a few concrete, descriptive examples of your qualifications (achievements, experience, education, skills) that best fit the position you're applying for.
 - "Evidence of my leadership ability includes holding offices in 2 student organizations."
 - "I have excellent communication skills as demonstrated by writing a monthly newsletter for employees and by presenting sales proposals to customers."

ESSENTIALS FOR SUCCESS:

- Research the organization before you write your cover letter. Use a search engine like google.com and search the Web for information about the employer. Demonstrate in your letter that you know something about the company's products or services and their customers (this information is almost always on the employer's web site). The more you research a company, the more you'll know what issues are important to them. Organizations hire people who can help them solve problems. Learn what their problems might be.

NO TYPOS! The image you want to give an employer includes a neatly typed, grammatically – correct cover letter and resume that are free from misspellings or other errors.

- Do not simply list your abilities – give specific examples that illustrate what you accomplished it. For instance:

Not effective: "I'm good at web design experience."

Effective: "My web design experience includes a class project in which I created an ecommerce site for a small business using JavaScript."

Not effective: "I demonstrated supervisory skills in my last job."

Effective: "My supervisory skills were demonstrated in my last job by training, mentoring, and evaluating 3 administrative support employees, resulting in a decrease in staff turnover."

- For a polished, professional image: Match your stationary and resume stock size, weight and shade. Traditionally, the 8 ½ "X I P" paper selected for the cover letters and resumes is either white, off white, ivory or gray and at least 24 pound bond weight. For documents that you originally e-mailed or faxed to an employer, you can follow up by also sending your high – quality copies – preferably unfolded in a large envelope – by U.S. mail. Sign your cover letter.

Handout 3 TO HELP YOU GET STARTED:

Below are some opening lines to give you some direction. Refer also to the sample letters attached.

First paragraph:

- I am applying for...
- My classmate, Matthew Hamilton, suggested I contact you regarding...
- Your web site indicated your need for...
- Per your advertisement in the Arizona Republic for...

Second (and Third – optional) paragraph

- As noted on my resume I...
- According to the requirements stated in your job description...
- Per your job description, I can offer you the following...
- My experience relevant to this position includes...
- I am a strong candidate for this job because...

Closing paragraph

- I'm excited about putting my skills to work for...

- I am confident I can meet your needs for...
- To discuss how I can contribute to...

Handout 4

Read Kate's cover letter. Which parts sound too informal? Replace them with the words in italics.

31 Rendlesham Way
 Watford
 Herts
 WD3 5GT
 01923 984663
 Mark Sullivan
 106 Piccadilly
 Bristol
 BS8 7TQ
 17 March 2004

Dear Mark

I am applying for the post of camp leader, which I saw advertised somewhere recently. Here's my CV.

I reckon I have just about everything needed for this job. I have worked loads with kids, doing all kinds of stuff. They generally do what I tell them, and we manage to have a great time together. Having studied psychology and education at university. I know quite a bit about the behavior of kids.

I am really into sport, and have lots of experience of organizing training events. I am a very practical person, easy-going, and it's no problem for me to make friends. I've been all over the place and enjoy meeting new people.

I can't wait to hear from you.

Best wishes

Kate Henderson

extensively with young adults

respect my leadership abilities

I find it easy

very interested in

have a certain understanding of

Please find enclosed

look forward to hearing

considerable

many of the relevant

qualifications

have travelled widely

Mr. Sullivan

Yours sincerely

in the March edition of the magazine Holiday jobs for Graduates

feel

organizing a variety of activities

establish a good working

relationship

Is this how a formal letter is laid out in your country? What are the differences?

Write your CV and a covering letter for a job that you would really like to do and are well qualified for

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
2. Barton, L. & Sardinias, C. P. (2004), *North Star. Reading and Writing. Intermediate.* Longman.
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Glossary:

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

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

SPRING INTO ACTION - to act, to move.

PRACTICAL (adj)-making sensible decisions and choices

RECKON (v)-to believe that something is true (spoken)

EASYGOING (adj)-relaxed, calm, and not easily getting upset

LEADERSHIP (n)-position of being more successful than anyone you are competing against.

LESSON #15

Reading

Theme #15.	Work and Business. Magazine article: New on the job
Length: One hour and twenty minutes	Number of Students: 12

Lesson Outline	
<ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Operatunity 3. Activity 2. Matching 4. Activity 3. Find the mistakes 5. Activity 4. Asking for opinions 6. Activity 5. Agree/disagree 7. Case study 	
The aim: to provide students with topic based practice 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' understanding of the gist • to provide practice in selecting headings to express gist • to help students to find mistakes • 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 work in pairs and discuss the following questions:
 1. What do you think are the best and worst things of being famous?
 2. Would you like to be famous? What for?
- Ask random answers and encourage them to be confident.

Activity 1 Operatunity group work

Objectives: to develop students' understanding of the gist.

Time: 15 minutes

Material: Handout 1

Procedure:

- Divide the group into two subgroups.
- Tell students to read the article very carefully and try to find the answers given in handout 1.
- Then ask them to give answers to the questions in turns to check their reading comprehension.

Activity 2 Matching group work

Objectives: to provide practice in selecting headings to express gist.

Time: 15 minutes

Material: handout 2

Procedure:

- Ask students to work in groups and match the headings with the paragraphs.
- Tell them to underline the phrases in the article that helped them.
- Elicit the answers and write them on the board.
- Ask them to summarize each paragraph in just one sentence.
- Check their answers and correct their accuracy if there are some.

Answer key: **a** 3, **b** 4, **c** 2, **d** 1, **e** 5

Phrases: **a.** won in 2002, **b.** my life revolved, **c.** we've been treated like princesses, **d.** found travelling difficult

Activity 3 Find the mistakes pair work

Objective: to help students to find mistakes

Time: 10 minutes

Materials: Handout 3

Procedure:

- Ask students to read the summary of the article in pairs.
- Tell them find nine mistakes and correct them.
- Ask them to search the correct words from the article and replace.

Activity 4 Asking for opinions

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

Time: 15 minutes

Materials: Handout 4

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 5 Agree/disagree

Objectives: to let students to justify their points of views.

Time: 15 minutes

Materials: Handout 4

Procedure:

- Divide the group into 3.
- Cut handout 4 into pieces.
- Ask one member from each group to choose a strip.
- 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.
- Summarize the session and assess the active participants.

Case study

Think about the job you would like to do in future. Make notes about the following:

- The activities involved
- Place of work
- Main tasks
- Skills/abilities needed
- Experience/qualifications needed
- Good and bad points about the job

Handout 1

Read the article and answer the questions.

1. What was Lane and Denise's dream job?
2. How did they achieve it?
3. What problem did they have?

A _____

Operatunity is a TV talent show for amateur opera singers. The winners get the chance to sing with the English National Opera. When two housewives, Denise Leigh and Jane Gilchrist won in 2002, their lives changed forever. As they sang Verdi's *Rigoletto* at the Coliseum in Rome, they were transformed from working mothers into opera celebrities.

B _____

'I live in the village I was born in,' says Denise, who is blind and was a full-time mother. 'Lots of my neighbours are family, and my life revolved around my three children. 'Jane,

who worked as a cleaner and shop assistant, was in a similar situation. She says, ‘All I had to look forward to was seeing my four children grow up, and I love that, but... you think “three must be more to life” Winning *Operatunity* has opened up avenues I never knew existed.’

C _____

‘This last year has been amazing,’ Denise continues, ‘Last month was Paris, before that we were recording at Abbey Road, in London, and recently we had our album launch at the Royal Opera House.’ ‘We’ve been treated like princesses,’ laughs Jane. ‘... champagne, chocolates, five-star hotels...’

D _____

But it hasn’t all been about being treated like royalty. For Denise, the worst part was waiting at the beginning. ‘After I’d sent in my application form I worried for a month. Then I had to wait ten days after my first audition. That was awful’. Even when they won the competition they were allowed to tell their close family, but they weren’t allowed to tell anyone else until later. Denise and Jane also found the travelling difficult. They couldn’t take their children with them while they were away singing so they had to organize childcare.

They also had to learn to deal with the media. ‘The kids loved the fact that they could stay up and watch us on TV, but I just couldn’t understand why some newspapers were more interested in the fact I divorced at 21, rather than the fact I had just sung at the Coliseum’, says Denise.

E _____

When asked if they’d recommend the experience, Denise says, ‘It’s been the most fantastic thing I’ve ever done. I wake up in the morning and think I must be the luckiest person in the world. My profession is something I used to do as a hobby.’ And their advice to other hopeful singers out there? ‘Live your dream’, says Jane.

Handout 2

Match the headings (1-5) with the paragraphs (A-E) in the article. Underline the phrases in the article that helped you.

- 1 The difficult parts
- 2 Living the new life
- 3 The competition
- 4 Their lives before
- 5 Advice

Handout 3

Read the summary. Find nine mistakes and correct them.

Jane and Denise won a pop singing competition on the radio, even though Denise is blind. The competition gave them the opportunity to sing a famous Beatles’ song at Wembley Stadium, and it changed their lives forever. Although they are both housewives with families – Denise has three children, and Jane has two – they now get the chance to travel and see the world, singing. Their new lives have not been very exciting, and they have been treated very well. They found the travelling easy because their children were grown-up. They would recommend the experience to other singers, and say that if your dream is to sing, you should keep it as a hobby.

Handout 4

Work in pairs. Would you ever enter/consider entering a competition like *Operatunity*? Why/Why not?

Handout 5

Work in groups and discuss the questions.

1. There are more rules for children now, than when you were a child?

2. Schools and universities give students more freedom than in the past?
3. What are some of the rules where you work/study?

Literature

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1. Hornby, N. (1998) *About a Boy.* Penguin Books.
2. Kinsella, S. (2003) *Can you keep a secret?* Black Swain.
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www.online-literature.com
www.literature.org/
www.pearsonlongman.com/ae/
www.developreading.com
www.jobproblems.com

Glossary:

REVOLVE AROUND - to have something as a very important part or purpose

ORGANIZE CHILDCARE-to ask someone to look after children

LIVE ONE’S DREAM-to realize one’s dream

LESSON #16

Writing

Theme #16.	Cover letter 2
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Activity 1. Generating ideas 2. Activity 2. Giving information about yourself 3. Activity 3. Focusing on plans for the future 	

4. Activity 4. Writing about plans for the future	
5. Activity 5. Case study	
The aim: to write a positive personal description in a work context	
Objectives: <ul style="list-style-type: none"> • to develop students critical thinking skills • to enable students to describe themselves • to talk about plans for the future . • to give some guided writing practice 	
Activity Type:	Individual, small group, whole class (teacher-students)

Activity 1 Generating ideas Group work

Objectives: to develop students' critical thinking skills.

Time: 15 minutes

Material: Handout 1

Procedure:

- Give out handout 1 and tell students to read the job advertisement.
- Discuss as a class what qualities the employers would probably be looking for.
- Then give students a few minutes to think about themselves and make brief notes about the four areas in the list.
- Ask students to read extracts A and B and decide who they think is better for the job and why.

Guidance notes

You may well have students in your class who would not be interested in this, but emphasize that the point of the lesson is the personal description they are going to write; the advertisement is actually very open and is flexible enough to allow students to write a useful profile of themselves.

Suggested answer: b Penny would appear to be better qualified for the position because of her experience at the youth club. She also seems to be more outgoing, as she describes herself as friendly and enjoys team games, rather than the more solitary activities Mohammed writes about.

Activity 2 Giving information about yourself

Objectives: to enable students to describe themselves

Time: 25 minutes

Procedure:

- Ask students to work in pairs and complete the sentences about Penny and Mohammed.
- Check they have completed this information correctly before they write about themselves.
- Now ask students to describe and write about themselves like in the sample
- Tell students to use dictionaries for new words but you should also work round and help with vocabulary or the formation of ideas while they are completing the sentences about themselves.
- Ask them to swap papers when they have finished their sentences, and read about their partners.
- Encourage them to ask questions to find out more about their partner's information and to say if they find anything surprising. Ask about this in class feedback at the end.

Guidance notes

Students may often be asked to describe themselves at this level, but its important to emphasize the context of the description. As with Penny and Mohammed, they should be focusing on the positive aspects of themselves, i.e. the sort of things they would want an employer to know about.

Answer key:

Penny: 1 the USA for 2 years, 2 two years, 3 studying Business Administration, 4 basketball and hockey, 5 art, 6 friendly and calm

Mohammed: 1 Bahrain most of my life, 2 five years, 3 revising for my final exams at university, 4 tennis, 5 listening to music (and swimming), 6 quiet and hard working

Activity 3 Focusing on plans for the future Pair work

Objectives: to talk about plans for the future

Time: 20 minutes

Procedure:

- Ask students to read the second paragraph of Penny's letter very carefully.
- Tell them to underline the structures she uses to talk about her hopes and plans for the future.
- Then tell them to cover the text and talk with a partner about Penny using the prompts in ex. 3 a.
- Check this as a class by asking students to dictate the sentences for you to write up on the board.
- For ex. 3b, give students a clean piece of paper to write their about their plans for the future.
- Walk round and help students while they are writing.
- For ex.3c, collect up their papers and redistribute them around the class, making sure no-one gets their own.
- Tell students to read the sentences to read the sentences and check their guesses by mingling and asking questions about the sentences, e.g. *Would you like to ...after this course?* If they guess the wrong person, they should move on and they find the right person.

Guidance notes

This stage gives students lots of controlled practice in the use of these three structures for describing their future hopes and plans.

It involves integrated skills practice (writing, reading, speaking, and listening), which should help to "fix" the structures in students' minds and help them to produce the forms accurately in the writing task later.

Answer key:

A 1...Penny would like to find a job working with children or teenagers.

2...Penny plans to return to Hong Kong to live.

3...Penny hopes to be a teacher.

Activity 4 Writing about plans for the future

Objectives: to give some guided writing practice

Time: 20 minutes

Procedure:

- Explain students that this stage gives them some guided writing practice and should give them confidence in using the three structures in the context of a cover letter.
- Put students in pairs to talk about Mohammed's plans for the future and elaborate on the prompts.
- Ask them to decide how to organize the prompts. They should decide how to organize the information and what structures to use. Remind them that they can use Penny's second paragraph as a model.
- Tell students to write two paragraphs about themselves as a part of a cover letter applying for a job in the summer camp.
- Explain that the first paragraph should give information about themselves, and the second should explain their plans for the future.

- Tell students not to worry about the beginning and the end of the letter at this stage; the focus of this task is to write a positive description of themselves which is appropriate for a formal letter of applying for a job
- If students can't finish their writing tell them to continue at home.

Summarize the session giving feedback to the topic.

Activity 5 Case study

Your friend Nasiba is going to apply for a part time job as a nanny for 3 year- old boy. She hasn't got any experience in this field. But she enjoys children's company. What other positive qualities required for this position. Help her to decide whether she is qualified for this job.

Handout 1

How to... describe yourself in a letter of application

1 generating ideas

a Read the advertisement opposite. You are going to apply for the job. Make notes about:

- Your past experience.
- Your interests and skills.
- Your character.
- Your hopes and plans for the future.

b Read extracts A and B from Penny and Mohammed's letters of application. Who is better for the job? Why?

2 giving information about yourself

Complete these sentence for (a) Penny (b) Mohammed (c) yourself.

1. I have lived in... (for) ...
2. I have studied English for ...
3. At the moment, I am ... (work studies)
4. I enjoy playing ... and ... (interests)
5. I love ... (more interests and / or skills)
6. I am ... (character)

3 focusing on plans for the future

a Read extract C, the second paragraph of Penny's letter.

Then cover the text and talk about Penny by completing these sentence.

1. After her course, Penny would / find/ job working/ children/ teenagers.
2. Next year, Penny plans/ return/ Hong Kong/ live.
3. In the future, Penny hopes/ teacher.

b Complete these sentences about your own plans using *would like*, *plan* and *hope*

1 After this course, I... 2 Next year, I... 3 In the future, I...

c Now read about other students' plan and guess who they are.

4 Writing about plans for the future

Look at Mohammed's plans for the future. Write his second paragraph.

- after college: travel
- next year: degree in Tourism Management
- future home: Bahrain
- future job: travel agent

Writing task

a Write part of a letter to Bill Maxwell, applying for the job in the advertisement. Give information about yourself and explain your plan for the future.

b Read other people's letters. Who is the best person for the job? Why?

Wanted

We are looking for an enthusiastic, responsible person to help out in our annual summer camp in the USA. Some experience of working with young people is helpful but not essential. Tell us about yourself and your plans for the future.

Write to Bill Maxwell at.

A

I am from Hong Kong, and I came to the USA two years ago to learn English. I spoke very little English before, but I am now confident using English in all situations. At the moment, I am studying Business Administration.

In Hong Kong I was a member of my local youth club for five years, and I often helped to organize events, such as discos and film nights. I like playing basketball and hockey and I love art. I am friendly and calm, and I enjoy spending time with young people.

B

I am from India, but I have lived in Bahrain most of my life. I have studied English for five years and am currently revising for my final exams at university. I haven't worked with young people, but I have spent a lot of time with my nephews and nieces. I enjoy sports, such as swimming and tennis, and I love listening to music. I am quiet and hard-working and I enjoy helping other people.

C

When I finish my course, I would like to find a job working with children or teenagers, so this job would be perfect for me. Next year, I plan to return to Hong Kong to live. In the future, I hope to be a teacher.

Literature

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www.online-literature.com
www.literature.org/
www.pearsonlongman.com/ae/
www.developreading.com
www.jobproblems.com

Glossary:

ENTHUSIASTIC (adj)-very interested in something or excited by it.

CONFIDENT (adj)-believing in one's own abilities and so doesn't feel nervous or frightened.

ANNUAL (adj)-happening once a year.

LESSON # 17

Reading

Theme #17.	Environment. Magazine article: Climate change
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none">1. Pre – reading:2. Activity 1. Guessing from the picture3. Activity 2. Making decision4. Activity 3. Speed reading5. Activity 4. Match the correct answers6. Activity 5 Read and draw7. Activity 6. Discussion8. Activity 7. Case study	
The aim:	
<ul style="list-style-type: none">• to improve students' language skills and develop the students reading strategies	
Objectives:	
<ul style="list-style-type: none">• to present vocabulary with the help of peer teaching and direct them to the topic.• to establish rapport with the class, to prepare students for reading the story by raising their interest in it.• to establish rapport with the class, to prepare students for reading the story by raising their interest in it.• to practice reading for gist, to practice talking about the story• to infer the meaning of the topic• to practice reading for detailed information	
Activity Type:	Individual, pair work, small group, whole class (teacher-students)

Pre – reading: Activity 1. Guessing from the picture

Objective: to present vocabulary with the help of peer teaching and direct them to the topic.

Time: 3 min

Materials: pictures from the handout 1

Procedure :

- Teacher shows a number of pictures of different things
- Ss look at the pictures and guess what the words are
- Teacher share the lists to group members or sticks on the board (Handout1)

Pre – reading: Activity 2. Making decision.

Objective: to establish rapport with the class, to prepare students for reading the story by raising their interest in it.

Time: 3 min

Materials: pictures from the handout 1

Procedure :

- Teacher form Ss in groups
- Ss gather all pictures on one topic and prove their group's decision. One Ss from each group tells why they chose this topic for these pictures (Handout 1)
- Teacher clarifies Ss' thoughts by asking some questions during discussion

While- reading: Activity 3. Speed reading

Objective: to practice reading for gist, to practice talking about the story

Time: 5 min

Materials: handout 2

Procedure :

- SS read the text to check whether their predictions are close to the topic
- Ss share their ideas with others
- Ss answer some questions according to the topic (Handout 2)

While- reading: Activity 4. Match the correct answer

Objective: to practice reading for detailed information

Time: 3 min

Materials: pictures from the handout 1

Procedure :

- Ss fill in the gaps using the following words and word combinations (Handout 2)
- Ss match opposite (Handout 3)

Post – reading: Activity5. Read and draw.

Objective: to infer the meaning of the topic

Time: 3 min

Materials: pictures from the handout 1

Procedure :

- Ss work in group
- Ss draw a picture where they describe the conclusion of their group
- Ss entitle their picture
- Ss put a suitable quotation to their drawing (Handout 4)

Post – reading: Activity6. Discussion

Objective: to improve integrated skills of the students, to improve ability of expressing their opinions independently and fluently

Time: 3 min

Materials: pictures from the handout 1

Procedure :

- Ss stick their drawing on the wall as though other groups could see it
- One member from each group reports it in several words
- Ss discuss the drawings in class

Activity 7 Case study

Read the text and write your opinion about the topic. Why must we conserve our supplies of coal, oil, and gas? Give as many ways to conserve fuel as you can. Write how each way helps save fuel? Is fuel being wasted in your community? How do you know? Give examples.

How can we conserve our fuels?

Did you ever see black smoke pouring out of a chimney? The smoke is mostly tiny bits of unburned carbon. In a big city where many homes, factories, and railroads burn fuel, smoke is often a nuisance. The air is full of smoke. People breathe it into their lungs, and it is bad for them.

Tiny bits of carbon settle as greasy, black soot on clothing, furniture, buildings, and streets. Then people must spend much time and money to get things clean again. On a calm day, smoke sometimes gathers in a thick cloud over the city. It cuts off much of the sunlight. Electric lights must be turned on. That uses more of our fuel, too.

But smoke is more than a nuisance. It is a waste of valuable fuel. We get no heat from fuel that goes up in smoke. So we have to use more fuel to get the heat we need. Our common fuels are wood, coal, coke, oil, gasoline, kerosene, and gas. As you know, coke is made by heating coal. Gasoline and kerosene come from oil. We get gas from the earth and also from coal and oil. Every year we use more and more fuel. But in all the world only one of our common fuels is now

being replaced. That is wood. The coal, oil, and gas we take from the earth were made millions of years ago. When they are gone, there will be no more.

Handout 1. Pictures



Handout 2. Text

Human Causes of Climate Change:

The causes of climate change can be divided into two categories, human and natural causes. It is now a global concern that the climatic changes occurring today have been speeded up because of man's activities.

Natural causes of climate changes: The earth's climate is influenced and changed through natural causes like volcanic eruptions, ocean current, the earth's orbital changes and solar variations.

Volcanic eruptions - When a volcano erupts it throws out large volumes of sulphur dioxide (SO₂), water vapour, dust, and ash into the atmosphere.

Ocean current - The oceans are a major component of the climate system. Ocean currents move vast amounts of heat across the planet. Winds push horizontally against the sea surface and drive ocean current patterns.

Earth orbital changes - The earth makes one full orbit around the sun each year. Changes in the tilt of the earth can lead to small but climatically important changes in the strength of the seasons, more tilt means warmer summers and colder winters; less tilt means cooler summers and milder winters.

Solar variations - Current global warming however cannot be explained by solar variations. If global warming was caused by a more active sun, then scientists would expect to see warmer temperatures in all layers of the atmosphere.

According to the UK Government the main contributors of man made causes of climate change in the world are:

- * 4% of carbon emissions come from industrial processes
- * 7% come from agriculture – for example methane emissions from livestock and manure, and nitrous oxide emissions from chemical fertilizers
- 21% carbon emissions from transport
- 65% come from the use of fuel to generate energy (excluding transport)
- About 40% of carbon emissions are the result of decisions taken directly by individuals. The biggest sources of emissions for most people are likely to be:
 - * Energy use in the home (the main use is heating)
 - * driving a car
 - * Air travel

Black carbon now largest cause of climate change and key human contributor to global warming. Black Carbon is produced by diesel engines and caused through the burning of wood and coal. The analysis has pushed methane, which comes from landfills and other sources into third place as a human contributor to global warming.

Handout 2 Text

Human Causes of Climate Change

Fill in the gaps with the following words and word combinations: climatic changes, natural causes, volcano, the planet, warming, contributor

The causes of climate change can be divided into two categories, human and natural causes. It is now a global concern that the _____ occurring today have been speeded up because of man's activities.

_____ of climate changes: The earth's climate is influenced and changed through natural causes like volcanic eruptions, ocean current, the earth's orbital changes and solar variations.

Volcanic eruptions - When a _____ erupts it throws out large volumes of sulphur dioxide (SO₂), water vapour, dust, and ash into the atmosphere.

Ocean current - The oceans are a major component of the climate system. Ocean currents move vast amounts of heat across _____. Winds push horizontally against the sea surface and drive ocean current patterns.

Earth orbital changes - The earth makes one full orbit around the sun each year. Changes in the tilt of the earth can lead to small but climatically important changes in the strength of the seasons, more tilt means warmer summers and colder winters; less tilt means cooler summers and milder winters.

Solar variations - Current global _____ however cannot be explained by solar variations. If global warming was caused by a more active sun, then scientists would expect to see warmer temperatures in all layers of the atmosphere.

Handout 3. Match the antonym pairs

1. heating	a. small
2. main	b. agricultural
3. large	c. minor
4. warmer summer	d. slow down
5. chemical fertilizers	e. freeze
6. industrial	f. steady
7. speed up	g. natural fertilizers
8. change	h. colder winter

9. likely	i. water freeze
10. water vapour	j. unfamiliar

Handout 4. Draw “Climate Change in your City”

Literature

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www.teachingenglish.org.uk
www.online-literature.com
www.literature.org/
www.pearsonlongman.com/ae/
www.developreading.com
www.jobproblems.com

Glossary

MATERIAL – substance

CLIMATICALLY – regarding the climate

CARBON – the chemical element with an atomic number 6 (symbol C)

EMISSION – the act of sending or throwing out

OCCASION - opportunity

LESSON #18

First Midterm test on reading and writing skills

Summative assessment of reading and writing skills
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Length: One hour and twenty minutes	Number of Students:
Lesson Outline	
<ol style="list-style-type: none"> 1. Succinct explanation of the procedure of the test 2. Testing 3. Submission of the tests 	
The aim: to evaluate the learners progress within 2 months	
Objectives:	
<ul style="list-style-type: none"> • To assess students learning relative to content standards; • To evaluate certain aspects of the learning process (effective use of acquired reading strategies and writing techniques) 	
Activity Type:	Individual

LESSON # 19

Reading

Theme #19.	Environment. Newspaper article: Global warming
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Lead-in 2. Activity 1. Find the meaning 3. Activity 2. Gist reading 4. Activity 3. Multiple choice 5. Activity 4. Discussion 6. Homework Case study 	
The aim:	
<ul style="list-style-type: none"> • to improve students reading strategies • to develop student’s ability to recognise and use words in communication 	
Objectives:	
<ul style="list-style-type: none"> • To practice and enlarge student’s vocabulary • to develop student’s ability to recognise and use words in communication • to practice scanning and skimming • to recognise word meaning in the context • to raise students critical thinking skills • to teach them to work collaboratively 	
Activity Type:	Individual, pair work, small group, whole class (teacher-students)

Lead-in

Objective: to recall students background knowledge.

Time: 10 min

Materials: white board, markers, flipchart and dictionaries

► Procedure:

- 😊😊😊 (10 min) Write on the board “Global warming” and elicit students to name the global warming which they know and ask the following questions:

Some scientists say that global warming is disrupting the weather and causing drought, flooding, hurricanes etc. What types of extreme weather have been in the news recently? Describe what happened and how people were effected.

Activity 1 Find the meaning

Objective:

- To practice and enlarge student's vocabulary
- to prepare them to next activity

Time: 15 min

Materials: Handout # 1, whiteboard, markers

► Procedure:

- 😊 (15 min) Give a list of questions and ask students to guess the meaning
Check and give the definitions

Activity 2 Gist reading

Objective:

- to develop student's ability to recognise and use words in communication
- to practice scanning and skimming

Time: 20 min

Materials: handouts # 2 to each participant

► Procedure:

😊😊 (10 min) Material: handout #2 to each participant

-Give a text and ask students to highlight any unknown words which they don't understand and let them guess from the context.

😊😊 (10 min) Students can discuss it with their partners

Answers: a) a soft sound, b) agree, c) weaker d) keep going e) very dangerous f) empty g) huge h) the weather i)extremely poor j) empty

Activity 3 Multiple choice

Objective:

- to recognise word meaning in the context
- to let them practice

Time: 15 min

Materials: handouts #3

► Procedure:

😊😊😊 (15 min) Divide the students into three groups then distribute to each group handout #3 and tell them to read and choose the best answer according to the text.

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

Activity 4 Discussion

Objective:

- to raise students critical thinking skills
- to teach them to work collaboratively

Time: 15 min

Materials: handouts #4

► Procedure:

😊😊😊 (15 min) Regroup again and explain them that their group have been asked to take part in a radio programme called Eight degrees more about the effects of global warming. The programme will look at how the world would change if temperatures rose by another eightb degrees Celsius. Discuss the following topic within their groups and present their predictions to the rest of the class.

Suggested answers

- If this country was eight degrees hotter than it's now there would be all sorts of changes. F.ex it would be
- People would feel ... and animals would ...
- The cities would be and the countryside...
- On the one hand, there would be good things, like...
- But there would also be some problems, for example,....
- Overall, we think an increase of eight degrees all year round would...

Summary

😊 (5 min)

- Explain students the homework. Tell them to revise new words at home.
- To make presentation related on the topic

Case Study

Read the following statements by people about the places where they live. Write whether you think they are happy with their local environment, dissatisfied or concerned about it. Give reasons for your answers.

1. "This is a lovely place to live but if they build the new road through here, things will change. Instead of being able to hear birdsong we'll just get the roar of heavy traffic."	2. "It would be so nice to have a few trees around us rather than concrete and rubbish everywhere you look."
3. "There's a great view over the valley from the hill just up the road where I take the dog in the mornings."	4."This is a dirty old industrial area but we've got some nice parks and there are some pleasant walks down by the canal."

1.-----

2.-----

3.-----

4.-----

Handout # 1

Answer the questions to find the meaning of these words.

- a) When people *murmur*, do they make a loud sound or a soft sound?
- b) If you give your *assent*, do you agree or disagree?
- c) If crops *wilt*, do they get stronger or weaker?
- d) If you *hang on*, do you keep going or give up?
- e) Would a *perilous* situation be safe or very dangerous?
- f) When the wells *run dry*, are they full or empty?
- g) Is a *vast* area huge or tiny?
- h) Does a *meteorologist* study the weather or how to grow crops?
- i) If you are *destitute*, are you extremely rich or extremely poor?
- j) If a river *dries up*, is it full or empty?

Handout # 2

Read the text and underline new words and try to guess it from the context.



Africa is on the front line of climate change reports John Vidal. And floods, drought and famine show the continent is in for a rough ride

Thirty men and 22 women sit beneath a great mugamba tree on the edge of Chikani village in southern Zambia. "This is what happened," says Julius Njame, standing and speaking formally. "We prepared our fields for planting seeds in the November rains. We waited but the first drop didn't fall till December 20. After a day, the rains stopped. Three weeks later, it started to rain again. But then it stopped again after a few days. Since then, we have had no rain."

The crowd murmurs its assent and one by one, people stand to tell how their own crops wilted and how little they have harvested this year. Anderson says he got five bags of the staple maize crop, Lovewell eight, Jennifer two, Felice three and Jonah seven. Some say they have lost almost everything and will be eating wild foods within weeks. Most say they will be able to hang on only until next month.

The people of Chikani are experiencing a climatic phenomenon taking place around the world. But the effect of global warming on a village of central African subsistence farmers is different and far more serious than on America or Europe.

Some northerners bask in the idea that global warming promises delightful summers and longer growing seasons. But rising sea levels and future climatic extremes, causing even a small change in rainfall patterns or temperatures, is perilous now for vast areas of Africa.

Where the rich northern city or farmer can adapt, the families of millions of poor Zambian, Congolese or Malawian farmers go hungry for months; urban water supplies are interrupted and wells run dry.

Africa is in the frontline of climate change, and for the people of Chikani it makes the difference between food and hunger, migration and stability, sufficiency and destitution - even life and death.

Droughts, floods, unseasonal rains, extreme weather and natural disasters have long been common in southern Africa, but new studies are finding a pattern of increasing climatic variability and unpredictability. According to UN agencies and national meteorologists, severe dry and wet periods have become more frequent in the past two to three decades.

Old Jonah in Chikani, who has 24 children from three wives, doesn't need academics to tell him the climate is changing. "These are the worst rains ever," he says. "The pattern of rainfall is definitely changing. I remember many bad years but this is the first time the river Musaya has ever dried up. This is the first time that we have only had one place to find water."

Crop failure this year extends across swathes of southern Zambia, northern Zimbabwe and Malawi. According to the UN's food organisation, 20 countries in Africa are this month facing food emergencies following droughts or "adverse" weather.

Handout #3

Choose the best answer from the text

- A) In Chikani last year
- (1) there were heavy rains in November.
 - (2) It rained for three weeks in December.
 - (3) the first rains came a month later than normal
- B) The villagers.....
- (1) agree with what Julius says.
 - (2) have not harvested any maize this year.
 - (3) Have rice as their staple diet.
- C) Global warming will....
- (1) make summers colder
 - (2) make growing seasons longer
 - (3) make sea levels fall
- D) In southern Africa.....
- (1) they have had extremes of weather for a long time
 - (2) the climate is becoming more predictable
 - (3) severe weather is becoming less frequent

Handout #4

Now discuss the following questions

- What would happen in your part of the world if the spring, summer, autumn and winter were all eight degrees warmer?
- Would it be a good things or a bad things?
- What practical things could be done to reduce the e4ffects of global warming?
- Many people do not care about global warming. Why is this? Do you care?

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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

MURMUR – low or indistinct sounds or speech

ASSENT – to give approval

DESTITUTE – lacking smth.

PREDICTABLE – able to be predicted

LESSON #20

Writing

Theme #20.	Cause and effect essay (first draft)
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Answer the questions 3. Activity 2. Analyze cause and effect 4. Activity 3. Practice writing a paragraph 5. Homework. Case study 	
The aim:	
<ul style="list-style-type: none"> • to give the ways of writing cause and effect essay 	

Objectives:

- to give students an opportunity to find both similarities and differences among two pictures
- to give students an opportunity to differentiate cause and effect;
- to practice transitions in context;
- to give students an opportunity to revise cause and effect

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

Lead-in

Objective: to lead in the topic

Time: 10 min

Materials: none

► Procedure:

😊😊 (10 min) Ask students the following questions:

What types of essays do you know?

Have you ever written cause and effect paragraph or essay?

Activity 1 Answer the questions

Objective: To give students an opportunity to find both similarities and differences among two pictures

Time: 15 min

Materials: board

► Procedure:

(10 min) Show 2 pictures and ask learners to find their cause and effect, then ask the following questions:

Show the picture and ask the following questions.

-What do you see in the picture?

-What is he doing?

-Which one is a cause and which situation is an effect?

-What is the main differences between cause and effect?

Suggested answers

Cause- The boy stepped on a banana peel

Effect- The boy fell

The cause is the reason why, and the effect is the result

The cause leads to the effect:

The boy stepped on a banana peel and he fell.

The effect is a result of the cause:

The boy fell because he stepped on a banana peel.

(5 min) Have the representatives of each group to present their findings. Afterwards summarize the activity by giving final comments

Activity 2 (Analyze cause and effect)

Objective:

- to give students an opportunity to differentiate cause and effect;
- to practice transitions in context;

Time: 25 min

Materials: Handout # 1 and Handout 2 (for each student)

► Procedure:

😊 (10min) Distribute the students **Handout # 1**. Tell them to continue the sentences

😊😊😊 (5 min) Ask them to discuss their findings within small groups

😊 (10 min) Distribute the students **Handout #2** and ask them to complete the sentences

Suggested answers:

<i>Commonly used cause and effect transitions</i>	
F.ex. He was ill. He missed the opportunity	
<i>Common transitions for cause</i>	
because	He missed the opportunity because he was ill.
caused by	The missed opportunity was caused by illness
the reason is that	The reason he missed the opportunity is that he became ill.
results from	The missed opportunity resulted from his illness
<i>Common transitions for effect</i>	
accordingly	He was ill accordingly he missed the opportunity
as a result	He was ill as a result he missed the opportunity
resulted in	His illness resulted in his missing the opportunity.
consequently	He was ill, consequently he missed the opportunity
for this reason	He was ill for this reason he missed the opportunity
so	He was ill, so he missed the opportunity
therefore	He was ill, therefore he missed the opportunity
thus	He was ill, thus he missed the opportunity

Activity 3 (Practice writing a paragraph)

Objective: to give students an opportunity to revise cause and effect.

Time: 20 min

Materials: students notebooks

► Procedure:

😊 (10 min) Distribute Handout #3 and ask students to read and answer the questions and after finishing writing, discuss it within their groups.

😊 (10 min) Ask students to organize their ideas about the photos into two paragraphs, remind them that they should use suitable transitional expressions and ask them to compare with their partners.

Summary

😊 (10 min) Let ss read the tips to find more about cause and effect organization.

Homework: Case study

This is a cause and effect essay about fast food – how it become so popular and what its effects have been. It uses 2 paragraphs (Introduction and Cause paragraph) Read carefully and write effect and conclusion paragraphs.

FAST FOOD

In the past people in the United Arab Emirates used to eat healthy, freshly prepared food with their families in the home. Today however many people, particularly young people, prefer to eat fast food such as hamburgers, fried chicken, shawarma, or pizza. There are many reasons why this change has occurred but this essay will also outline the serious effects of this move towards fast food on individuals and society.

There are many reasons for the popularity of fast food. One of the main reasons is the change in lifestyle. Many people in the UAE are working long now shifts or extended school days. They don't have time to find ingredients . Women are now starting to work in the Emirates, and this can result less time being available for preparing family meals. Another cause is the huge number of young, affluent people in the United Arab Emirates. The rapid development of the country has meant that young people who comprise 75 of the population, have money to spend. A third reason is advertising. The UAE is a modern, free-market country, with all forms of media such as the Internet and satellite television, and people like to try new products and different kinds of fast food.

Activity 2 Handout #1

1. The baby laughed,
2. Sevdo failed the exam
3. The boy was hungry
4. The little girl was sleepy
5. He broke a class rule,
6. John lost his job
7. The neighbors complained
8. He got to the airport late
9. I smoke three packs of cigarettes a day
10. He was late for class

Activity 2 Handout #2

Commonly used cause and effect transitions

F.ex. He was ill. He missed the opportunity

Common transitions for cause

because He missed the opportunity -----
 caused by The missed opportunity -----
 the reason is that ----- he missed the opportunity is ----- he became ill.
 results from The missed opportunity ----- his illness

Common transitions for effect

accordingly He was ill ----- he missed the opportunity
 as a result He was ill----- he missed the opportunity
 resulted in His illness----- his missing the opportunity.
 consequently He was ill----- he missed the opportunity
 for this reason He was ill ----- he missed the opportunity
 so He was ill----- he missed the opportunity
 therefore He was ill----- he missed the opportunity
 thus He was ill----- he missed the opportunity

Activity 3 Handout # 3

The custom of shaking hands developed as a result of fear and mistrust. At one time, men never went anywhere without a weapon because there was always the possibility of an attack. When strangers met, they made a point of moving their weapons aside and showing empty hands. Two men would join right hands in a firm clasp so that neither could reach for a dagger. If a man intended harm, he would never shake hands. Today, the clasping of hands is a way of introducing ourselves to others and saying that we are friend, not foe.

1. How many of the key words used to show cause and effect can you locate in the paragraph?

2. List the words.

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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

TRANSITIONS – a word or phrase connecting one part of a discourse to another

CAUSE - reason

EFFECT – result or outcome

ACCORDINGLY - consequently

ANALYZE – to examine

LESSON # 21

Reading

Theme #21.	Encyclopedia article: Endangered animals
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Length: One hour and twenty minutes	Number of Students: 12
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Lesson Outline
1. Lead-in
2. Activity 1. Match the definitions

3. Activity 2. Jigsaw reading 4. Activity 3. Match the pictures 5. Activity 4. Discussion 6. Homework. Case study	
The aim: <ul style="list-style-type: none"> to improve students' language skills to develop the students reading strategies 	
Objectives: <ul style="list-style-type: none"> to present vocabulary with the help of peer teaching and direct them to the topic. to establish rapport with the class, to prepare students for reading the story by raising their interest in it. to practice reading for gist, to practice talking about the story to infer the meaning of the topic to practice reading for detailed information 	
Activity Type:	Individual, pair work, small group, whole class (teacher-students)

Lead-in

Objective: to brush up students' vocabulary

Time: 10 min

Materials: dictionaries

► Procedure:

☺☺☺ (10 min) Ask students to say the name of animals. One student says animal, eg: snake, snake ends in "e", so the next student has to say elephant, and the third student in the chain might say tiger, and the fourth student may say rabbit. A student out when he/she can not think of an animal starting with the correct letter.

Activity 1 Match the definitions

Objective:

- To pre teach some vocabulary, which are related to the endangered animals
- to prepare students to the reading

Time: 12 min

Materials: Handout # 1, pieces of papers

Answer keys:	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	A	f	e	d	j	m	l	g	h	i	c	k	b	n

► Procedure:

☺ (12 min) Divide the students into peers. Distribute cut papers and ask them to put the definitions into correct place

Activity 2 Jigsaw reading

Objective:

- to give an opportunity to improve their speaking
- to practice scanning and skimming

Time: 20 min

Materials: handouts # 2 (8 paragraphs)

► Procedure:

☺☺ (20 min) Divide the students into four groups like animals, reptiles, birds and insects, then distribute to each group two different topics (8 topics all) and tell them to read and try to catch the meaning of each topic. After teacher asks the students to regroup again and each student should tell his/her own topic to other group members.

Activity 3 Match the pictures

Objective:

- to raise students critical thinking skills
- to teach them to work collaboratively

Time: 15 min

Materials: handouts #3, colorful markers, papers

► Procedure:

😊😊😊 (15 min) Distribute them different kind of pictures of endangered animals which is related on their text and tell them match the pictures, then students are supposed to create 3-4 laws to protect in danger animals and present it.

Activity 4 - Discussion

Objective:

- to help the students to produce outcomes
- to improve their social skills

Time: 18 min

Materials: none

► Procedure:

😊😊😊 (18 min) According to their reading ask them the following questions:

1. Can you give some reasons why animals become endangered?
2. Is it to important to protect them?
3. What animals in our country are in danger of disappearing?
4. Are there any laws in our country to protect endangered species?

Summary

😊 (5 min) Explain students the homework. To find some interesting facts about animals and make mini discussion.

Case Study

1. Many countries are experiencing serious problems with their environment, with pollution of their land and water. What are these problems and how might they be reduced? Are there ever any restrictions on water use in your country? What are some of the ways of saving water? Write you answers and support it with examples.
2. Scan the text and find the answers to the water quiz.

Water: Earth's most precious resource

Although 70 % of the Earth is covered by seawater and a further 3 % by ice, neither of these is easily transformed into usable water. Less than 1% of the Earth's total water resources is usable for drinking, farming or industry.

While domestic users in rich countries tend to be wasteful in their use of water, regarding it as essentially free and plentiful, they play only a small part in total water use. On the other hand, the quality of water needed for domestic use is much higher than that needed for industry or farming.

As a general rule, 80 liters of water per person per day are enough for a reasonable quality of life, but the regional differences are considerable. An American uses 400 liters, while an inhabitant of Burndi may have to survive on 10 liters or less.

Consumption is much higher where pipelines are laid than in regions where water has to be carried from a well. Thus the provision of piped water services- while highly desirable from a health point of view- greatly increases water use, putting a further strain on scarce resources. It is difficult to establish precise figures for access to safe drinking water, but it is thought that 1.3 billion people worldwide do not have this basic service. Not surprisingly, the problem is much worse in rural areas than in towns. Thus 82% of urban areas had access to safe water in 1990, compared with only 63% in rural areas. Dirty water is the world's biggest health risk, accounting for as much as 80 % of disease in the Third World. The WHO (World Health Organization) estimated that 10 million people were dying annually from polluted drinking water at the beginning of the 1990s.

1.

WATER QUIZ	
1.	Which of the following accounts for most of the world's water use?
2.	How many liters of water does one person require each day in order to enjoy a reasonable quality of life?
3.	Which two of the countries have the highest consumption of water per person per day, and which country has the lowest?
4.	What percentage of the Earth's surface is covered with water?
5.	What percentage of the Earth's total water resources can be transformed into usable water?
6.	What percentage of disease could be prevented in developing countries if safe, clean water was available?

Handout #1

Match the definitions

1. vibrant	a) Lively and exciting
2. Bizarre	b) A fold of skin on the body of an animal
3. Flank	c) To get gradually less or smaller dwindle over a period of time until almost nothing remains
4. Extinct	d) Something such as a type of animal
5. livestock	e) The side of an animal's body
6. shaggy	f) Strange and difficult to explain
7. predator	g) colours or clothes that hide people, objects, or animals by making them look like the natural background
8. camouflage	h) Part of your body that connects a muscle to a bone
9. tendon	i) A situation in which wild animals are kept in a place
10. Captivity	j) Animals such as cows, sheep, and pigs that are kept on farms
11. Dwindle	k) Tall or long and thin in an attractive way
12. Slender	l) An animal that kills and eats other animals
13. Pouch	m) Fur or hair is long, thick and untidy
14. fussy	n) Containing too many small parts or details.

Handout #2

BIRDS OF PARADISE

The birds of paradise is noted for its vibrant colours and bizarre shapes of the male birds' plumage during the mating season. They are found in the New Guinea highlands and islands and some are also found in Australia.

Some birds of paradise have extra long tail and flank feathers trailing behind as they fly while some are adorned with colourful feathers around the neck which can be erected to form ruffs.

Naturally, when explorers from other countries came to the land, the brightly coloured birds caught their attention. A few were brought back to their homeland and the birds of paradise feathers soon became a fashion statement. By the nineteenth century, popular demand of the feathers had made the number of birds decline rapidly and almost caused extinction. Fortunately, conservation efforts managed to save the species before they were wiped out but the number of surviving birds are still small even today due to illegal poaching in their habitat.

SUMATRAN TIGER

Once flourishing in the forests of Asia, there are now fewer than five thousand tigers left in the world. Already the Caspian and Malinese tigers are extinct. However, there finally is a law that bans hunting of tigers everywhere. Unfortunately there is even a greater threat to them which they face, a far greater threat than hunters.

Thousands of tigers have been killed in the last 50 years because their habitat has been destroyed by bulldozers and chainsaws. Already more than 80 per cent of India's forests have been destroyed. Still more forests are being cut down in order to sell firewood and lumber, plus to clear the land for farming.

Despite all of the hardships and disasters that this animal has endured, the tiger population has actually risen over the last ten years. This has only been possible through strict laws protecting these magnificent animals and wilderness preserves around the world. However, this is just a small step in saving the tigers. New preserves must be added, but finding these preserves will not be easy. There must be enough water, prey, and plants for their prey to feed on. The people living near the tigers must manage and control the commercial use of the lands natural resources.

LEOPARD

Leopards are mainly found over nearly the whole of Africa, south of the Sahara, northeast and Asia. They are well known for their dark spots arranged in rosettes over much of their body without the central spot as found in jaguars.

Besides being known for their spots, they are also known for running very fast with up to speeds of about one hundred kilometers per hour. They also have the agility to climb trees as well as swim.

Their diet consist of antelope, wild pigs, monkeys, porcupines, birds and domestic livestock. They favour dogs as a meal. If they are unable to lure a dog out of the village, leopards are known to go right into the village to get the dog they want. They frequently store the remains of their kill up on trees for protection among the branches while they eat or rest.

In the past, leopards were considered a nuisance to cattle and were frequently shot or hunted. But as man destroyed their habitat for cattle, farming and other human activities, the leopards had no where to survive and their prey decreased due to immigration and lack of food. Therefore leopards had no choice but to kill cattle and domestic livestock. As a result, man killed them to protect their livestock. This caused the leopards to decrease drastically.

Besides that, the leopards were poached illegally for their valuable skin and body parts. In the 1980s and 1990s, the demand for their skins increased sharply due the furs' popularity in fashion.

VICUNA

The Vicuna lives high in the Andes mountains of Pery, Bolivia, Argentina and Chile. It belongs to the camel family and is a close relative of the llama. It is a small, slender animal with orange red fur and big ears and eyes.

The Vicuna generally roams the mountains in small herds. It has never been fully domesticated by man.

Vicuna are hunted for their hides and wool which are valued for weaving fabrics clothes and garments. As a result, the numbers of the Vicuna have depleted due to the over-poaching. The fabric made from the fur is also called vicuna.

KOALA

Koalas are found in the coastal regions of Eastern Australia. It is a marsupial mammal that gives birth to underdeveloped young and the young are carried around in their mother's pouch.

Koalas have only one young at a time and their young remains in their mother's pouch for up to 7 months. When it is 1 year old, baby Koalas cling to their mother's back constantly.

Koalas have become endangered because:

- it is valued for its soft fur.
- If a disease is spread among them, they have no resistance against it because of them having the same genetic pool. Therefore they are not immune to disease and if one Koala gets a virus, the whole community is infected by it as well. Often these diseases bring disastrous results and hundreds or thousands or may be even millions can be wiped out because of a single virus.
- Their habitat is being destroyed. Besides having no living place, it has lost its source of food. As the Koala is an very fussy eater and almost only eats eucalyptus leaves, it has a limited supply of food choice.

THE BESPECTACLED BEAR

The Bespectacled Bear is found from Bolivia to Colombia, being restricted to high, steep and rugged areas unsuitable for agriculture. It is mostly brown or black with white, cream or orange shading around the chest, neck and a ring encircling each eye. It is relatively small with the males weighing about 80 kg and the females about 60 kg. Each foot has five sharp, short and powerful claws which are used for climbing and tearing apart trees.

It feeds on wild fruits, especially figs, leaves, small animals, insects, herbs and grasses. It spends much of its time on top of trees and builds a nest every night. It is very vocal as it makes trilling noises as it travels around and the young hum when they are relaxed.

Although it is not a threat to humans, the Bespectacled Bear is killed as it does damage to agriculture. It is also killed for its meat. As a result, the number of Bespectacled Bears is dwindling. Only in Bolivia is their situation somewhat secure, but no one knows how long that security will last.

CALIFORNIA CONDOR

On April 19, 1987 the last known California Condor to exist in the wild was taken into captivity. The California Condor is one of the rarest of all North American birds and one of the rarest birds in the world. In fact, during the first half of the century there were only 60 individual condors. Now there is less than 40 despite the conservation efforts that are put forth by biologists and other American authorities. Today the California Condor's range is limited to a small region that is north of Los Angeles, Soaring at speeds of 35-40 miles per hour the California Condor cleaned carrion from roads, ranches and beaches. There is absolutely no record of these magnificent birds attacking a living animal, however they were routinely shot, mostly by farmers and ranchers. Also California Condors were being exterminated by lead poisoning. However, zoologists are trying to change the condor's upcoming fate.

The California Condor is about 3-4 feet in length and varies in weight from 20-30 pounds. The California Condor has a huge wingspan which is about 9-10 and a half feet. When nesting they nest in cracks of rocks and lay only one egg.

MUSK OX

Musk Oxen are roaming in parts of Europe, northern Canada and Greenland. They are stocky with large heads, short necks and legs. They are extremely huge in size with a bull weighing up to about 880 pounds. Both male and female have horns which can reach up to 2 feet

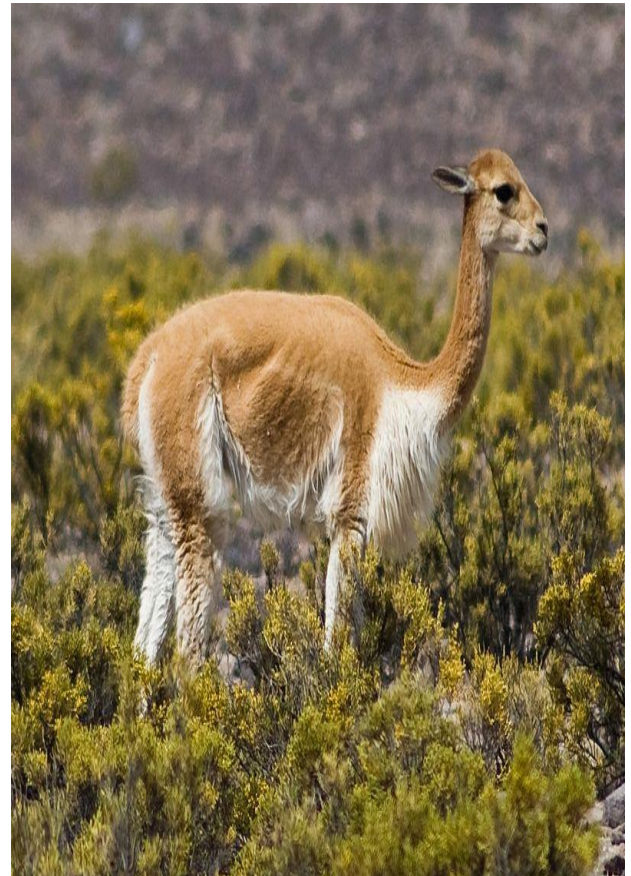
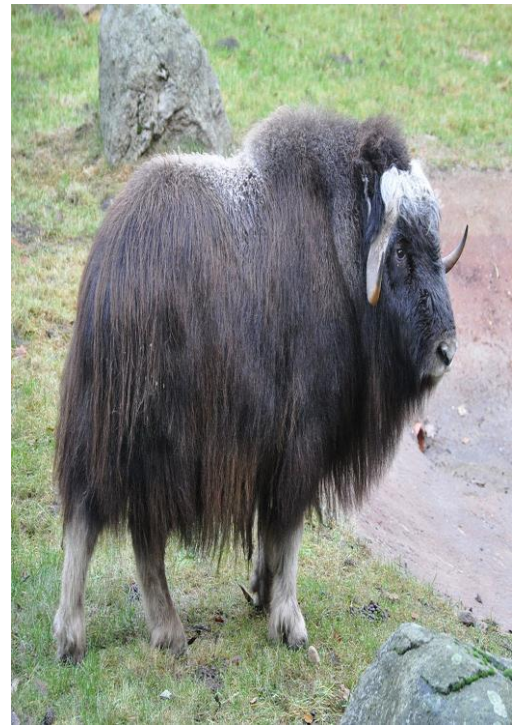
as found in old males. They have long shaggy brown hair that cover the whole body that reach nearly up to their feet and conceal a short tail. Their face is further covered by short hair. Underneath their shaggy hair, they have a thick layer of wool which they shed during the summer. This wool will be collected by the Eskimos to be made into fine cloth, resembling cashmere.

Musk Oxen travel in herds of 20 to 30. When attacked, the adults will form a circle with the young safe inside. The adults will face the outside and use their sharp horns as weapons against their enemy. The predator attacks young oxen who stray too far from their herd when they attack.

Musk Oxen have become endangered due to the excessive hunting by man for food and sport. Their habitat also have been destroyed by human activities.

Handout #3 pictures





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Glossary

FLOURISH – to thrive or grow well,

EXTERMINATE – to kill, to bring to an end, to finish

CARRION – dead flesh, carcasses

RANCHES – a house on a small farm

PREDATOR – any organism that hunts and kills other organisms

LESSON # 22

Writing

Theme # 22.	Cause and effect essay (second draft)
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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 2. Activity 1. Introduction to the essay structure 3. Activity 2. Essay outline 4. Activity 3. Practicing 5. Activity 4. Case study 	
The aim:	
<ul style="list-style-type: none"> • to give students guided practice on introduction writing and conclusion 	
Objectives:	
<ul style="list-style-type: none"> • to give students an opportunity to know more about cause and effect essay introduction 	

<ul style="list-style-type: none"> • to let ss practice thesis statement writing • to give students practice in thesis statement and essay writing • to let ss practice thesis statement writing
Activity Type: Individual, pair work, small group, whole class (teacher-students)

Lead in

Objective: revision
Time: 10 min
Materials: Students homework

► Procedure:

(8 min) Ask students the following question and elicit their answers.

1. What did you learn about cause and effect essay?
2. What can you say about transitions and give examples?
3. What do you want to know about cause and effect essay?

☺ (2min) Introduce the topic saying that this lesson they are going to learn more about cause and effect essay.

Activity 1 (introduction to the essay structure)

Objective: to give students an opportunity to know more about cause and effect essay introduction
Time: 25 min
Materials: Handout # 1/

► Procedure:

(10 min) Distribute handout 1 and let student read the information about opening statement writing way and do follow up activities

(10 min) Have practice writing sentences using connectors

(5 min) check the task having whole group activity.

Activity 2 (essay outline)

Objective: to give students an opportunity to learn about theses statement writing secrets
Time: 20 min
Materials: Handout # 2(for each student)

► Procedure:

☺ (15min) Distribute the students **Handout # 2**. Tell them to read the given information

☺ (5 min) check the activity with the whole group. Summarize the activity by giving final comments.

Activity 3 (practicing)

Objective: to let ss practice thesis statement writing and to give students practice in thesis statement and essay writing ;
Time: 15 min

Materials: Handout 3

► Procedure:

☺ (10 min) Ask students to complete t the sentences as an example. **Handout 3**

☺ (5 min) Divide the class into 3 groups and practice the writing essay

Finish the activity with having whole group checking.

Summary

☺ (10 min) Students will be supposed rewrite their second draft of their essay

Homework: Case study. This is a piece of writing which was written by a learner. Read carefully and check her cause and effect essay. Is there any mistake, try to analyze and give reasons for your answer. Learner really needs your advice.

Over the last ten years, western societies have seen close to a 20 % rise in the number of children who are overweight. This essay will discuss some reasons why this has occurred and examine the consequences of this worrying trend.

The main cause of this problem is poor diet. Over the last decade there has been a prolific increase in the number of fast food restaurants. For example, on nearly every high street there is a MacDonald's, Kentucky Fried Chicken and Pizza Hut. The food in these places has been proven to be very unhealthy, and much of the advertising is targeted at children, thus ensuring that they constitute the bulk of the customers of these establishments. However, it is not only due to eating out, but also the type of diet many children have at home. A lot of food consumed is processed food, especially with regards to ready-made meals which are a quick and easy option for parents who are working hard. The effects of this have been and will continue to be very serious. Firstly, there has been a large increase in health related diseases amongst children, especially diabetes. This debilitating illness means a child has to be injected with insulin for the rest of their life. Not only this, very overweight children often experience bullying from other children, which may affect their mental health. The negative stigma of being overweight may also affect self-esteem. To sum up, it is evident that there are several causes of obesity amongst children, and a variety of negative effects. Society must ensure steps are taken to prevent this problem from deteriorating further.

Handout #1

Cause and effect Essay

- In this kind of essay, the aim is to explain the causes (reasons) or the effects (results) of an event or situation.
- e.g. Causes of air pollution (multiple factors leading to air pollution).
- e.g. Effects of watching too much TV (many effects of a situation).
-
- Sometimes an event causes something to happen, and that situation leads to another event, and it causes another event to happen. This is called the causal chain or *dominoeffect*.
- e.g. Use of deodorants will bring the end of the world.

-
- There may be several causes or effects of a situation. However, in a student essay, it is advisable to keep the number of major points to 2 or 3, which form separate developmental paragraphs.
-

- **Organization:**

- Depending on the topic, there may be three patterns of organization:

- 1. Multiple causes-->effect

- In this pattern, the organization is as follows:

- thesis statement: Air pollution is caused by the following factors: exhaust gases from cars, uncontrolled factory releases, and burning of low-quality coal for heating.

- I. exhaust gases from cars

- A. government does not have enough control

- B. citizens are not conscientious

- II. uncontrolled factory gases

- A. no regular checks on gases released

- B. factories are inside the borders of residential areas

- III. burning of low-quality coal for heating

- A. no governmental control

- B. other forms of energy too expensive

Each developmental paragraph is devoted to one of the causes of air pollution. Each cause is supported by two minor supports. While writing these major and minor ideas should be adequately explained and exemplified as well.

- 2. Cause-->Multiple effects

In this pattern, the effects of a certain situation are explained in separate paragraphs, with the following organization:

-
- thesis statement: Watching too much TV is one of the major sociological issues of this century, which has many effects on the physiology and psychology of people.

- I. eating disorders

- A. TV meals

- B. obesity

- II. communication problems

- A. more violence

- B. no interpersonal talk

-
- Again, we have grouped related effects under two main points: physiological and psychological. Then, we have supported each effect with two minor supports (A and B). While writing, we should explain these major and minor supports by giving examples and/or defining what we mean, as well.

-
- 3. Causal chain / Domino

- In this pattern, the events lead to one another, as in the following organization:

-
- thesis statement: Using deodorants with chlorofluorocarbon gas will bring the end of world.

- I. Chlorofluorocarbon gases are contained in most deodorants and released by some factories into the air.

- II. This gas causes the ozone layer to become thinner and finally disappear in patches.

- III. The unfiltered ultraviolet rays of the sun cause overheating in the poles of the earth, where the icebergs start to melt.

- IV. The huge amount of water released from the poles leads to a rise in the sea-level.
- V. The sea will cover the land and this will be the end of the world.
-
- Again, each major point should be supported with examples, statistics that show that there are some factories and deodorants that release chlorofluorocarbons, that there is a rise in the sea-level, etc.

Handout #2

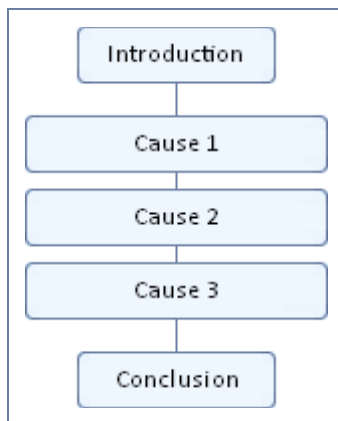
How to create clear and logical cause and effect essay outline?

Cause and effect essay format is just same as other essays. That is why use of outline will streamline your work and save you a lot of time and effort. In order to create well-written cause and effect essay outline you have to follow these essential steps:

- Brainstorm your essay structure and then outline your essay according to your structure. You have to decide what essay pattern to choose.
- Accentuate causes and effects in order to use these points to form you topic sentences.
- Write the introductory part of your paper with strong thesis statement.
- Select three points that will prove or explain your thesis statement. These points will be the main points of your outline.
- Write the first point of your outline. Jot down the background information for this point and write a sentence leading into the next paragraph.
- Add the second and third point of your outline in the same way.
- Write a conclusion for your paper.

Handout #3

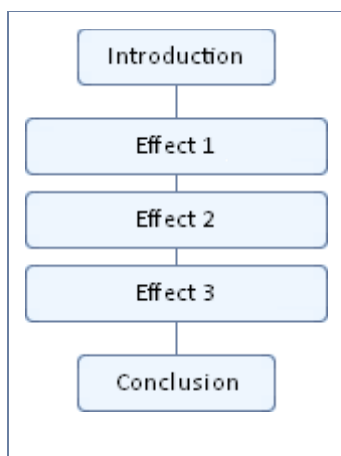
Multiple Causes One Effect

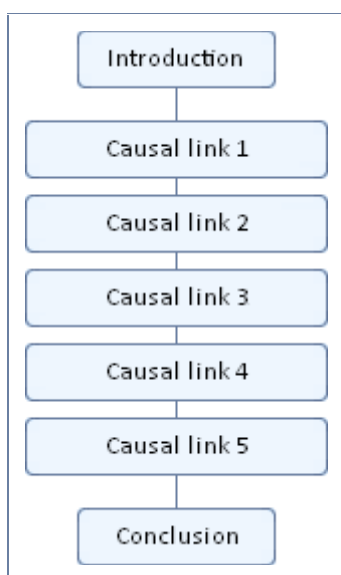


This pattern deals with the situation when **one effect** is a result of **multiple causes**.

It contains five paragraphs: introduction, conclusion, and three paragraphs, each one describing one of the causes, leading to the effect.

One Cause Multiple Effects





Causal domino
chain

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 www.online-literature.com
 www.literature.org/
 www.pearsonlongman.com/ae/
 www.developreading.com
 www.jobproblems.com

Glossary

LOGIC – a method of human thought
MULTIPLE CAUSE – having several cause
SEPARATE – not connected
CAUSAL – being a cause

LESSON # 23

Reading

Theme #23.	Environment. Magazine article: Disasters (Earthquake and Tsunami in Japan)
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Lead-in 2. Activity 1. Guess the meaning 3. Activity 2. Scanning and skimming activity 4. Activity 3. True false statement 5. Activity 4. Fill in the table 6. Activity 5. Case study 	
The aim: To increase students reading, speaking skills with the help of the activities	
Objectives:	
<ul style="list-style-type: none"> • to raise students communicative skills • to brush up students vocabulary • to practice scanning and skimming • to recognise word meaning in the context • to raise the students critical thinking skills 	
Activity Type:	Individual, pair work, small group, whole class (teacher-students)

Lead-in

Objective: to check the students background knowledge.

Time: 10 min

Materials: white board, markers

► Procedure:

☺☺☺ (10 min) Ask the students the following questions about the topic and discussion is held by means of answering the questions.

1. What is Environment for you?

2. What is the difference between Environment and Nature?
3. What kind of Environment Problems do you know?
4. What kind of environmental disasters do you know?
5. Can people predict those environmental disasters?
6. Do you know any organizations which help to solve environmental problems?
7. How do people help each other in terrific situations?

Activity 1 Guess the meaning

Objective: To raise students communicative skills and to brush up students vocabulary

Time: 15 min

Materials: Handout # 1, whiteboard, markers, papers

► Procedure:

😊 (15 min) Write down disasters on pieces of papers and distribute it each student, ask them to define and explain those disasters

Activity 2 Scanning and skimming activity

Objective: to practice scanning and skimming

Time: 20 min

Materials: handouts # 2 to each participant

► Procedure:

😊😊 (20 min) Give a text and ask students to highlight main ideas and let them guess from the context.

Activity 3 True /False statements

Objective: to recognise word meaning in the context

Time: 15 min

Materials: handouts #3

► Procedure:

😊😊😊 (15 min) Distribute handout 3 and ask to do the true/false statements. After finishing this task, ask them to read their answers.

Answers: 1-F, 2-T, 3-F, 4-T, 5-F, 6-F

Activity 4 Fill in the table

Objective: to raise the students critical thinking skills

Time: 15 min

Materials: handouts #4

► Procedure:

😊😊😊 (15 min) Divide the students into 3 groups and tell them to complete the tables.

Summary

😊 (5 min)

- Explain students the homework. Tell them to revise new words at home.
- To choose any type of disaster and make mini presentation on this topic
- **Case Study 1.** Read the text and write down your solutions. What you think caused the Aral Sea crisis. What should we do in order to protect and save the Aral Sea?

The Aral Sea

The Aral Sea is one of the most ancient lakes on Earth, with a history of 3500 years. It was also the fourth largest lake in the world until the late 1950s.

It is dying now. The sea has dropped by 16 meters and the water has become too salty. There are now three million hectares of land which were once covered by water . The climate has been affected and changed this land into desert.

The Amu Darya and Syr Darya rivers feed the Aral Sea. They travel through Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan and Turkmenistan. In the 1920s new irrigation technologies

were introduced and larger-scale cotton cultivation was begun. Water from the rivers was diverted for agricultural and population needs.

Until the 1950s, between 50 and 60 cubic kilometers of water reached the Aral Sea each year. Since the 1960s the Aral Sea has lost almost 75 per cent of its volume, and has shrunk to 50 per cent of its size. In some dry years in the 1980s no water flowed into the sea at all. The water has become over-salty and lost most of its natural plant and animal life. The low quality of water has caused many diseases.

Annually thousands of tons of dust, sand and salt are taken into the atmosphere from the deserted floor of the Aral Sea and some of the particles are found as far away as Canada.

National Geographic summed up the situation best by saying: “It has never happened within the time frame of a single generation, the disappearance of such a large body of water.”

Handout 1

EARTHQUAKE	EXPLOSION	FLOOD	EPIDEMICS	VOLCANO
TYPHOON	TORNADO	FAMINE	HURRICANE	DROUGHT
TSUNAMY	VIOLENT STORM	EXPLOSION	WAR/BATTLE	NATURAL DISASTERS

Handout 2. Read the text and underline the main ideas.

Earthquake and Tsunami in Japan

The 9.0 –magnitude undersea mega thrust earthquake occurred on 11 March 2011, at 14:46 in the east of Oshika Peninsula of Tohako, Japan, and lasted approximately six minutes. One minute before the earthquake was felt in Tokyo, the earthquake Early Warning System, which includes more than 1000 seismometers in Japan, sent out warnings of impending strong shaking to millions. The early warning is believed by the Japan Meteorological Agency (JMA) to have to save many lives. The 2011 Tohoku Earthquake and Tsunami, literally “Eastern Japan Great Disaster”, officially named the great East Japan Earthquake. The earthquake triggered extremely destructive tsunami waves of up to 37.9 meters that struck Japan minutes after the quake, in some cases traveling up to 10 km inland, with smaller waves reaching many other countries after several hours.

The Japanese National Police agency has confirmed 13,358 deaths, 4,916 injured and 14,175 people missing across eighteen prefectures, as well as over 125,000 buildings damaged or destroyed. The Earthquake and Tsunami caused extensive and severe structural damage in Japan, including heavy damage to roads and railways as well as fires many areas, and dam collapse.

Around 4.4 million households in northeastern Japan were left without electricity and 1.5 million without water.

Japanese Prime Minister Naoto said: “in the 65 years after the end of World WAR ii, this is the toughest and the most difficult crisis in Japan”

Save the children reports, that as many as 100. 0000 children were uprooted from their homes, some of whom were separated from their families because the earthquake occurred during the school day.

The Japanese Foreign Ministry has confirmed the death of 19 foreigners. Among them are two English Teachers, and others are the citizens of China, North and South Korea, Taiwan, Pakistan, and the Philippines.

Handout #3

True/false statements

1. Tsunami in Japan occurred on 12 March 2011 in the east of Japan
2. About 125000 buildings damaged
3. Among the death people there were not any foreigners
4. It was named “Eastern Japan Great Disaster”
5. Japanese meteorologists did not know about this earthquake
6. According to the prime Minister in the 100 years after the end of the World War II, this is the toughest and most difficult crisis in Japan.

Handout 4

Make statements about natural disasters and fill in the table.

Natural disasters	Main causes	Most serious effects
1. Earthquake		
2. Tsunami		
3. Flood		
4. Famine		
5. Tornado		
6. Drought		

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 www.developreading.com
 www.jobproblems.com

Glossary

PREFECTURES – Japanese administrative division
DROUGHT – a period of below average rainfall, longer and more severe than a dry spell
FAMINE – extreme shortage of food in a region
UPROOT – to remove utterly
COLLAPSE – to cave in

LESSON #24

Writing

Theme # 24.	Cause and effect essay (third draft)
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Cause and effect outline 3. Activity 2. Sample essay 4. Activity 3. Work on with possible topics 5. Activity 4. Case study 	
The aim:	
<ul style="list-style-type: none"> • to differentiate types of outline for cause and effect essay • to give students an opportunity to some samples of cause and effect essay 	
Objectives:	
<ul style="list-style-type: none"> • to help students to improve their awareness of cause and effect essay • to assist students to identify causes and possible effects using outline patterns • to give students an opportunity to choose the topic • to practice brainstorming and outlining 	
Activity Type:	Individual, pair work, small group, whole class (teacher-students)

Lead-in

Objective: to lead in the topic

Time: 10 min

Materials: white board

► Procedure:

😊😊 (5 min) Distribute strips of paper to each pair and ask them to decide whether it refers to cause or effect.

Draw to column on the board and write **Causes** on left –handed side, **Effects** on the other.

😊 (5 min) Ask the students to stick them on the appropriate column. Tell them to interpret them. Give more hints if necessary.

Suggested answers
Causes
Explains why
Gives reasons
Understands problems
Determines immediate and underlying causes
Effects
Predicts Results
Understands consequences
Providing solutions
Determining immediate and long-term effects

Activity 1 Cause and effect outline

Objective:

- to help students to improve their awareness of cause and effect essay
- to assist students to identify causes and possible effects using outline patterns

Time: 20 min

Materials: Handout # 1(Sample essay) and Handout #2 (Outline pattern) for each student

► Procedure:

😊😊😊 (10 min) Distribute students Handout # 1. Explain that they need to study the sample carefully and to design outlines on the sample essay. Give out Handout #2 and tell them to fill the pattern reading the sample essay.

😊(10 min) Check students' work. Give comments when necessary.

Activity 2 Sample essays

Objective:

- to help students to differentiate types of outline for this type of essay
- to assist students to identify causes and possible effects using some samples

Time: 20 min

Materials: handouts # 3 (3 samples of essay) for each student

► Procedure:

😊😊😊 (10 min) Distribute students Handout#3. Explain that they need to study the samples carefully and to design outlines on the sample essays.

😊 (10 min) Let each group present their work. Elicit students' answers asking the following questions.

1. Did you like the essays?
2. What did you like best in it?
3. What changes would you make if you were writing this essay?

Activity 3 Possible topics

Objective:

- to give students an opportunity to choose the topic
- to practice brainstorming and outlining

Time: 15 min

Materials: handouts # 4

► Procedure:

☺ (5 min) Distribute the students Handout #4 and tell them to choose a topic for their essays that they are going to develop.

☺ (10 min) Ask them to brainstorm ideas for the essay. Go around and help the students with some ideas.

Summary

- ☺ (5 min) Revise with the students types of outline.
- Explain them homework. They will be supposed to develop their essays and submit their second draft.
- Case study. Read the following text carefully and look at the following cause and effect table. From the text copy into the table where necessary the causes and effects mentioned; also write in the central column, the appropriate connective or marker of the cause/effect relationship. The first section has been done as an example.

CLIMATE CHANGE

For the last hundred years the climate has been growing much warmer. This has had a number of different effects. Since the beginning of the twentieth century, glaciers have been melting very rapidly. For example, the Muir Glacier in Alaska has retreated two miles in ten years. Secondly, rising temperatures have been causing the snowline to retreat on mountains all over the world. In Peru, for example, it has risen as much as 2700 feet in 60 years.

As a result of this, vegetation has also been changing. In Canada, the agricultural crop line has shifted 50 to 100 miles northward. In the same way cool-climate trees like birches and spruce have been dying over large areas of Eastern Canada. In Sweden the tree line has moved up the mountains by as much as 65 feet since 1930.

The distribution of wildlife has also been affected, many European animals moving northwards into Scandinavia. Since 1918, 25 new species of birds have been seen in Greenland, and in the United States birds have moved their nests to the north.

Finally, the sea has been rising at a rapidly increasing rate, largely due, as was mentioned above, to the melting of glaciers. In the last 18 years it has risen by about six inches, which is about four times the average rate of rise over the last 9000 years.

Table 1: Climate change

Cause	Connective or Marker	Effect
The climate has been growing much warmer	(different) effect	1. glaciers have been melting very rapidly, e.g. the Muir Glacier in Alaska has retreated 2 miles in 10 years

		2. e.g
		3. e.g
		4. e.g
		5. e.g

Activity 1, Handout 1 Sample Essay

In the past ,people in the United Arab Emirates used to eat healthy, freshly prepared food with their families in the home. Today however many people, particularly young people, prefer to eat fast food such as hamburgers, fried chicken, shawarma, or pizza. There are many reasons why this change has occurred but this essay will also outline the serious effects of this move towards fast food on individuals and society.

There are many reasons for the popularity of fast food. One of the main reasons is the change in lifestyle. Many people in the UAE are working long now shifts or extended school days. They don't have time to find ingredients . Women are now starting to work in the Emirates, and this can result less time being available for preparing family meals. Another cause is the huge number of young, affluent people in the United Arab Emirates. The rapid development of the country has meant that young people who comprise 75 of the population, have money to spend. A third reason is advertising. The UAE is a modern, free-market country, with all forms of media such as the Internet and satellite television, and people like to try new products and different kinds of fast food.

However, this change in diet can have serious effects. One effect is on health. Many individuals in the UAE are becoming obese. These people will be less productive and have conditions such as heart disease and diabetes. Another result of fast food culture is the loss of the family tradition of eating together. Children and adults rarely eat together now, and thus get less opportunity to talk. A further effect is on the economy. Although fast food is not very expensive,

It is more expensive than cooking properly for yourself. Many of the fast food companies are franchisees of foreign corporations, so profits leave the country.

In conclusion, fast food, although it is convenient and a tasty addition to a diet, can have serious health and social effects. People should learn to choose fast food carefully and remember the pleasure of eating good food in good company.

Activity 1, Handout 2 Sample Outline Cause/Effect Essay

1. Intro:

Lead:.....

Thesis Statement:

..... is a big problem in Thailand/ modern society etc.

or

These days many people like to

Guide:

There are three main causes of in

....., and

or

There are three main effects of

....., and

There are three main reasons why people like to

.....and.....

2. One cause of /effect of/ reason why.....

1. Support/ example 1

2. Support / example 2

3. Another cause of/ effect of / reason

why

3. Support/ example 1

4. Support / example 2

4. A third cause of / effect of / reason why

5. Support/ example 1

6. Support / example 2

5. Conclusion (suggest a solution)

In Conclusion.....

Activity 2, Handout 3 Samples of Essay

Essay 1

What are the main causes of good health?

What is a man's happiness? Every person answers this question differently. For example someone considers his or her happiness with wealth and someone with their dreams coming true. As for me, happiness is our health. Because, if man is not healthy there is no use being rich and dreaming. Good health is above wealth. It is a state of physical and mental well-being necessary to a meaningful, enjoyable and pleasant life. Everybody wants to be in good health. There are many causes of good health, but the main ones are healthy eating, avoiding different bad habits and going in for sport.

One of the main reasons for good health is healthy eating. Healthy eating begins with learning how to eat. It will help us to get the right balance of vitamins and minerals. Everybody should try to eat only low fat food. In fact, fat is considered to be one of the major causes of obesity and heart disease. Our food choice also provides healthy eating. It can reduce the risk of illness. Learning how to eat, low-fat food and food choice supply healthy eating.

In order to be healthy we should also avoid different bad habits that can affect our health. Smoking is one of the worst among those bad habits. It makes people's skin unhealthy. In

addition, it causes a number of heart and lung diseases such as pneumonia, cancer that results in young people's death. The second bad habit is drinking too much alcohol. It creates a lot of internal diseases. Even drinking can shorten our lives dramatically. So, smoking and drinking alcohol are sufficiently dangerous and deadly.

Another way of staying healthy is going in for sports. One of them that you can do is exercising regularly. Among the benefits of regular exercise are stronger bones, a healthier heart and more resistance to various illnesses. Furthermore, you can eat and drink as much as you want because you are burning it all off. Apart from exercising people can do aerobics? Doing aerobics makes people feel great and ones hearts, lungs and muscles become stronger. Thus, by going in for sport people can keep fit and healthy.

In conclusion, the best ways of living healthy are healthy eating, eradicating different bad habits and going in for sport. In my point of view regularity in life, normal sleep, regular meal, a healthy diet and sport, improves our health. People's health is in their own hand. In short, everything depends on you.

Activity 3, Handout 4 Suggested Topic

1. What are the causes and effects of global warming?
2. What are the causes and effects of divorce?
3. What are the causes and effects of obesity?
4. What are the causes and effects of overuse of internet?
5. Causes and effects of cramming for examination
6. Effects of cheating
7. Analyze the effects of excessive television viewing on a particular audience
8. Cause and effects of media violence
9. Causes and effects of global warming/ land pollution
10. Causes and effects of teenage depression
11. Causes and effects of unemployment
12. Effects of using mobile phones too much
13. Explain the causes of some clothing or hairstyle fads
14. Explain the causes for the popularity of fast food restaurants
15. Explain your interest or lack of interest in sports or a specific sport
16. Misbehavior at school/ college/ university, causes and effects
17. The effects of multilingualism on the learning of additional languages
18. What are the causes and effect of the computer revolution?
19. What are the effects of the illiteracy?
20. Causes of Malnutrition
21. Cause of Eating Disorders in Children
22. Causes of Alcohol Abuse in Teenagers
23. Causes of smoking cigarettes
24. Causes of drug abuse
25. Causes and effects of overpopulation.

Literature

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4. Fry E. B. (2000), *Skimming and scanning. Middle level*, Jamestown Publishers.
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8. Jordan*, R. R. (2003). *Academic Writing Course: Study Skills in English*. Pearson Education Limited. Third Edition.
9. Scarry*, S., & Scarry, J. (2008). *The Writer's Workplace with Readings: Building College Writing Skills*. Thomson Learning. Sixth Edition.
10. Ruetten, M. K. (2003). *Developing Composition Skills: Rhetoric and Grammar*. Thomson Learning. Second Edition.

Suggested web sites:

www.teachingenglish.org.uk
 www.literature.org/
 www.pearsonlongman.com/ae/
 www.developreading.com
 www.jobproblems.com

Glossary

OUTLINE – a preliminary plan for smth.
CONSEQUENCE – a result of actions
MULTIPLE CAUSE – having several cause
SEPARATE – not connected
CAUSAL – being a cause

LESSON #25

Reading

Theme #25.	Relations: Father and Daughter Relationship
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Interpreting (the images taken from the Internet) 3. Activity 2. Pre-teaching Vocabulary 4. Activity 3. While –reading activity (Noticing the Rhyme) 5. Activity 4. Post –reading activity (Close reading) 6. Summary 	
The aim: by the end of the lesson students will be able to develop learners' poem reading skills	
Objectives:	
<ul style="list-style-type: none"> ➤ to hold discussion on the topic ➤ to provide students an opportunity to practice reading poetry ➤ to raise students' awareness of important of rhyme in literature ➤ to give learners an opportunity to discuss the images; ➤ to help students practice critical thinking and team working skills; ➤ to introduce new words to help learners better comprehend the poem ➤ to develop learners' reading strategy ➤ to draw learners' attention to the use of rhyme ➤ to develop learners' poem reading skills ➤ to practice the learners' intonation ➤ to draw learners' attention to the timeline given in the poetry 	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in

Time: 5 min

Materials: Handout 1 (Different pictures on father-daughter relationship)

▶ Procedure

😊 Distribute pictures to each pair, and ask them to look in carefully

- ☺ Then ask the pairs to stand up and go around see the other students' pictures
- ☺ Ask students to guess the topic when they finish sharing what they have.

Activity 1 Interpreting (the images taken from the Internet)

Objectives:

- to give learners an opportunity to discuss the images;
- to help students practice critical thinking and team working skills;

Time: 10 min

Materials: Handout 2

▶ Procedure:

- ☺ Divide the students into 4 groups
- ☺ Provide each group with one image
- ☺ Ask them to discuss the statements and interpret what the authors were trying to say
- ☺ When they finish discussion, call on the names of one representative from each group to share their ideas
- ☺ Discuss the following questions:
 - What should an ideal father-daughter relationship like?
 - Who understands daughter's better: fathers or mothers?

Activity 2 Pre-teaching Vocabulary

Objectives: To introduce new words to help learners better comprehend the poem

Time: 10 min

Materials: Board, markers

▶ Procedure:

- ☺ Write the new words on the board and ask if the students know the meaning
- ☺ Provide definition if necessary
- ☺ Check whether they have understood the meaning and encourage them to compose sentences.

Activity 3 While –reading activity (Noticing the Rhyme)

Objectives: To develop learners' reading strategy and to draw learners' attention to the use of rhyme

Time: 15 min

Materials: Handout 3

▶ Procedure:

- ☺ Ask students to read the poem and underline the rhymes in each line;
- ☺ Divide students into pairs;
- ☺ Let them compare their answers;
- ☺ Check their answers together with the whole group.

Activity 4 Post –reading activity (Close reading)

Objectives:

- To develop learners' poem reading skills
- To practice the learners' intonation
- To draw learners' attention to the timeline given in the poetry

Time: 20 min

Materials: Handout 3

▶ Procedure:

- ☺ Ask the volunteers to read the poem. Tell them to pay more attention to the intonation.
- ☺ Have them to work in groups and create a timeline for each stanza.
- ☺ Ask the following questions:
 - What this poem made you feel when you first read it? (Happy, angry, sad, unhappy, etc.)
 - Would you change anything if you were writing this poem? If yes, what and why?
- ☺ Summarize the lesson and give homework

Summary: Ask your students to find poems related to family relationships and analyze the rhymes and meaning. Tell them that they should bring them for the next lesson and present briefly.

Materials for the lesson

Lead-in activity, Handout 1





Activity 1, Handout 2


*I am a PRINCESS
not because I have a prince
but because my FATHER is a KING.*

CLICK HERE FULL RESOLUTION

HOTLINK PROTECTION ACTIVATED - NOTE: Empty or Blank Referrals are not Allowed

*When you're not quite
the perfect daughter
it helps to have
The Perfect Dad*

<http://quote-365.com>

Protected by: BuREV WP-PICShield - HOTLINK Defence

Any man
can
be a father
but it takes
someone special
to be a Dad.

Dad....

A Son's First Hero, Daughter's First Love

Activity 4, Handout 3 **My Little Girl**

Ashley M. Bokelman

As the little girl walks to the bus, on her first day of school,
She knows her daddy will be right behind, crying like a fool,
But it also makes her feel, so very good inside,
Knowing that her daddy's tears, he's not afraid to hide,
The little girl will miss her daddy, more than he must know,
Because she'd never want to hurt, the daddy she loves so.

As the young lady, walks the stage with pride,
Her daddy knows the feeling she has, because he feels it inside,
He knew how hard she had worked, to get her diploma today,
Because he had been by her side, coaching all the way,
He never felt more proud, than the moment he did now,
When she tossed her hair aside, smiled and took a bow.

As the lady put her dress on, smiles all over her face,
No one could see the tears behind, streaming along her daddy's face,
This little girl he always had with him every day,
Would soon take another man's name, after daddy gave her away,
As the memories of her pigtails, dances, and smiles,
Would now just be a memory, stored into the files,
He would never let his baby know, how sad he must have been,
Because all he'd ever wanted for her was the happiness she'd brought to him.

As the woman laid there proudly, she looked at him and cried,
Daddy I want you to meet someone, and look she has my eyes,
She placed the little baby, into her daddy's arm,
And she knew that her daughter, would now be safe from harm,

Just the way that she had felt, all throughout the years,
 Because he couldn't help but smile, even though all those tears,
 And now this little baby, would be a part of his life,
 And that would okay with him, since his baby was a wife,
 There was so much he would teach her, in her years ahead,
 And instead of being mommy's girl, he knew she would be his little girl instead.
 (Available at: <http://www.familyfriendpoems.com/poem/my-little-girl>)

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
2. Barton, L. & Sardinias, C. P. (2004), *North Star. Reading and Writing. Intermediate.* Longman.
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10. Jordan*, R. R. (2003). *Academic Writing Course: Study Skills in English.* Pearson Education Limited. Third Edition.

Fiction

1. Hornby, N. (1998) *About a Boy.* Penguin Books.
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.pearsonlongman.com/ae/
www.developreading.com
www.jobproblems.com

Glossary

BOW – to bend your head or body forward, especially as a way of showing someone respect or expressing thanks to people who have watched you perform
STORE – to put or keep things in a special place for use in the future
COACH – to tell someone what to say or what to do in a particular situation
HARM – to hurt someone
TOSS – (move) If you toss your hair or a part of your body you move it up and back suddenly

LESSON#26

Writing

Theme # 26.	Cause and effect essay(final draft)
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Peer evaluation 3. Activity 2. Work on final draft 4. Summary. Case study 	

The aim:	
<ul style="list-style-type: none"> to give ss an opportunity to peer evaluate their group mates essay 	
Objectives:	
<ul style="list-style-type: none"> to let ss to produce final draft to help them proofread and submit the final draft to let learners to produce the final draft referring to the peer evaluation form 	
Activity Type:	Individual, pair work, small group, whole class (teacher-students)

Lead in

Objective: to lead in the topic


Time: 10 min

Materials: None.

► Procedure:

(7 min) Ask students the following question and elicit their answers. To submit their 2nd draft and ask them the following questions;

1. What is the essay outline?
2. What opening statement techniques have you learned?
3. How many transitions have you learned?
4. How is the thesis different from title of the essay?
5. What conclusion writing ways have you learned?

 **(3min)** Introduce the topic to students. Say that this lesson they are going to peer evaluate groupmates essays using peer evaluation form

Activity 1 (peer evaluation)

Objective: To give students an opportunity to peer evaluate their friends essay

Time: 30 min

Materials: handout 1

► Procedure:

(5 min)

(10 min) Distribute peer evaluation form, and students essays .

(15 min) Tell them they will evaluate the essays using the form and after completion they will give back the form and the essay to the essay writers.

Activity 2 (Work on final draft)

Objective: to let learners to produce the final draft referring to the peer evaluation form

Time: 35 min

Material: students own essays and peer evaluation form

► Procedure:

(30 min) Using the ideas in the peer evaluation form ss. will prepare the final draft of their essays

(5 min) SS proofread the essays and prepare for submission

Summary

 **(5 min)** In case they are not ready for submission they will continue working on the final draft at home.

Homework: Case study. Read the essay which was written by a student. Try to find mistakes and write a letter. Has the writer used transitional words or phrases at any point to move from one idea to another, can you make any suggestion for improvement.

OVERPOPULATION

As we know there are so many verities of dangerous problems that are arising nowadays as well as consequently, they are affecting the nature, human beings living beings too. In the main time, these terrible issues include global warming, air pollution, water pollution,

Handout 1

PEER EVALUATION FORM

Group:

Essay writer.....

Peer Editor.....

1. Introductory paragraph

- a) Is the introduction interesting? What technique is used in the opening statement?

- b) Does the introduction have a bridge statement that leads to the thesis in a smooth, informative way?

- c) Is the thesis statement developed well enough in an informative way?(Does it contain parallel structure?)

2. Body paragraphs:

- a) What layout is used for body paragraph?

- b) Does each of the topic sentences tie back to the thesis?

- c) Are the supporting details developed well enough?

- d) Are the paragraph proportionally balanced? Are there any really short paragraphs that could be developed? Are there long paragraphs that could be broken or shortened?

3. Mechanics

- a) Are there any grammar mistakes in the essay?

- b) Are there any spelling and punctuation mistakes in the essay?

4. Coherence:

- a) Does the essay follow a logical progression? If not, explain where you begin feel confused?

- b) Has the writer used transitional words or phrases at any point to move from one idea to another? Can you make any suggestion for improvement?

c) Has the writer used synonyms, substitutions, references to replace the key words?

5. If you were writing this essay, what would you do differently?

6. The part of this essay you consider best

Is.....
.....

7. You think the worst part of the essay is..... because
.....

8. Does the essay come to a satisfying conclusion? Which method is used in the concluding sentence?

9. Evaluate the essay's author using the following scale by circling the number the best describes the author's essay.

5 4 3 2 1 0

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
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9. Newspapers and magazines (e.g. *English Teaching professional, Modern English Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic* etc)
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Suggested web sites:

- www.teachingenglish.org.uk
- www.pearsonlongman.com/ae/
- www.developreading.com
- www.jobproblems.com

Glossary

PEER EVALUATION – evaluation of one’s writing by a groupmate

SUBSTITUTION - replacement

REFERENCES – a source

LESSON #27

Reading

Theme #27.	Relations: Common Problems with Roommates and How to Deal
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Discussion 3. Activity 2. Case Study 4. Activity 3. Reading 1 (True/False) 5. Activity 4. Post –reading activity (Matching Solutions to the Problems) 6. Activity 5. Discussion 7. Summary 	
The aim: by the end of the lesson students will be able to think deeply and analyze the case	
Objectives: <ul style="list-style-type: none"> ➤ to give students an opportunity to discuss and provide possible solutions to problems in the article ➤ to give learners an opportunity to concentrate on the topic being discussed; ➤ to help students practice problem-solving skills ➤ to make the learners to think deeply and analyze the case. ➤ to develop learners’ reading strategy. ➤ to help learners practice True/False. ➤ to develop learners’ reading strategy. ➤ to help learners practice matching techniques. ➤ to develop learners’ team-working skills. ➤ to give learners an opportunity to summarize the topic. 	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in

Time: 5 min

Materials: Laptop, OHP, Power Point slides

▶ Procedure

☺ Start playing the slides of Power Point;

☺ Ask students to guess the topic after the three slides.

Activity 1. Discussion

Objectives:

- to give learners an opportunity to concentrate on the topic being discussed;
- to help students practice problem-solving skills

Time: 15 min

Materials: Laptop, OHP, PowerPoint slides

▶ Procedure:

☺ Continue playing the slides;

☺ Ask the learners to work in groups and list all possible problems one might face living with roommates;

☺ Encourage the groups to share their answers;

- ☺ Continue playing the slides and introduce some possible problems roommates might face living together;
- ☺ Ask the learners to keep on working in the same groups and discuss possible solutions to deal with these problems;
- ☺ After the groups share their answers, finish the presentation with suggestions for roommates.

Activity 2. Case Study

Objectives: To make the learners to think deeply and analyze the case.

Time: 10 min

Materials: Handout 1

▶ Procedure:

- ☺ Divide students into pairs;
- ☺ Distribute Handout 1 and ask them to read the case and answer the questions below it;
- ☺ Conduct whole group discussion

Activity 3 Reading 1 (True/False)

Objectives:

- To develop learners' reading strategy.
- To help learners practice True/False.

Time: 15-20 min

Materials: Handout 2

▶ Procedure:

- ☺ Ask students to read the text and answer the questions;
- ☺ Divide students into pairs;
- ☺ Let them discuss their answers;
- ☺ Check their answers together with the whole group.

Answers

1. False
2. True
3. False
4. True
5. False
6. True
7. False
8. True

Activity 4 Reading 2 (Matching Solutions to the Problems)

Objectives:

- To develop learners' reading strategy.
- To help learners practice matching techniques.

Time: 15-20 min

Materials: Handout 3

▶ Procedure:

- ☺ Ask students to read the text and answer the questions;
- ☺ Check their answers together with the whole group.

Answers

1. Problem 1 – Solution C
2. Problem 2 – Solution E
3. Problem 3 – Solution D
4. Problem 4 – Solution B
5. Problem 5 – Solution A

Activity 5 Discussion (Creating Round Rules for Roommates)

Objectives:

- To develop learners' team-working skills.
- To give learners an opportunity to summarize the topic.

Time: 15-20 min

Materials: Posters, markers

▶ Procedure:

- ☺ Divide students into groups;
- ☺ Ask students to create round rule for students who share the room;
- ☺ Let the groups present their answers;
- ☺ Provide your suggestions if necessary.

Summary: Ask your students to find and read any article on Topic “Relations” and write a critical review on it.

Materials for the lesson

Activity 2, Handout 1

Case Study

During my Engineering studies, I used to live in hostel and two students used to live in one room. So in first year engineering, it was difficult to choose a student as your room partner since being the first year we hardly knew other students. So based upon few days of observation, we used to accept a student as room-partner. But after we became room-partners and after living together for few weeks, I came to know that room-partner had some bad traits and he was not compatible. And then I had to put up with him for rest of the year. Of course, next year, I chose some other room-partner whom I knew very well for one year in the college and then in second year, the chemistry worked out well with new room-partner since we knew each other very well before becoming room-partners.

1. Who is the writer of the case?
2. What problem is he raising in it?
3. What did he learn from his bitter experience?
4. Did he take a proper action?
5. How would you act if you were him?

Reading 1, Activity 3, Handout 2

Read the following dialogue between room partners and decide whether the statements below it are true or false.

Jim: Hi, Sasha, how was work today?

Sasha: Oh good evening Jim. Oh boy, it was a really hard day today. I never thought the end of this day was going to come!

Jim: I'm sorry about that. However, I need to have a chat with you.

Sasha: Uh oh! What's the problem?

Jim: I was really happy when I invited you to stay with me in this apartment. I knew you had a problem with that girl you lived with before.

Sasha: Oh yeah, she was terrible. I couldn't move without her complaining at me.

Jim: Yes, well maybe I understand why she found living with you difficult.

Sasha: What? What do you mean? What problems have I caused for you in the apartment?

Jim: Where do I start? Let's talk about the television first. How do you switch it off?

Sasha: I switch it off every evening. I don't think I've ever forgotten.

Jim: I know that, but I want to know how you switch it off. You take the lead out of the power point, don't you?

Sasha: Yes, I do. Shouldn't I do that?

Jim: No, you should always use the remote control to turn the TV off. And how about the lights? You shouldn't switch them off, ever!

Sasha: Why not? What a waste of electricity! My parents taught me that you should always turn off the lights when you leave a room.

Jim: Yes, that's fine but you should leave the lights on at night because we have an automatic system which turns the lights on and off. It's so that people always think there's someone at home. I told you about it when you first arrived.

Sasha: OK, sorry, I kind of forgot about that.

Jim: Now, the bathroom. You should clean it twice a week. Remember that's your responsibility. And you should use the shower cleaner I suggested you buy. The one you are using now is leaving a horrible mark on the floor of the shower. Haven't you seen it?

Sasha: Yes, I have. I was going to change it when I finished this bottle.

Jim: No, you should change it immediately. I don't want to leave marks in the shower.

Sasha: OK, that's easy enough. I can go to the store tomorrow and get another shower cleaner.

Jim: Right, the last thing is about your music.

Sasha: You don't like my music? Surely you don't want me to start listening to Frank Sinatra the way you do?

Jim: Haha! No, don't worry. But I've had a few complaints about the volume. You shouldn't play any loud music after about eleven o'clock.

Sasha: It's that old man across the street who complains, isn't it?

Jim: Yes, I'm afraid so. If you listen to music any time in the evening, you should close the windows so he can't hear it.

Sasha: OK, I'll try to remember Jim. Is there anything else?

Jim: No, that's everything. Oh no, one more thing...

Sasha: I was afraid so! What is it?

Jim: You're cooking tonight!

1. Sasha is currently unemployed.
 - A. True
 - B. False
2. Jim understands now why Sasha had problems in her previous apartment.
 - A. True
 - B. False
3. The problem with the television is that Sasha has sometimes forgotten to turn the TV off.
 - A. True
 - B. False
4. Sasha didn't know that Jim used the lights in the apartment as an anti-crime measure.
 - A. True
 - B. False
5. Sasha never realized the different cleaner was causing a problem in the shower.
 - A. True
 - B. False
6. Jim doesn't want Sasha using the other cleaner anymore.
 - A. True
 - B. False
7. Someone who lives close to Jim and Sasha has complained about the type of music she listens to.
 - A. True
 - B. False
8. Sasha will be working in the kitchen tonight.
 - A. True
 - B. False

Reading 2, Activity 4, Handout 3

Read the following article and match the problem with their solutions.

5 Common Roommate Problems – And How to Deal

Khalea Underwood

Unless you're one of the few students who lucks out and gets a single, almost everyone who goes away to college or university must deal with a roommate. Although it would be ideal to become BFF with your random roommate, everyone doesn't always bond like Rachel, Monica and Phoebe. And because girls like to get their feelings out via Facebook statuses, rather than actually confronting the problem, situations tend to escalate fast.

Here are some problems you may run into within the walls of your shared space:

Problem 1

She's sloppy: Her clothes are always on the floor and on her bed, even when she's not getting dressed. Strands of her hair line your dorm room floor. She has loose papers and party fliers sticking out of her textbooks and strewn all over her desk. And is it you, or does her side of the room smell like gym socks and onions? Unfortunately, all girls aren't all that neat, clean and prissy. Some are straight-up foul! Maybe they're used to someone else cleaning for them or maybe they're just lazy. But if you're with a sloppy sister, you will probably end up speaking to her about her hot mess on more than one occasion.

Problem 2

She's noisy: While away at college, most girls enjoy an occasional catch-up session with their friends and family on the phone or on Skype. But what if your roommate is constantly talking on the phone, blasting her music and singing along (at volume lever 50 or higher)? Then you've got yourself a noisy roommate. Some people are born with the gift of gab; they're just naturally loquacious. Although you'll probably end up wishing your roomie would shut up, at least you'll avoid being lonely when your best friend can't Skype. There will always be someone to talk to.

Problem 3

She's too friendly: Your dorm room is probably one of the only places where you'll find the most peace on campus. It's your oasis in the middle of the crazy college desert. When your roommate is in your face constantly, you might as well be back in the student lounge or the noisy cafeteria. She always wants to talk to you and "bond." Don't get me wrong, establishing a relationship with your roommate is important. Plus it's way better than boarding with a b-word (see "mean"). But man, can't a girl sleep...and dress...and bathe in peace?

Problem 4

She's thieving: She's going through your closet, snatching your jewelry up! There's always someone who wants what they can't have, so they take it. When it happens to be the person you live with, it causes a lot of discomfort. You'd never want to accuse your roomie of thievery because it makes things too awkward. But when you notice undies missing from your top drawer and earrings missing from your accessory tree, it's time to confront her and get a lock. Hide your clothes, hide your shoes!

Problem 5

She's mean: Mean girls are everywhere, and your school's housing department may pair you with one or two. Not everyone is Miss Congeniality. Your roommate may not greet you every time you walk in your dorm or invite you to lunch. Some people have a hard time adjusting to sharing space. It may really hurt your feelings, especially at the beginning of the year when you want to meet new people. Don't fret, there are other girls on campus who you're bound to click with. Hopefully you'll end up hanging out with them more and barely see the Wicked Witch of Your Room.

And now a few solutions if/when you find yourself in a pickle:

Solution A: You're not a trained therapist so don't even try to de-ice her. Instead just accept the fact that your roomie and you are not going to be BFFs. And if the meanness gets worse for what seems like no reason, ask her what's up. Maybe she has a family situation at home she's upset about or maybe she's annoyed that your alarm clock ringtone is the soundtrack from Grease. You won't know if you don't ask.

Solution B: This is the perfect time to be confrontational, because the longer you put off asking her about the stolen items, the worse it will get. Let her know that she's welcome to borrow things, but she has to ask first. Then it's up to you to say yes or no when she asks — say no a few times and she'll stop asking. Many girls with sisters are used to borrowing from their sisters without asking and she might just assume that's the norm. If talking to her doesn't do the trick, then you should talk to your RA — no one deserves to live in the middle of a crime scene.

Solution C: Staring at her mess with your evil eye won't suddenly make her realize that she's too messy. Instead this is one of those situations where you're going to have to be confrontational (but NOT hostile) and ask for a compromise. You can't expect her to go from slop fest to neat freak, but you can ask her to make sure her mess doesn't invade your side of the room and that she does her best to keep all smells at a minimum. Just asking her to "be cleaner" won't get you very far. Give her clear suggestions like "please put your gym clothes immediately in your laundry and not on the floor."

Solution D: This one is tricky because she's trying to spend time with you...and asking her to stop will make things awkward for the rest of the year. Try using visual clues when you want some peace and quiet. Putting in your headphones does wonders in passing that message along.

Solution E: Throwing her speakers out of the window and locking your door when she invites people over will not solve this problem. Instead sit down and try to set a few ground rules for when it's okay and NOT okay for her to be loud. It's not unreasonable for you ask her to be quiet when you're trying to study and sleep. It is unreasonable for you to tell her she can never have friends over. Suggest headphones for her music and maybe invest in a pair of headphones for yourself.

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Fiction

1. Hornby, N. (1998) *About a Boy*. Penguin Books.
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

Glossary

BOND – to develop a close connection or strong relationship with someone

FOUL - extremely unpleasant

LOUNGE – the room in a house or apartment that is used for relaxing and entertaining guests in

WITCH- a woman who is believed to have magical powers and who uses them to harm or help other people

CONFRONT – to face, meet, or deal with a difficult situation or person

SNATCH - to take hold of something suddenly and roughly

WICKED - morally wrong and bad

LESSON #28

Writing

Theme #28.	Story Writing 1
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Case Study 3. Activity 2. Discussion 4. Activity 3. Story Writing Input 5. Activity 4. Practice Writing 6. Summary 	
The aim: by the end of the lesson students will be able to write a story	
Objectives:	
<ul style="list-style-type: none"> • to let students read and analyze the case • to organize facts according to their descriptions. • to present information through various techniques. • to apply decision making skills to various situations. • to give students an opportunity to learn more about useful words and phrases for story writing and its structure; • to provide students with more information about story writing; • to practice using words and phrases; • to give a chance to the students to practice their writing skills; • to practice controlled writing; 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up

Objective: to lead in the topic

Time: 5 min

Materials: board

► Procedure:

(3 min) Ask students the following question and elicit their answers.

1. Have you ever written a story?
2. What was it about? When did you write?

3. How is it different from writing essays?

☺ (2min) Introduce the topic to students. Say that this lesson they are going to learn how to write a story.

Activity 1 (Case Study)

Objective:

- To let students read and analyze the case
- To organize facts according to their descriptions.
- To present information through various techniques.
- To apply decision making skills to various situations.

Time: 20 min

Materials: Handout # 1

► Procedure:

(10 min) Distribute students **Handout # 1**. Explain them to read the case and analyze the structure of it. Later they will discuss the following questions in pairs:

- 1) What is the structure of this case study?
- 2) How many paragraphs are used in it? What each paragraph represent?
- 3) How would you feel as a parent of one of the victims? What can a parent do to be an advocate for not drinking and driving?

(3 min) Give them some time to compare their writings within small groups.

(7 min) Invite them to whole group discussion.

Activity 2 (Discussion)

Objective: to give students an opportunity to learn more about useful words and phrases for story writing and its structure;

Time: 15 min

Materials: none

► Procedure:

☺ (10min) Divide the learners into small groups and ask them to discuss the following questions:

1. What are the things which make story writing more difficult?
2. What are the things which make it easier?

☺ (10min) Invite them to whole group discussion to share the findings.

Suggested answers:

1.
 - a) Need imagination
 - b) Need to plan before you write
 - c) Very specific tasks that you have to match your writing very closely to
2.
 - a) Can use some phrases in almost any answer
 - b) Can change what you write to match the language you know
 - c) Doesn't matter how strange it is as long as it matches the task

Activity 3 (Story Writing Tips & Useful Phrases for Writing Stories)

Objective:

- to provide students with more information about story writing;
- to practice using words and phrases;

Time: 20 min

Materials: Handouts 2 and 3

► Procedure:

☺☺ (5 min) Distribute Handout 2 and ask them to study the tips carefully

☺(5 min) Distribute Handout 3 and discuss it with the whole group

☺ (10 min) Give a chance to the students make up some sentences using some of them.

Activity 4 (Practice Writing)

Objective:

- to give a chance to the students to practice their writing skills;
- to practice controlled writing;

Time: 20 min

Materials: Board

► Procedure:

😊😊 (15 min) Choose any (some) of the tasks from Sample Questions and write on the board and ask the learner to concentrate on the task. Give them a chance to write their stories.

😊 (5 min) Let them share with what they have done. Give comments when necessary.

Sample questions (Writing stories)

Write a story in 120-180 words in an appropriate style. The story must begin with the following sentences:

1. *Simon opened the door and knew immediately he had made a mistake.*
2. *It was five o'clock in the morning when there was a knock at the door.*
3. *It was very exciting but I wouldn't like to do it again.*
4. *I knew I had to leave that city as soon as I possibly could.*

Write a story in 120-180 words in an appropriate style. The rules say it must end with the following sentence:

Suddenly, I woke up and realized it had all been a fantastic dream.

Summary

😊 (10 min) Remind the students the rules; Explain them the homework. Students will be supposed to write a story. They should choose the rest of the topics in your list and write a story using about 120-180 words.

Handout 1. Case Study: Thoughts about Drinking and Driving

Task 1 Read the case study

On the last day of school in June, the teachers of Bright High School hosted a party for all the twelfth-grade graduates. Although the teachers did not supply alcohol to this group of underage drinkers, many of the students sneaked alcohol into the party. One such student was Anna Kofski, who had five drinks.

Anna parents gave her the car that day so that she can drive some of her friends' home from the party. Anna's parents had often told her never to drink and drive or to get into a car with a driver who had been drinking. They told her to call anytime she needed a ride in such a situation.

Before leaving the party, Anna thought about calling her parents but decided against it because both her parents were working at the time and she did not want to be a nuisance. So Anna, despite the refusal of one of her friends to get into the car, drove home with two passengers.

En route, she turned onto a street and drove on the wrong side of the road, causing the driver of a school bus to lose control of the bus while trying to avoid Anna's car. The bus flew down an embankment and the accident resulted in the death of all 25 passengers, who were young middle-school students, and the bus driver. Anna and her two passengers survived with no injuries.

Work in pairs and discuss the task of the following questions:

- 1) What is the structure of this case study?
- 2) How many paragraphs are used in it? What each paragraph represent?
- 3) How would you feel as a parent of one of the victims? What can a parent do to be an advocate for not drinking and driving?

Handout 2

Story Writing Tips

Working in groups, study each statement carefully and compare with your answers.

- PLAN your story.
- REVISE your story to correct mistakes.
- Give your story a title.
- Make sure you have at least 4 paragraphs.
- Paragraph 1 – background information.
- Paragraphs 2 and 3 the main part of the story.
- Paragraph 4 – EITHER the climax or key moment of the story OR what happened after the climax.
- Don't change the words you are given at all.
- Read the words you are given carefully. Sometimes you can choose whether to start or finish with the words. At other times you have no choice.
- Use past continuous for background information.
For example – It was raining heavily as we left the house....
- Use past perfect before the main events of the story.
For example – ... but Anne had kindly lent me her umbrella.
- Use simple past for the main events. There wasn't a single person on the street.
- Try to include some direct speech.
- You can use contraction (haven't, couldn't, etc.). But a story should not be as informal as an email to a friend, for example.

Handout 3

Useful phrases (Writing stories)

Time phrases	Phrases for dramatic effect	Direct speech	Concluding stories
<i>It all began</i>	<i>Suddenly</i>	<i>".....", said Fred</i>	<i>When it was all over</i>
<i>Shortly afterwards</i>	<i>All of a sudden</i>	<i>".....", shouted Fred</i>	<i>Looking back now</i>
<i>Meanwhile</i>	<i>Without warning</i>	<i>".....", screamed Fred</i>	<i>In retrospect</i>
<i>Not long afterwards</i>	<i>Out of the blue</i>	<i>".....", whispered Fred</i>	<i>In the end</i>
<i>Some time later</i>	<i>Just at that moment</i>	<i>".....", announced Fred.</i>	<i>After all that had happened</i>
<i>Later that day</i>	<i>Quite unexpectedly</i>	<i>".....", thought Fred</i>	
<i>A little later</i>	<i>As if from nowhere</i>	<i>".....", cried Fred</i>	
<i>Finally</i>		<i>".....", promised Fred</i>	
<i>In the end</i>			
<i>Eventually</i>			

More Useful Phrases for Writing Stories

Near the beginning	Near the middle	Near the end
At first...	At the end of the first day/ hour...	Eventually...
First of all...	In the first couple of minutes/ days/ hours... Unfortunately, ...	In the end...
One day/ morning/ evening/ night...	To my amazement, ...	At the end (of)...
I decided...	By the middle of the...	Looking back now I'm (so) glad that I.../
At that time... When/ While I was...	I seemed to be running out of time...	I'm (so) happy I didn't.../ I (really) regret...
During lunch/ work/ a lecture...	However, my plans changed completely when...	After it was all over...
	Suddenly.../	It wasn't (at all/ quite) what I had expected but...

	Completely out of the blue, ... Then/ Next/ (Just/ Straight) after that/ (A moment/ A little while) later...	On the last day, ... Just in time, ... Luckily, / To our relief, ... It was then that (I realized)...
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Suggested web sites:

www.teachingenglish.org.uk
www.pearsonlongman.com/ae/

Glossary

UNDERAGE- below the normal age for doing something

SNEAK- to take smth stealthily without permission

EMBANKMENT – a long artificial mound of earth and stone, for protection of road

CAUSE – to set off an event or an action

LESSON #29

Reading

Theme #29.	Relations: Romeo and Juliet
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Pre-teaching vocabulary 3. Activity 2. While-reading (True/False; Who says this?) 4. Activity 3. Post-reading (Performance) 5. Summary 	
The aim:	
<ul style="list-style-type: none"> ➤ To provide students an opportunity to hold discussion on the topic ➤ To raise students’ interest in reading literature 	
Objectives:	
<ul style="list-style-type: none"> • To introduce new words to help learners better comprehend the poem • To develop learners’ reading strategy • To concentrate learners to the use of reference • To develop learners’ performance skills • To practice the learners’ intonation • To practice the learners speaking skills 	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in

Time: 10 min

Materials: paper, book

► Procedure

☺ Find out how many of your students have read or seen the play or seen the movie *Romeo and Juliet*. Elicit from the class the names of the characters and their relationships to each other. Write the names on a large sheet of paper stuck on the wall. Draw links between parents and children, relatives and friends. Make sure everyone can pronounce the names correctly. The students will probably not be able to give very many names at this stage, so ask them to open their books to page viii to complete the wall chart. Keep it on the wall as a reference source while students read or perform the play. If the students are going to perform the play, now is a good time for them to choose their parts. If you have more students than characters, the others can be townspeople, or they can be the directors. Distribute pictures to each pair, and ask them to look in carefully

Activity 1 Pre-teaching Vocabulary

Objectives: To introduce new words to help learners better comprehend the poem

Time: 10 min

Materials: Board, markers

► Procedure:

- ☺ Write the new words on the board and ask if the students know the meaning
- ☺ Provide definition if necessary
- ☺ Check whether they have understood the meaning and encourage them to compose sentences.

Activity 2 While –reading activity (True/false; Who say this?)

Objectives: To develop learners' reading strategy and concentrate learners to the use of reference

Time: 15 min

Materials: Handout 1

► Procedure:

- ☺ Distribute Handout 1 ask the learners to do the task while reading Act 1, 2, and 3
- ☺☺ Let them compare their answers;
- ☺ Check their answers together with the whole group.

ANSWERS:

Exercise 1

- A. Benvolio to Tybalt.
- B. Prince to Lord Montague and Lord Capulet.
- C. Lord Montague to Benvolio.
- D. Romeo to Benvolio.
- E. Lord Capulet to Paris.
- F. Nurse to Lady Capulet.
- G. Juliet to Lady Capulet.
- H. Romeo to Mercutio.
- I. Mercutio to Romeo and Benvolio.

Exercise 2

- a. Benvolio wants to stop the fight and Tybalt doesn't. RIGHT
- b. Prince Escalus says that this is the fourth time that there has been a fight in the streets of Verona. WRONG. IT'S IN THE THIRD.
- c. Lord Montague doesn't know where Romeo is. RIGHT
- d. Juliet isn't twelve yet. WRONG. SHE'IS NOT 14 YET.
- e. Lady Capulet became Juliet's mother when she was thirty. WRONG. AT JULIA'S SAME AGE.
- f. Peter, Lord Capulet's servant, doesn't know Romeo. RIGHT
- g. Romeo goes to Lord Capulet's party because he wants to see Juliet. WRONG. HE WANTS TO SEE ROSALINE.

Activity 3 Post –reading activity (Performance)

Objectives:

- To develop learners' performance skills
- To practice the learners' intonation
- To practice the learners speaking skills

Time: 20 min

Materials: Handout 3

▶ Procedure:

☺ After the students have read aloud their parts for the first scene of Act I, put the class in groups of four. They will take the parts of Sampson, Gregory, Abram and Balthasar. Each group will role-play page 1 up to when Benvolio speaks. Listen and correct pronunciation and intonation as needed. Give them fifteen minutes to prepare their role-plays, then ask them to perform for each other. Students can vote for the best performance and have a class discussion about what was particularly good, not so good and why.

☺ Write these sentences from Act 2 on the board. Ask students to work in pairs and to discuss what Shakespeare wants us to understand by these words. Do they agree with him? Afterwards, compare students' answers.

- (a) If we call a rose by a different name, it will still smell just as sweet.
- (b) Sometimes even bad things can do good.
- (c) Young men don't fall in love with their hearts, only with their eyes.
- (d) These strong feelings of love don't bring happiness. They burn, and then they die.

Summary: Ask your students to complete reading the book during winter holiday, and write summary for each act. Remind them to keep vocabulary notebook for new words.

Handout 1

Exercise 1

Who said the following? To whom?

- a. I'm only trying to keep the peace.
- b. Enemies of peace throw your swords to the ground!
- c. People have often seen him there early in the morning, looking very sad.
- d. Oh, tell me how I can forget her about her.
- e. My daughter is very young – not yet fourteen.
- f. I've already told her to come.
- g. I've never thought about marriage.
- h. My feet feel tied to the ground.
- i. I have an ugly face but this mask will hide it.

Exercise 2

Are these right or wrong?

- a. Benvolio wants to stop the fight and Tybalt doesn't.
- b. Prince Escalus says that this is the fourth time that there has been a fight in the streets of Verona.
- c. Lord Montague doesn't know where Romeo is.
- d. Juliet isn't twelve yet.
- e. Lady Capulet became Juliet's mother when she was thirty.
- f. Peter, Lord Capulet's servant, doesn't know Romeo.
- g. Romeo goes to Lord Capulet's party because he wants to see Juliet.

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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

ACT (n) - one of the main divisions of a stage play
HEAVEN (n) - the place where God or the gods are supposed to live
GRAVE (n) - the place in the ground where a dead person is buried
BANISH (v) - to send away by official order, usually from one's own country
CURSE (n) - words asking God to make something evil or harmful happen to someone
FRIAR (n) - a man belonging to a Christian religious group
POISON (n) - a substance that can cause illness or death if taken into the body
ROPE (n) - a strong thick cord made by twisting together threads of cotton
VAULT (n) - a room under a church where bodies of dead people are placed

LESSON # 30

Writing

Theme # 30.	Story Writing 2
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Case Study 3. Activity 2. Timed Writing 4. Activity 3. Share 5. Summary (Voting) 	
The aim: by the end of the lesson students will be become more confident about story writing	

Objectives:

- to let students analyze the story writing structure
- to practice their critical thinking skills
- to give students an opportunity to practice their writing skills
- to give students an opportunity to read each other's stories;
- to provide them with oral feedback

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

Warm-up

Objective: to remind the rules for story writing

Time: 5 min

Materials: handouts from previous lesson

► Procedure:

😊 (5min) Discuss the all the elements of story writing. Revise the rule of it.

Activity 1 (Case Study)

Objective:

- to let students analyze the story writing structure
- to practice their critical thinking skills

Time: 20 min

Materials: Handout # 1

► Procedure:

(15 min) Distribute students **Handout # 1**. Explain them to read the case and discuss the questions proved below.

(5 min) Invite them to whole group discussion.

Activity 2 (Finish the Story- Timed Writing)

Objective: to give students an opportunity to practice their writing skills

Time: 15 min

Materials: Handout # 2 (A & B)

► Procedure:

😊😊 (15 min) Distribute the handouts and ask them to read the beginning of the story carefully. Set the time and encourage the learners to finish the ending.

Activity 3 (Share)

Objective:

- to give students an opportunity to read each other's stories;
- to provide them with oral feedback;

Time: 20 min

Materials: Handout 2 (students' own pieces of writing)

► Procedure:

😊😊😊 (15 min) Divide the students into 3-4 groups. Tell them to read each other's stories and discuss in the group. Remind them to give oral feedback to the writer.

😊 (5 min) Give a chance to each group to make a short presentation of their impressions.

Summary (Voting)

😊 (10 min) Write on the board:

- The most unusual story
- The funniest story
- The most interesting story
- Ask the students to vote their peers' works on the provided criteria
- Explain them the homework. Students will be supposed to write a story on Topic "The Day Everything Went Wrong" using about 150 words.

Handout 1. Case Study

Malika and her friends were given an assignment to read and analyze the story. They were also supposed to discover and write tips for writing story after reading the given sample story.

The story was approximately as follows:

The English Exam

Anvar woke up at 7:00 a.m. He had been chatting with a friend on the computer until nearly midnight the previous night so he was feeling quite tired but also rather nervous this was the day of an important exam at school. Anvar had been studying very hard for this exam for the previous two weeks so he thought he had a good chance of passing it.

While Anvar was travelling to school on the bus, he remembered that he had forgotten to take his wallet with him so he didn't have any money to buy lunch. Just after this, his friend Sanjar got on the bus.

"Can I borrow some money, Sanjar?" asked Anvar.

"Sure, no problem," replied Sanjar. "Here you go."

The two boys did the English exam. While they were having lunch, Anvar asked Sanjar if he thought the exam had been difficult. Sanjar smiled and picked up the slice of the chocolate cake that he was eating.

"It was so easy! it was a piece of cake!" said Sanjar, smiling.

Having completed reading the story, Malika and her team members discussed the task and found out the following tips:

1. A story should have a clear beginning, middle and end.
2. We need to use clear paragraphs.
3. We should use a variety of narrative tenses.
4. We can use direct and indirect speech when the characters talk.

What else would you add to the list above if were one of the team members?

Handout 2

Writing Practice – Finish the Story

Directions: Read the story below. Then finish it with your own writing.

"The Zoo"

Today I am going on a class field trip to the zoo. I have never been to the zoo before and I am excited to see all of the animals. My teacher says that it is going to be a busy day. We have been learning about animals in class. My favorite animal is the elephant. I hope that I get to see one.

We are boarding the bus. I sit in the back of the bus with my friends. The ride is about thirty minutes long. We are walking through the gate. I am in a group with five of my classmates and my teacher. The zoo is very crowded with lots of students from other schools. I hope that I will not get lost from my group.

First, we visit the monkeys. They come to the edge of their cages and look at us. The monkeys have a lot of trees to climb on in their cages. One monkey is eating a banana. They look like they are having a lot of fun. I wonder what it would be like to play with them.

Next, we visit the polar bears. They live in an area that has a lot of big rocks and a pond. Most of them are sleeping right now. The polar bears are a lot bigger than I imagined them being!

My teacher says that we are going to see the elephants now. We walk for a long time until we finally get to a big field. I can see the elephants in the distance! There are two big elephants and one baby. They are starting to walk in our direction. Maybe I will get a closer look at them.

Handout 2

Writing Practice – Finish the Story

Directions: Read the story below. Then finish it with your own writing.

“The Great Find”

“Marcus, it’s time for you to get up!” my mom called as she pounded on my bedroom door. I looked at the clock on my dresser. It was six in the morning, and I was very grumpy. I stayed up late writing a book report last night and I did not go to sleep until midnight.

“Okay Mom, I’ll be out in a minute,” I said. I got out of my bed and took a quick shower. I got dressed and packed my books into my backpack.

“Marcus, you are going to be late!” Mom yelled up the stairs.

“I’m coming!” I yelled back. I hurried down the stairs. Mom handed me a banana and a bagged lunch as I walked out the door.

As I was walking to the bus stop, I spotted a green piece of paper ahead of me on the sidewalk. When I reached it, I picked it up and realized that it was a twenty dollar bill! I looked around to see if any of my neighbors were outside. There was no one in sight. I stuck the twenty dollar bill into my back pocket and ran to the bus stop. I got there just as the bus was arriving.

I got on the bus and sat in the second-to-last seat with my friend James.

“Hey, James. What’s up?” I said.

“Oh, nothing.” James said sadly. “What’s wrong?” I asked.

“My mom gave me twenty dollars to buy the soccer ball I wanted” he said.

“So...that’s great!” I exclaimed.

“Yeah, but I think I lost it. I can’t find it anywhere.” He replied.

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
2. Barton, L. & Sardinias, C. P. (2004), *North Star. Reading and Writing. Intermediate*. Longman.
3. Driscoll, L. (2004) *Reading Extra* A resource book of multi-level skills activities. CUP.
4. Greenall, S & D. Pye (2007), *Reading 2, 3. Cambridge Skills for Fluency*. Cambridge: CUP
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13. Total English. Intermediate. Rachel Roberts, Antonia Clare, J.J Wilson. Longman.

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

CHAT – to exchange text or voice messages in real time through a computer network

DIRECTION – an address

REALIZE – to become aware of the fact or situation

REACH – to extend to

LESSON#31

Reading

Theme #31.	Cross cultural communication. Cultural differences.
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Introduction to the topic 3. Activity 2. Reading for gist 4. Activity 3. Case study 5. Activity 4. Reading comprehension 6. Summary.	
The aim: to enable students to think critically and analyze the situations.	
Objectives: <ul style="list-style-type: none"> • to draw their attention to a range of cultural differences in the world; • to raise students' awareness about the possible meaning of the term culture; • to provide students an opportunity to practice their critical thinking to learn and at the same time practice new words related to cultural diversity 	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in

Time: 15 min

Materials: handout 1

► Procedure

☺ Stick 4 photos describing different people's lifestyles in different cultures on the board and cards written some hints about photos and tell them to work in groups using hints to discuss photos and be ready to give more information to the whole class;

☺ Ask students to guess the topic when they finish sharing their information.

Activity 1. Introduction to the topic

Objectives:

- to give learners an opportunity to hear and speak about global cultures and ;
- to help students practice listening and note taking skills and discuss their own cultural contexts;

Time: 10-15min

Materials: Listening material and handout 1

► Procedure:

☺ During 5 minutes let students to listen to quiz questions and take notes and find answers and compare with their partners;

☺ Distribute students Handout 1 with written several questions and ask to answer them based on their own cultural background

☺ During 5 minutes students work with Case Study.

Activity 2. Reading for gist

Objectives:

- To teach how to read for a gist and gain general understanding of a written text without needing to understand all of the vocabulary.

- To help students to learn more information about the measurable scale of happiness and how the level of happiness varies in different parts of the world

Time: 15-20 min

Materials: Handout 2

▶ Procedure:

☺ Ask students to read the text quickly rather than any specific details and which of the following given general topics it covers;

Activity 3 Case Study (10 min)

A custom in my family

In order to do this task you should write a reflective piece within 150 words addressing to the instruction below;

1. What is a custom your family followed?
2. When did your family do this?
3. What did you're your family do?
4. How did this custom make you feel?
5. Will you follow this custom with your children?

My family follows the custom of sending each child on a trip alone. My parents sent each us on a trip when we were seven years old. They sent us for a week to stay with my grandmother in another state. I really enjoyed staying with my grandmother. I hope to follow this custom with my own children someday.

Activity 4 Reading comprehension

Objectives:

- To develop learners' reading strategy.
- To help learners to get more information about the level of happiness in different cultures.

Time: 15 20min

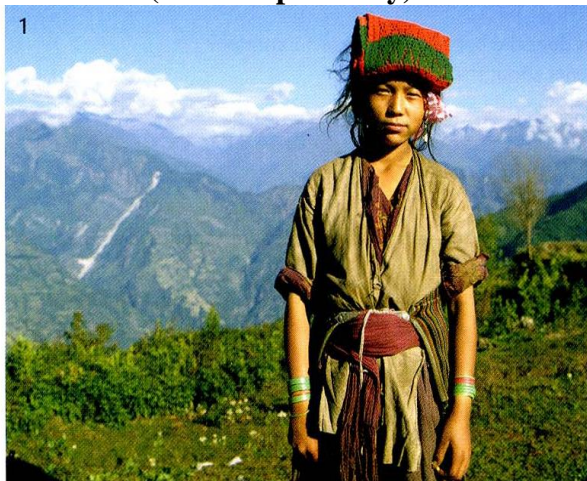
Materials: Handout 4

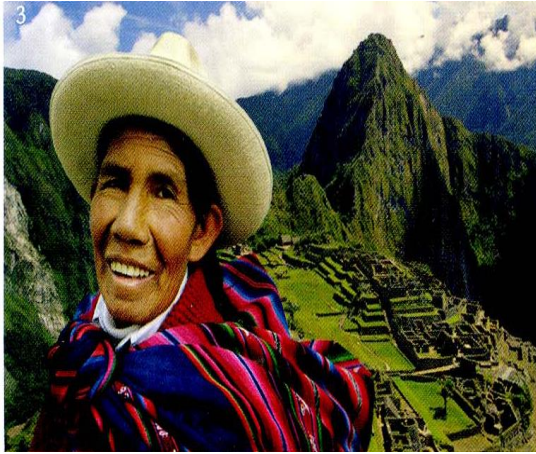
▶ Procedure:

- ☺ Ask students to read the text and answer the questions;
- ☺ Divide students into pairs;
- ☺ Let them discuss their answers;
- ☺ Check their answers together with the whole group.

Summary: Ask your students to find information about which factors can contribute to people's happiness in the world and be ready to share their information.

Handout 1 (Warm-up activity)





Activity 1, handout 2.

- 1 Listen to four quiz questions about these cultures and choose one of the answers A, B, C or D for each question. Compare your answers with other students.
2. Listen again and check your answers.
3. Discuss these questions with another student.
 - a What does the word 'culture' mean to you?
 - b Read the definition of culture on the right. How is it similar and how is it different from your definition?
 - c What customs and beliefs have you inherited from previous generations?
 - d Do you think your character and behaviour are typical of the culture you belong to? If so, how?

The system of shared beliefs, values, customs, and behaviours that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning.

Listening material



01 p9e2.wma



02 p9e3.wma

Handout 3. Text 1.

How are we supposed to find happiness? Through good works and helping people? By finding religion or discovering the joys of 5 downshifting? Whatever strategy you choose, where you live might make a difference. The latest global analysis of happiness and satisfaction levels shows that the most 'satisfied' people tend to live in IO Latin America, Western Europe and North America, whereas Eastern Europeans are the least satisfied. It is not the first time such international league tables have been drawn up. What is new is how experts and politicians are taking such data increasingly seriously. Over the past decade, the study of happiness, formerly the preserve of philosophers, therapists and gurus, has become a bona fide discipline. It²⁰ even has its own journal, the *Journal of Happiness Studies*. As a result, government policy advisers are getting interested, and politicians are using the research as the basis for new strategies. What above all else has made systematic study possible is data gathered from hundreds of surveys measuring happiness across different cultures, professions, religions, and socio-economic groups. Researchers can investigate the impact of money and inequality; they could explore, for example, how much difference money makes to a person's happiness after their basic material needs have been met, and whether inequality in wealth and status is as important a source of dissatisfaction as we might think. 'It is an exciting area,' says Ruut Veenhoven, editor-in-chief of the *Journal of Happiness Studies*. 'We can now show which 40 behaviours are risky as far as happiness goes, in the same way medical research shows what is bad for our health. We should

eventually be able to show what kind of lifestyle suits what kind of person. While it *is* tempting to hold up those nations that report the 45 highest levels of happiness as a model for others to follow, this may be unwise. For one thing, the word 'happiness' has no precise equivalent in some languages. Another complication is that 'satisfaction' is not quite the same thing as 'happiness'. When asked how happy they are, people tend to consider first so their current state. To get a better idea, researchers ask people to take a step back and consider how satisfied they are with their lives overall and how meaningful they judge their lives to be. Comparisons between countries also need to be treated 55 cautiously. Different cultures value happiness in very different ways. In individualistic western countries, happiness is often seen as a reflection of personal achievement. Being unhappy implies that you have not made the most of your life. Mark Suh at Yonsei University in Seoul thinks this pressure to 60 be happy could lead people to over-report how happy they feel. Meanwhile, in the more collectivist nations of Asia, people have a more fatalistic attitude towards happiness. According to Suh, 'One of the consequences of such an attitude is that you don't have to feel inferior or guilty about not being very happy.' 65 Indeed, in Asian cultures the pursuit of happiness is often frowned on, which in turn could lead people to under-report.

How satisfied a person is with their life also depends on how successfully they adhere to their particular cultural standard. In Japan, for instance, satisfaction may come from fulfilling 70 family expectations and meeting social responsibilities. So, while in the US it is perfectly appropriate to pursue your own happiness, in Japan you are more likely to find happiness by not pursuing it directly. One of the most significant observations to come from research findings is that in industrialised nations, happiness has not risen with average incomes. A growing number of researchers are putting this down to consumerism, claiming that the desire for material goods, which has increased with average income, is a 'happiness suppressant'. One study, by Tim Kasser at Knox College, Illinois, found that young adults who focus on money, image and fame tend to be more depressed and suffer more physical symptoms such as headaches. Kasser believes that since nothing about materialism can help you find happiness, governments should discourage it and instead promote things that can. For instance, they could support businesses that allow their employees plenty of time off to be with their families, whereas advertising could be classified as a form of pollution and could be taxed. 'Advertisements have become more 90 sophisticated,' says Kasser. 'They try to tie their message to people's psychological needs. But it is a false link. It is toxic' These days even hard-headed economists tend to agree that the key to making people happier is to shift the emphasis from economic well-being to personal development, and to discourage the pursuit of social status. This last point is crucial, believes Richard Layard from the London School of Economics, since the pursuit of social status does not make society as a whole any happier. Motivating people through the quest for rank 'condemns as many to fail as to succeed - not a good formula for raising human happiness,' says Layard. In view of these findings, it seems that governments would do well to worry about the happiness of their electorate. There could be dangers, however. Paradoxically, by striving too hard to climb the global happiness rankings, governments are in 105 danger of turning the pursuit of happiness into yet another competitive quest for status - just what researchers have shown is a sure path to making people miserable.

Handout 4

Task 1

Read the first three paragraphs of the text again and underline any words that are unfamiliar to you. Compare ideas with another student. Can you understand the general meaning of these paragraphs, despite not understanding the words you have underlined?

Task 2

Questions 1-3: Short-answer questions

Answer these questions with words from the text, using no more than **THREE** words for each answer.

- 1 According to the text, what could influence your level of contentment?

- 2 Which group of people is interested in the practical implications of the research into happiness?
- 3 Which two factors are researchers able to study in their attempt to find reasons why some people are dissatisfied?

Questions 4-6: Sentence completion

Complete these sentences with words from the text, using no more than THREE words for each

- 4 Happiness represents in the minds of people from western countries.
- 5 One of the implications of the Asian attitude is that being unhappy does not make individuals feel
- 6 An individual's level of satisfaction is partly determined by how closely they conform to their own

Questions 7-10: Summary completion

Complete the summary below. Choose no more than TWO words from the text for each answer.

Researchers have found that in developed countries happiness has not increased in line with (7)..... In their opinion, the fact that people have more money feeds their obsession with buying things and this acts as a (8)..... Their theory is illustrated by the fact that there is a higher than average incidence of mental problems among who have materialistic concerns. There is also general agreement that people would be happier if they concentrated on (10)..... rather than their financial or social status

Literature

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10. Ruetten, M. K. (2003). *Developing Composition Skills: Rhetoric and Grammar.* Thomson Learning. Second Edition.
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Fiction

1. Hornby, N. (1998) *About a Boy.* Penguin Books.
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.pearsonlongman.com/ae/
www.developreading.com
www.jobproblems.com

Glossary

CULTURE- arts, customs, and habits that characterize a particular society or nation

BEHAVIOR- the way a living creature behaves or acts

PURSUIT- a hobby or recreational activity, done regularly

BELIEF- mental acceptance of a claim as likely true.

LESSON # 32

Writing

Theme # 32.	Written Feedback to Peer
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Case Study 3. Activity 2. PowerPoint Presentation 4. Activity 3. Peer Edition Tips 5. Activity 4. Peer Feedback 6. Activity 5 Editing 7. Summary 	
The aim: by the end of the lesson students will be able to write a feedback to their peers	
Objectives: <ul style="list-style-type: none"> • to provide students with feedback writing structure and tips • to prepare students to write a feedback to their peers • to let students read the case and find possible solution to the problem • to give students a chance to practice problem solving skills • to give students an opportunity to learn more about letter structure and wording; • to give students practice in letter writing; • to enable them to use formal letter wording and structure; • to give students practice in feedback writing skills; • to practice controlled practice; • To make students concentrate on their works • to give students a chance to edit their works; 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up

Objective: to lead in the topic


Time: 5 min

Materials: board

► Procedure:

(4 min) Ask students the following question and elicit their answers.

1. Have you ever written a feedback to someone?
2. In which situations we have to write a feedback?
3. Do you consider that receiving feedback is a helpful tool in improving write?

 **(1 min)** Introduce the topic to students. Say that this lesson they are going to learn how to write a feedback to their peers.

Activity 1 (Case Study)

Objective:

- to let students read the case and find possible solution to the problem
- to give students a chance to practice problem solving skills

Time: 10 min

Materials: Handout # 1

► Procedure:

(5 min) Distribute students **Handout # 1**. Explain them to read the case and discuss the questions in provided below it.

(2 min) Tell them to share with some learners.

(3 min) Invite them to whole group discussion.

Activity 2 (PowerPoint Presentation)

Objective: to give students an opportunity to learn more about letter structure and wording;

Time: 10 min

Materials: Laptop, projector, PowerPoint slides

► Procedure:

😊 (10 min) Present the materials in the PowerPoint slides.

Activity 3 (Peer Edition Tips)

Objective:

- to give students practice in letter writing;
- to enable them to use formal letter wording and structure;

Time: 10 min

Materials: Handout 2

► Procedure:

😊😊😊 (8 min) Divide the students into 3-4 groups. Give out Handout and ask them to study the tips carefully

😊 (2 min) Discuss the tips with the whole group.

Activity 4 (Peer Feedback)

Objective:

- to give students practice in feedback writing skills;
- to practice controlled practice;

Time: 20 min

Materials: Handout 3 and students own writing (Homework from previous lesson)

► Procedure:

😊 (15 min) Give out Handout 3 and ask them to study the rubric carefully. Tell them to exchange their work (homework) and evaluate them using the rubric. After that, they are supposed to write written feedback on the work using feedback writing structure and tips they learned from the lesson.

😊 (5 min) Discuss the following questions:

- What difficulties did you face while writing feedback?
- What skills helped you to overcome them?
- What was easy for you?

Activity 5 (Editing)

Objective:

- To make students concentrate on their works
- to give students a chance to edit their works;

Time: 20 min

Materials: students own writing piece and feedback from peers

► Procedure:

😊 (15 min) Ask the learners to give back the work to the owners. Each student studies the feedback carefully. Give them a chance to edit using the comments given in the feedback.

😊 (5 min) Encourage the learners to share with what they have changed.

Summary

😊 (5 min) Remind the students the rules;

😊 (5 min) Explain them the homework. Distribute (one/some selected pieces of work written by the students) the copies and ask them to give written feedback to it by next lesson.

Handout 1

Written Feedback to a Peer Case Study

I'm Madina, a student from UzSWLU. When we were first given an assignment to write feedback to our peers, it seemed me to be an unattainable task. I really didn't know how to write it. The most challenging part is providing suggestions to improve the work. Then I asked my group mates to share with their pieces of writing. Here they are:

Student A:

It might be more persuasive if you use previous literature. It is easier to understand if you write the hypothesis first and then discuss your results against your hypothesis. It might be easier to understand if you divide your writing into paragraphs. It is better if you talk about the meaning of your experiment here.

Student B:

You have to explain and discuss why. The structure of discussion is first, write the results, and tell the hypothesis is right or not. Second, you have to think and search in literature. To answer why your hypothesis is not right or your experimental method was wrong. Third, after discussing the reason, rethink what the results meant. Fourth, you can write implications.

Student C:

List some results? You should use hedging. Ambiguous. It is better if you write if the temperature has increased or decreased here. Do not repeat. Maybe this part does not sound like implication. The procedures of washing and drying were not evenly done, and the absorption rate is calculated without considering the outflow of starch and rice bran.

Comparing and contrasting the works of three students, and analyzing them, I came to the following conclusion that they are all written in different style. Could you help me choosing the best one? If you do not consider any of them to be suitable, what suggestions do you have?

Handout 2

Peer Edition Tips

There are three steps to good peer editing:

1. **Compliment** the author
 - What are a few things that you liked about the author's writing?
2. Make specific **suggestions** regarding the author's
 - Word choice
 - Use of details
 - Paragraph organization
 - Sentence structure and length
 - Topic
3. Mark **corrections** on the writing piece
 - Look for spelling, grammar, and punctuation mistakes.

In addition, remember to:

- Stay positive!
- Be specific!

Handout 3

Story Writing Rubric

	4	3	2	1
Writing-Creativity and Originality: Writing is creative	Writing had many creative details that made the reader want to learn more.	Writing had three or more examples of creative ideas.	Writing had one to two creative details.	Writing was not creative and did not show imagination.

Writing-Organization: Has a beginning, a middle, and an end	Writing has a beginning, middle, and an end. Writing flows from one sentence to another.	Writing has a beginning, middle, and end.	Writing has at least a beginning, middle, or end.	Writing does not have a beginning, middle, or end.
Writing-Word Choice: Correct words and details	Work used many adjectives to show ideas. Work used excellent words to paint a clear picture.	Work used many adjectives to show ideas. Work used words that took away from the meaning.	Work had few adjectives and descriptive words. Work used the same words over and over.	Work did not have adjectives or descriptive words.
Writing- Spelling and Grammar (Conventions): Correct grammar and spelling	Writer makes no spelling or capitalization errors. Writer always used the parts of speech correctly.	Writer makes less than five spelling and capitalization errors. Writer used the parts of speech correctly.	Writer makes less than ten spelling and capitalization errors. Writer sometimes used the parts of speech correctly.	Writer makes so spelling and capitalization errors work is hard to read.

Literature

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2. Barton, L. & Sardinas, C. P. (2004), *North Star. Reading and Writing. Intermediate.* Longman.
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3. Ishiguro, K. (1989) *The Remains of the Day.* Faber & Faber.

Suggested web sites:

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 www.online-literature.com
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Glossary**PEER** – someone at the equal level**FEEDBACK** – critical assessment of smth**EDIT** – to change a text**RUBRIC** – a printed set of scoring criteria for evaluating student work and for giving feedback**LESSON#33**

Reading

Theme #33.	Cross cultural communication. Culture shock
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Lead-in. 2. Activity 1. Introduction to the topic 3. Activity 2. Consolidate reading skills 4. Activity 3. Reading comprehension 5. Activity 4. Agree/disagree 6. Activity 5. Case study 	
The aim: Students discuss how adaptable they are and then learn about the different stages of culture shock	
Objectives: <ul style="list-style-type: none"> • To draw their attention to the role of adaptableness in culture diversity • To raise students awareness about several stages of culture shock. • To provide students an opportunity to practice their critical thinking to learn and at the same time practice new words related to culture shock 	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in

Objectives: to give students opportunity to realize new topic

Time: 10 min

Materials: Make a copy of worksheet A for every two students and one of worksheet B

► Procedure

😊😊😊 (5 min) Play hangman with the word ADAPTABLE. When students have guessed all the letters ask them the following concept check questions about adaptable

- If you are adaptable, what can you do?
- What kind of people are adaptable?
- People say cockroaches are very adaptable insects. Why is this?
- Are you an adaptable person?

😊😊😊 (5 min) Explain that they are going to do a questionnaire to find out how adaptable they are. Students in pairs. Give each pair a copy of the questionnaire and set a time limit for them to ask and answer the questions. Circulate and give help to pairs as needed. At the end, do some whole class feedback. Ask students if they think that they are very adaptable or not.

Activity 1 Introduction to the topic

Objective:

- to give learners an opportunity to discuss different situations in their culture
- to help them to share their own experience

Time: 20 min

Materials: Pictures and board and Worksheet B

► Procedure

😊😊😊 (5 min) Students discuss the questions in worksheet B

😊😊😊 (15 min) Students work in pairs and read short information about culture misunderstanding

Activity 2 Consolidate reading skills

Objective:

- Consolidate students reading skill understanding whole content
- Encourage them to retell what they read without referring the text

Time: 15 min

Materials: Worksheet C

► Procedure

😊😊😊 (5 min) Regroup students into groups of five. Explain that they are now going to read and talk about culture shock. Give the following introductory explanation to culture shock (it is better to 'explain' this rather than just read it, and check back that students understand):

For the past thirty years psychologists and anthropologists have been researching culture shock. They have studied the reactions and experiences during the first few months in a new country of travelers and diplomats, business people and international students. Research has shown that what most of these people have in common is a series of reactions to the new culture. Culture shock can affect people to different degrees, but there is a predictable sequence of stages that people undergo.

😊 (10 min) Give each group a cut up version of worksheet B and tell them to distribute the cards among each other. They must read their card silently. Tell them that they can check unknown words in the dictionary or with you, but at this point there should be no talking. Explain that they must completely understand what is on their card as they will have to explain what they have read to others in the group later (without the card)

Activity 3 Reading comprehension

Objective: To check students how they remember the text they read

Time: 20 min

Materials: Board

► Procedure

😊😊 (5 min) When students are satisfied that they understand their cards, take the cards away. Write up the following different stages of culture shock in a random order on the board: acceptance, adaptation, honeymoon, shock, re-entry shock.

😊😊😊 (15 min) Instruct students to explain their stage to the others. The group's task is to decide what is the order of the stages that someone goes through. Give groups a time limit to finish the task.

Activity 4 Feedback

Objective: To do some feedback on students

Time: 15 min

Materials: cards

► Procedure

Check back the answers to the task (correct answer is: honeymoon, shock, adaptation, acceptance, re-entry shock). Do some feedback on what students found out. Here are some follow up questions you could ask.

- *Do you know anyone who has had culture shock?*
- *Have you ever had culture shock?*
- *Some people say that culture shock doesn't have to happen between countries; it can also happen between jobs. People will go through the same stages if they change place where they work, or their school, for example. Has this ever happened to you?*
- *Imagine you have a friend who is suffering from culture shock: what would you do to help them?*
- *Experts say that if you have the following characteristics, you will not suffer from culture shock so seriously: open-mindedness, curiosity, a sense of humour, tolerance, a strong sense of self, adaptability and flexibility. Why do you think this is true?*

Activity 5 Case Study (5 min)

Procedure: **Read the following case throughout and can you give any other similar example that arouse culture shock for people from different culture?**

If a Saudi man holds another man's hand in public it's a sign of mutual respect. In many places throughout Asia, holding hands amongst men is considered a common demonstration of hetero friendship. While crossing chaotic streets or sauntering down the sidewalk, South Asian and Chinese men show no shame in interlocking fingers and pressing palms. But don't do it in Australia, Texas or Liverpool, England!

Write here your own sample:

WORKSHEET A

HOW ADAPTABLE ARE YOU?

Work in pairs. Ask and answer the questions below.

- Have you had to move house several times? How did you feel about this change?
- Have you had to change jobs or schools several times? Do you find it difficult to adapt to a new job or school?
- Have you travelled to different countries? Which ones? Did you enjoy the experience?
- What is the longest time you have lived outside of your country?
- Do you think you are open to different ideas and different cultures?
- Would you go and live in a different country if you spoke the language?
- Would you go and live in a different country if you didn't speak the language?
- Do you know what culture shock is?

WORKSHEET B

Look at the photos and answer to the following questions

1. What aspects of culture do they represent?
2. What are the typical features of your culture?
3. How is your culture different from other you know about?
4. How is it similar?



'Ah, Kyle, gordita, como estas?' (translation: 'Ah, Kyle, fatty, how are you?'). 'his is how my father-in-law would greet me every time we went over to his house. At first, I thought I needed to be on my best behaviour for my husband's parents, so I would just smile and nod, when really I felt furious as he insulted me about my weight over and over again.

Finally, one day I'd had enough. When my father-in-law mentioned my weight at the dinner table once again, in front of everybody, telling me I looked 'even fatter than normal', I lost my temper, 'Well, you look older and more wrinkly than normal.' Silence. I turned bright red as I realised I'd just said something truly offensive. Eventually someone coughed politely and changed the subject. But, after dinner my husband took me aside. 'Why in the world would you insult my dad like that?!' he asked. I told him, 'I've had enough of the weight comments, tell him to stop insulting me.' And then my husband told me that in Chile, 'gordita' is a term of endearment and is only used lovingly. He also explained that it's not at all impolite to bring up other people's weight loss/weight gain and that if people do, that just means they care about you enough to notice.

So I explained to my husband that telling someone they look fat/fatter is one of the rudest things you can possibly do in my culture. Well, my husband had a little chat with my father-in-law and my size was never mentioned again.

Work in pairs. You are each going to read about a cultural misunderstanding,

Student A: read the text on this page and answer the questions below.

- 1 What did Kyle's father-in-law keep doing?
- 2 How did she usually react?
- 3 What happened when she got angry?
- 4 What did her husband explain?

b Tell your partner about the story you read and listen to your partner's story. Ask questions about anything you don't understand.

c Have you ever had a cultural misunderstanding? Tell your partner what happened.

WORKSHEET C

THE STAGES OF CULTURE SHOCK. Cut out one set of cards for each group of students

The Honeymoon (or Tourist) stage

Everything is exciting and new. You might think that the new culture is ideal, and you might think that it is much better than your own. If you are sometimes frustrated or have problems, you quickly recover. Everything is quite positive, the people in the new culture are very nice. This stage can last for months, or maybe only a couple of days. It is called the tourist stage because tourists generally do not stay in a different place long enough to have culture shock.

Shock

In this stage, all the little problems and frustrations appear much bigger! You may be very preoccupied with cleanliness (you think everything is dirty and unhealthy); you may be worried that other people want to rob you or cheat you; you feel confused and lonely. During this stage, if you find someone from your own country who has lived in the new culture for a long time, you may become dependent on them. You may find other expatriates and complain together about the new culture, making stereotypes of the people from that culture. You miss your own country and culture a lot. If it is possible, you might try to go home.

The adjustment stage

If the shock was very hard, you will not get to this stage. If you do decide to stay, you eventually learn to deal with the differences. You may try to integrate the new culture with your own beliefs. You begin to learn the language and make more friends. You have the occasional crisis, but you develop a positive attitude towards it. Maybe you can even laugh about your difficulties! This period of adjustment can be slow, and it is always possible to go back a stage into shock again.

Acceptance or acculturation

You can now live with the new culture. Although it is difficult to be completely assimilated, you go through important personal changes and growth as you become integrated into the new culture. You develop a bicultural identity.

Re-entry shock

This is the shock of coming back home. You return from your time in another country and everybody is happy to see you again. The only problem is that you have changed a lot in ways that they haven't. And they don't understand that you have changed. Nobody wants to relive those fascinating, cultural memories. You almost feel like a stranger in your own culture.

Literature

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1. Hornby, N. (1998) *About a Boy*. Penguin Books.
2. Kinsella, S. (2003) *Can you keep a secret?* Black Swain.
3. Ishiguro, K. (1989) *The Remains of the Day*. Faber & Faber.

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Glossary

SHOCK-sudden, heavy impact

EXPATRIATE- one who lives outside one's own country

ASSIMILATE- to incorporate or absorb knowledge into the mind

ADAPTABLE- capable of adapting or of being adapted

LESSON#34

Theme #34.	Summaries from different sources
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Main techniques in summary writing 3. Activity 2. Read the text and compare summaries 4. Activity 3. Practice summary writing 5. Activity 4. Case study 	
The aim: by the end of the lesson students will be able to write a summary from different sources	
Objectives: <ul style="list-style-type: none"> • to provide students with summary structure • to give students an opportunity to learn different techniques of writing summaries • to prepare students to write a summary 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up

Objective: to lead in the topic

Time: 15 min

Materials: board

► Procedure:

(5 min) Ask students to choose three of the following topics and write no more than twelve words each.

1. Your home town
2. Your academic subject
3. Last book you read
4. A film you recently saw
5. Vladimir Putin

(3min) Elicit answers and ask students what successful features of their summaries are

(4min) Introduce the topic to students. Say that this lesson they are going to learn how to write a summary.

(3 min) Let students list as many study cases for summary writing as they can think of and share students ideas

Activity 1 (Main techniques in summary writing)

Objective:

- to let students to be aware of writing stages of summary
- to give students controlled practice in summary writing

Time: 20 min

Materials: Handout # 1 and Handout #2

► Procedure:

(3 min) Distribute students **Handout # 1**. Explain them to complete the list of the stages in successful summary by using the phrases from the box ;

(2 min) Tell them to work in pairs and elicit answers.

(5 min) Have the students compare their answers in small groups and invite them to whole group discussion.

(10min) Distribute students **Handout # 2** and introduce them the role of paraphrasing in writing summary.

Activity 2 (Read the text and compare the summaries)

Objective: to give students an opportunity to learn more about summary structure and wording;

Time: 15 min

Materials: Handout # 3 (for each student)

► Procedure:

😊 (10min) Distribute the students **Handout # 3**. Tell them to read the instructions carefully and choose the best by giving reasons.

😊😊😊 (5 min) Ask them to discuss their answers within small groups

Activity 3 (practice summary writing)

Objective:

- to give students practice in letter writing;
- to encourage them to use summary wording and structure;

Time: 20 min

Materials: **Handout # 4** for each group

► Procedure:

😊😊😊 (5 min) Divide the students into 3-4 groups. Give each group **Handout # 4** . Ask them to read the given short text attentively and underline key ideas and present them to the teacher

😊 (10 min) Give a chance to each group to do all exercises based on If necessary ask for comments.

😊😊😊 (5 min) Ask each student to write their own summary and a teacher checks student's final answer

Summary

😊 (5 min) Remind the students the rules;

😊 (5 min) Encourage students to start writing their own summary according to the source given in the Case Study.

Read the following case and write a summary about 70 words based on University papers short article following by paying attention to the criteria below.

1. Read the text attentively
2. Underline key ideas
3. Paraphrase them using techniques.

Before the last century no humans had visited Antarctica, and even today the vast continent has a winter population of fewer than 200 people. However, a recent report from a New Zealand government agency outlines the scale of the pollution problem in the ice and snow. Although untouched compared with other regions in the world, the bitter cold of Antarctica means that the normal process of decay is prevented. As a result some research stations are surrounded by the rubbish of nearly 60 years' operations. Despite popular belief, the polar continent is really a desert, with less precipitation than the Sahara. In the past, snow fall slowly covered the waste left behind, like beer cans or dead ponies, but now, possibly due to global warming, the ice is thinning and these are being exposed. Over 10 years ago the countries using Antarctica agreed a treaty on waste disposal, under which everything is to be taken home, and this is slowly improving the situation. However, the scientists do not want everything removed. The remains of very early expeditions at the beginning of the twentieth century have acquired historical value and will be preserved.

☺ (5 min) Explain them the homework. Students will be supposed to write a summary. They should summarize a article given by teacher **Handout # 5** in about 75 words .

Materials for the lesson

Handout 1

- | | |
|-----------------------|------------------------------------|
| i) use your own words | ii) key points |
| iii) important ideas | iv) order of ideas where necessary |

- a) Read the text carefully and check key vocabulary.
- b) Underline or highlight the
- c) Make notes of these, taking care to
- d) Write the summary using the notes, re-organising the
- e) Check the summary to make sure no have been omitted or distorted.

Handout #2

Paraphrasing involves changing a text so that it is quite different from the source, while retaining the meaning. This skill is important in several areas of academic work, but this unit focuses on using paraphrasing in note-making and summary writing. Effective paraphrasing is vital in academic writing to avoid the risk of plagiarism.

Techniques

- a) Changing vocabulary:

studies > research society > civilization mud > deposits

NB Not all words and phrases can be paraphrased. For example, *economics*, *socialism* or *global warming* have no effective synonyms.

- b) Changing word class:

Egypt (n.) > Egyptian (adj.)

mountainous regions (adj. +n.) > in the mountains (n.)

c) Changing word order:

Ancient Egypt collapsed > the collapse of Egyptian society began

4. Find synonyms for the words in italics.

a) The *growth* of the *car* industry *parallels* the *development* of *modern* capitalism.

Example:

The *rise* of the *automobile* industry *matches* the *progress* of *contemporary* capitalism.

b) It *began* in France and Germany, but *took off* in the United States.

c) There Henry Ford *adapted* the moving *production* line from the Chicago meat industry to *motor* manufacturing, *thus* inventing mass production.

5. Change the word class of the words in italics, and then rewrite the sentences.

a) In the 1920s Alfred Sloan's *management* theories *helped* General Motors to become the world's *dominant* car company.

Example:

In the 1920s, with *help* from the *managerial* theories of Alfred Sloan, General Motors *dominated* the world's car companies.

b) After the Second World War the industry *developed* 'planned obsolescence', whereby *frequent* model changes encouraged customers to buy new cars more often than they needed to.

c) Later, from the 1970s, *environmentalists* began to *criticise* the industry for *producing* inefficient models which used too much fuel, contributing to global warming.

6. Change the word order of the following sentences (other changes may be needed).

a) At this time, trades unions became increasingly militant in defense of their members' jobs.

Example:

At this time increasingly militant trades unions defended their members' jobs.

Paraphrasing

b) Today the industry owns some of the strongest brands in the world.

c) However, many major car companies struggle with stagnant markets and falling profit

7. Combine all these techniques to paraphrase the paragraph as fully as possible.

FOUR WHEELS GOOD

The growth of the car industry parallels the development of modern capitalism. It began in France and Germany, but took off in the United States. There Henry Ford adapted the moving production line from the Chicago meat industry to motor manufacturing, thus inventing mass production. In the 1920s Alfred Sloan's management theories helped General Motors to become the world's dominant car company. After

the Second World War the industry developed 'planned obsolescence', whereby frequent model changes encouraged customers to buy new cars more often than they needed to. Later, from the 1970s, environmentalists began to criticise the industry for producing inefficient models which used too much fuel, contributing to global warming. At this time, trades unions became increasingly militant in defence of their members' jobs. Today the industry owns some of the strongest brands in the world. However, many major car companies struggle with stagnant markets and falling profits.

Read the following text and compare the summaries. Decide which is best, giving reasons.

Researchers in France and the United States have recently reported that baboons are able to think abstractly. It has been known for some time that chimpanzees are capable of abstract thought, but baboons are a more distant relation to mankind. In the experiment, scientists trained two baboons to use a personal computer and a joystick. The animals had to match computer designs which were basically the same, but had superficial differences. In the experiment the baboons performed better than would be expected by chance. The researchers describe their study in an article in the *Journal of Experimental Psychology*.

a) French and American scientists have shown for the first time that baboons have the ability to think in an abstract way. The animals were taught to use a computer, and then had to select patterns that were similar, which they did at a rate better than chance.

b) Baboons are a kind of monkey more distant from man than chimpanzees. Although it is known that chimpanzees are able to think abstractly, until recently it was not clear if baboons could do the same. But new research by various scientists has shown that this is so.

c) According to a recent article in the *Journal of Experimental Psychology*, baboons are able to think in an abstract way. The article describes how researchers trained two baboons to use a personal computer and a joystick. The animals did better than would be expected.

Read the following text and underline the key points.

Indian researchers are trying to find out if there is any truth in old sayings which claim to predict the weather. In Gujarat farmers have the choice of planting either peanuts, which are more profitable in wet years, or castor, which does better in drier conditions. The difference depends on the timing of the monsoon rains, which can arrive at any time between the beginning and the middle of June. Farmers, however, have to decide what seeds to sow in April or May. There is a local saying, at least a thousand years old, which claims that the monsoon starts 45 days after the flowering of a common tree, *Cassia fistula*. Dr Kanani, an agronomist from Gujarat Agricultural University, has been studying the relationship since 1996, and has found that the tree does successfully predict the approximate date of the monsoon's arrival.

6. Complete the following notes of the key points.

- a) Indian scientists checking ancient
- b) Old saying links monsoon to
- c) Used by farmers to select peanuts (for wet) or
- d) Dr Kanani of Gujarat Agricultural University has found that

**Link the notes together to make a complete summary using conjunctions where necessary.
Check the final text for factual accuracy**

Indian scientists are checking

Homework

Summarise the following article in about 75 words.

South Korea is planning to move its capital from Seoul to a new site in the middle of the country. Although Seoul has been the capital since the fourteenth century, the city of over 20 million is now very crowded, and also close to the hostile armies of North Korea. The new capital is planned to cost \$45 billion, with construction finishing by 2012. There is, however, strong opposition to the project, since similar schemes in other countries have taken far longer and cost much more than originally planned. Australia, for example, took over 70 years to finish building Canberra, while Nigeria has never completed its planned new capital, Abuja. Both Brazil and Malaysia have found that the building of new capitals (Brasilia and Putrajaya) can sharply increase the national burden of debt. Even if the government does eventually move to the new capital, it is unlikely that South Korea's main businesses will follow it, so Seoul will probably continue to be the country's principal city.

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Glossary

PARAPHRASE - a restatement of a text in different words, often to clarify meaning

SUMMARY - concise, brief, or presented in a condensed form

FACTUAL - of or characterized by or consisting of facts

ACCURACY - the state of being accurate; freedom from mistakes

LESSON #35

Reading

Theme #35.	Cross-cultural relations
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none"> 1. Warm-up 2. Activity 1 Pre-reading activity (Discussion) 3. Activity 2 While-reading (Writing the headings) 4. Activity 3. Post-reading (Summarizing) 5. Summary (Homework- Case Study) 	
The aim: <ul style="list-style-type: none"> • To provide students an opportunity to hold discussion on the topic • To develop learners' reading and writing skills • To practice the learners' summarizing skills 	
Objectives: <ul style="list-style-type: none"> • To enlarge students' understanding of 'culture' • To examine the complexity of culture. • To develop a working definition of culture. 	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in

Time: 5 min

Materials: pictures

▶ Procedure

☺ Show the pictures to the learners and ask them to find out the problems which have caused misunderstanding.

- What do you see in the picture?
- What are they doing/trying to do?
- What problems of communication can you identify from it?

Activity 1 Discussion

Objectives: To prepare students to the reading task and help students define the term ‘culture’

Time: 10 min

Materials: Board, markers

▶ Procedure:

☺☺☺ Write the following questions on the board and ask the learners to discuss

1. *What is culture?*
2. *Why is culture important? Give examples to explain your answers.*

☺ Organize plenary discussion on the questions.

Suggested answers:

1. "Culture" refers to a group or community which shares common experiences that shape the way its members understand the world. It includes groups that we are born into, such as race, national origin, gender, class, or religion. It can also include a group we join or become part of. For example, it is possible to acquire a new culture by moving to a new country or region, by a change in our economic status, or by becoming disabled. When we think of culture this broadly we realize we all belong to many cultures at once.
2. Culture is a strong part of people's lives. It influences their views, their values, their humor, their hopes, their loyalties, and their worries and fears. So when you are working with people and building relationships with them, it helps to have some perspective and understanding of their cultures.

Activity 2 While –reading activity (Writing the headings)

Objectives: To develop learners’ reading strategy

Time: 20 min

Materials: Handout 2

▶ Procedure:

☺ Distribute Handout 2 and ask the learners to write the headings for each paragraph

☺☺☺ Let them compare their answers;

☺ Check their answers together with the whole group.

Activity 3 Post –reading activity (Summarizing)

Objectives:

- To develop learners’ reading and writing skills
- To practice the learners’ summarizing skills

Time: 25 min

Materials: Handout 2 and students’ notebooks

▶ Procedure:

☺ Organize small groups. Ask them to summarize the text: main ideas and their relationship, major vs. minor ideas.

Homework:

1. To write a paragraph about the importance of culture for language learners
2. Distribute Handout 2 (Case Study) and tell them to read the cases carefully and answer the questions below it.

Handout 1

Picture A



Picture B



Handout 2

Understanding culture is critical for educators because our individual cultural orientation is present in every interaction. Too often, we make assumptions about a person's beliefs or behaviors based on a single cultural indicator, particularly race or ethnicity, when in reality, our cultural identities are a complex weave of all the cultural groups we belong to that influence our values, beliefs, and behaviors. Usually, when people talk about culture, there

is an assumption that we are talking about the "big four"- African American, Native American, Asian American, and Hispanic/ Latino American, but we ALL are members of cultural groups, and develop cultural identities based on those memberships and influences. Cultural identity development is an ongoing process, as we are exposed to more and different sets of beliefs and values, and may choose to adopt ones that were not part of our original upbringing. Cultural identity is constructed within the individual, but continually influenced by the interactions among and between people in society. Cultural identity is informed by socio-cultural and historical perspectives that interact with psychological and intrapersonal characteristics so that all are present in learning.

Often, culture is thought of as the foods, music, clothing, and holidays a group of people share but it is actually much larger than just those visible traditions. Culture is a combination of thoughts, feelings, attitudes, beliefs, values, and behavior patterns that are shared by racial, ethnic, religious, or social groups of people. Culture refers not only to those that we are born into (racial or ethnic groups), but also those that we choose to belong to, such as religious or social groups.

Culture is not static; it is dynamic. We often move between cultures. A person may grow up on a rural farm, but choose to live in an urban environment. Similarly, one might grow up in a poor family, but become more affluent as an adult and interact with others who are also more affluent. Another cultural shift occurs when children grow up in families in which gender roles are pre-determined, but enter the workforce and adjust their ideas about what are acceptable roles for men and women. Similarly, many young adults are exposed to different political beliefs and values as they move through college, and change their views from those with which they were raised. These are only some examples of the many cultural shifts that occur. These shifts are notable because the contexts in which people find themselves create the opportunity for changes in values, feelings, beliefs and behaviors. Individuals who “shift” cultures often find themselves adopting new customs while retaining elements of their previous cultural experiences.

Culture is broader than race and ethnicity. Gender, class, physical and mental abilities, religious and spiritual beliefs, sexual orientation, age and other factors influence our cultural orientations. Since individuals are a complex weave of many cultural influences, it is impossible to define any person by a single cultural label. Within group differences are as significant as between group differences in individual cultural identity development. Further, cultural histories are filtered by experience and psychological characteristics, making each person unique.

Unless we make a conscious effort to learn about and understand the idea of culture and cultural influences on identity development, we may assume that our own beliefs and values are normal, privileging our own cultural identities at the expense of those who hold different beliefs or values. The purposes of this article are (a) to define and understand the different factors that impact our cultural identity development, (b) to gain a perspective on the ways that others may differ; (c) to understand difference as something to celebrate and learn about rather than to reject, by becoming culturally responsive, and (d) to understand culture as not a static element, but as an ongoing evolution as we grow and develop over the course of our lifetimes.

Handout 3. Case Study

Case 1

Cori

I was born in Korea to a Korean mother and father. I was adopted as an infant by Americans; my adoptive mother’s ethnicity is Portuguese, my father’s is Welsh. I speak fluent English and Portuguese. I was raised in a diverse community outside Washington, DC, where I have always socialized with students from various backgrounds but my closest friends have always been Hispanic.

- Culturally, how would you describe Cori?
- What are some of the ways that Cory might identify herself culturally?
- Is it possible that at different times in Cori’s life she might identify more strongly with one aspect of her cultural identity than another? Explain.
- What are some of the obstacles that Cori might face because of her cultural identity?

Case 2

Kaya

My father is African-American and my mother is white Irish-American. My mother is Catholic, but my father does not practice any one religion. As a young child growing up in New York, I was raised in a communal environment where there were people of many different races, religions and backgrounds. When I was 7 years old, I moved to a predominantly African-

American community. At that point, I had mostly African and Caribbean-American friends. In junior high school, I went to school in a different community where most of the people in my class were white. By high school, I was once again in a diverse setting.

- Culturally, how would you describe Kaya?
- What are some of the ways that Kaya might identify herself culturally?
- Is it possible that at different times in Kaya’s life she might identify more strongly with one aspect of her cultural identity than another? Explain.
- What are some of the obstacles that Kaya might face because of her cultural identity?
- How are biracial or bicultural people sometimes forced to choose one culture over another? Who forces the choice? Why do you think this happens?

Literature

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3. <http://www.adl.org/assets/pdf/education-outreach/ABSG-Secondary-Sample-Lesson.pdf>
4. <http://www.urbanschools.org/pdf/understanding.culture.LETTER.pdf>
5. <http://dictionary.cambridge.org/>

Glossary

ONGOING (adj)- continuing to exist or develop, or happening at the present moment

VALUE (n)- the importance or worth of something for someone

UPBRINGING (n)- the way in which you are treated and educated when young, especially by your parents, especially in relation to the effect that this has on how you behave and make moral decisions

STATIC (adj)- staying in one place without moving, or not changing for a long time

DYNAMIC(adj) - continuously changing or developing

AFFLUENT (adj) - having a lot of money or owning a lot of things

NOTABLE (adj) - important and deserving attention, because of being very good or interesting

PRIVILEGING (n) - the special right that some people in authority have that allows them to do or say things that other people are not allowed to

Lesson#36

Writing

Theme #36.	Self-evaluation
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Different types of assessment according to the CEFR 3. Activity 2. Reading assessment activities 4. Activity 3. Can self-assessment be complementary? 5. Activity 4. Case Study 6. Activity 5. Helpful assessment activities 	
The aim: Aim: by the end of the lesson students will be able to realize the importance of self-assessment in further learning language.	
Objectives:	
<ul style="list-style-type: none"> • to provide students with the criteria of self-evaluation and raising awareness about different types of assessment according to the CEFR • to give students an opportunity to learn different techniques of self-assessment according to CEFR • to prepare students to evaluate themselves 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up

Objective: to lead in the topic

Time: 5 min

Materials: board

► Procedure:

(10 min) Elicit a collective reflection through a brainstorming on two fundamental types of evaluation formative vs. summative by drawing two separate spidergrams, one for each type (you may have, in the case of formative assessment: assessing the content of a course, providing feedback to the learner ... in the case of summative assessment: assigning a note ...):

Activity 1 Different types of assessment according to the CEFR

Objective:

- to let students to be aware of the stages of evaluation
- to give students controlled practice in determine their own level

Time: 15 min

Materials: Handout # 1 and Handout #2

► Procedure:

(5 min) Distribute students **Handout # 1**. Explain them to complete the list of the stages using information in **Handout #2**

(5 min) Tell them to work in pairs and elicit answers.

(5 min) Have the students compare their answers in small groups and invite them to whole group discussion.

Activity 2 (Read the assessment activities and put them into an appropriate position with teacher)

Objective: to give students an opportunity to learn more about assessment criteria

Time: 15 min

Materials: Handout # 3 (for each student)

► Procedure:

☺ (10min) Distribute the students **Handout # 3**. Tell them to read the activities and choose the best by giving reasons.

☺☺☺ (5 min) Ask them to discuss their answers within small groups

Activity 3 (can self-assessment be complementary?)

Objective:

- to give students practice in finding advantages of self-evaluation;
- to encourage them to use then in learning process ;

Time: 20 min

Materials: **Handout # 4** for each group

► Procedure:

☺☺☺ (5 min) Divide the students into 3-4 groups. Give each group **Handout # 4** . Ask them to read the given short text attentively and underline key ideas and present them to the teacher

☺ (10 min) Give a chance to each group to do all exercises based on. If necessary ask for comments.

☺☺☺ (5 min) Ask each student to share their ideas that referring to their own experience

Activity 4 Case Study (10 min)

a. Read this text about a student's skills in listening comprehension and oral production and take note of the different elements on which information is given.

Mayumi was a very good student. She demonstrated very good listening and speaking skills, and she participated well during class discussions. [...] On tests of conversations skills, she demonstrated very good use of some phrases and excellent use of strategies she learned in class.

She is skilled at getting her conversation partner to speak. On tape journal assignments, Mayumi was able to respond appropriately to a lecture in class, and she generally provided good reasons to support her opinions. She also demonstrated her ability to respond to classmates' opinions. When the topic is interesting to her, Mayumi is particularly effective in communicating her ideas. On the final exam, Mayumi was able to determine the main ideas of a taped lecture and to identify many details. In her final exam conversation, she was able to maintain a conversation with me and offer excellent advice on language learning and living in a new culture. Her pronunciation test shows that her stress, intonation, and fluency have improved since the beginning of the semester. [...]

Draw on the CEFR to find more elements the assessment of listening and oral production could focus on.

- b. Make a list of these elements and write about one of your own language skills.
- Distribute Handout#5 for each student and instruct the rules

Activity 5 assessment activities that can be helpful for learners

😊 (10 min)) In groups, agree on a list of assessment activities that can be used with learners.

Handout 1

Read and complete the following table:

Type of assessment	why?	by whom?	When?	how?	what is being assessed?
Formative					
Summative					
Assessment by others					
Self-assessment					
rating on a scale					
rating on a checklist					

Handout 2.

The CEFR distinguishes between formative and summative assessment.

Summative assessment usually refers to a student’s attainment at the end of a course, as indicated by a grade or a rank. Formative assessment involves the ongoing, informal processes of assessment related to teaching and learning. This distinction raises questions not just of the order, “What do we assess?” and “How do we assess?”, but more importantly, questions about the goals and purposes of assessment, it tries to reply to the question “Why?”.

Within the process of learning, formative assessment involves gathering information and providing feedback for learners and teachers alike. Such feedback is effective to the extent that those receiving it are able to make use of it, particularly being able to understand it, to take it into account, and to profit from it. To do so, people need to develop a metalanguage about assessment, which may require specific training and development of awareness, which may in turn increase their motivation. As already stated, these forms of assessment are at either ends of a continuum and are complementary.

The step from formative assessment to self-assessment is short. It is not coincidental that the CEFR puts “Assessment by others and self-assessment” as the final set of pairs among the different types of assessment. From a perspective of effectiveness, self-assessment plays a considerable role. To do self-assessment, learners need to have suitable tools at their disposal. The assumption that rating on a scale and rating on a checklist are complementary is fully justified and in other respects in the ELP (European Language Portfolio).

Handout 3

Here is a list of assessment activities that a teacher can make with learners, or invite learners to make. Rate the activities listed below on a continuum going from summative to formative. To do this, place the numbers corresponding to the activities on the line below in what you consider the most appropriate position.

Formative _____ summative

1. The teacher gives the learners a test at the end of the module/course and provides an evaluation grid
2. The teacher asks the learners to work in pairs to formulate a criteria to assess the test and to apply it in test evaluation;
3. The teacher marks (numbers or letters) the performance of the learners. The marks are based on explicit criteria: he prepares a scale of points and then attributes the marks;
4. The teacher provides a set of criteria for the learners to evaluate themselves;
5. The teacher encourages students to create a grid to evaluate the task that they will perform:
 - a. The teacher will use the scale to evaluate the task performed;
 - b. The learners will use the scale to assess the task performed;
6. The teacher writes a brief comment about the performance (e.g. “you are making progress” or “You need to work harder”) in order to give the learner a feedback before the final exam;
7. The teacher gives learners a test in the form of "mock examination" and gives them their test back with remarks and error analysis;
8. The teacher asks the students to evaluate each other:
 - a. during the module using:
 - i. criteria developed by the teacher;
 - ii. criteria developed by the students.
 - b. At the end of the module using:
 - i. criteria developed by the teacher;
 - ii. criteria developed by the students.
9. The teacher gives an entry test to get a diagnosis on learners’ skills
10. The teacher talks with a learner about a written production. He comments the qualities and errors of a performance. They discuss length, coherency and language accuracy of the text.

Handout 4

The CEFR indicates that "assessment can achieve correlations to teachers’ assessments and tests". In what sense can self-evaluation be complementary?

Considering the activities indicated in the grid below (evaluation by others and self-evaluation), assess their possible advantages by choosing from those indicated in following list.

Things will be clearer if:

- when you chose wide categories like “reinforce motivation”, you also add other possible benefits,

- when you chose “enhance learners’ awareness”, you specify what kind of awareness you are referring to.

If you find other positive points put it in the item “other”.

Activities	Benefits
<i>Example: The learner keeps a diary where he evaluates the success of his/her learning strategies.</i>	<i>B + C (learning strategies) + D + E</i>
1. The learner keeps a diary where he evaluates the success of his/her learning strategies.	
2. The teacher gives a mark (global evaluation) for a test where grammar, vocabulary, writing and reading were tested.	
3. The learner corrects him/herself a grammar exercise, referring to the answer key provided by the teacher.	
4. The teacher meets the learner to talk about the assessment of his competences in oral interaction and encourage the learner to make a self-assessment	
5. The teacher invites the learner to reflection upon what he/she learned during the course or the sequence of lessons.	
6. The teacher assesses the written production using a scale of criteria. He explains the criteria to the learners.	
7. The learner reworks his/her written production using feedback given by the teacher.	
8. The learner watches a video of his/her oral presentation and evaluates it using criteria provided by the teacher.	
9. The learner reads a text and then answers the question in the questionnaire about the strategies he/she used while performing the reading activity.	
10. The learner selects the examples of production he wants to include in the portfolio to demonstrate the competences achieved.	

Benefits

- A) Help the learner to define his/her learning objectives.
- B) Promote the involvement of the learner and enhance motivation.
- C) Enhance learners’ awareness.
- D) Promote learners’ autonomy.
- E) Help the learner to be focused on the learning process (not only on the results)
- F) Promotes appropriation of the evaluation criteria by the learner.
- G) Allows the teacher to learn about the effectiveness of his teaching.
- H) Help the learner to realize the gap between performance and objectives (in terms of level, quality of performance, errors, etc...).
- I) Other:

Handout 5

In groups, agree on a list of assessment activities that can be used with learners. Insert them in the grid below (one per line). For example:

- mark an assignment
- comment on a written assignment
- comment on someone's ability to take turns in spoken interaction
- determine the content of a test
-
-
-

Indicate who carries out these activities most often in your classes, the teacher or the learners? If you are not teaching at the moment, refer to teaching situations you have experienced, either as a learner or a teacher.

You may indicate approximations of percentages (the percentages given are just examples):

Activities	Carried out by ...	
	The teacher	The students (on their own production)
mark an assignment	100% (ALWAYS)	0% (NEVER)
comment on a written assignment	80%	20%
comment on someone's ability to <ul style="list-style-type: none"> • take turns in spoken interaction 	50%	50%
determine the content of a test	60%	40%

Literature

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3. Scarry*, S., & Scarry, J. (2008). *The Writer's Workplace with Readings: Building College Writing Skills*. Thomson Learning. Sixth Edition.
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6. Coe, N., Rycroft, R., & Ernest, P. (1983). *Writing Skills: A problem-solving approach*. Cambridge: Cambridge University Press.
7. Total English. Intermediate. Rachel Roberts, Antonia Clare, J.J Wilson. Longman.

Suggested web sites:

www.teachingenglish.org.uk
www.pearsonlongman.com/ae/
www.developreading.com
www.jobproblems.com

Glossary

SUMMATIVE- additive, pertaining to, produced by summation

FORMATIVE- pertaining to the formation and subsequent growth of smth

ASSUMPTION- the act of taking up or adopting

COMMENT-a spoken remark

LESSON 37

Second Midterm test on reading and writing skills

Summative assessment of reading and writing skills

Length: One hour and twenty minutes	Number of Students:
Lesson Outline	
1. Succinct explanation of the procedure of the test	
2. Testing	
3. Submission of the tests	
The aim: to evaluate the learners progress within 2 months	
Objectives:	
<ul style="list-style-type: none">• To assess students learning relative to content standards;• To evaluate certain aspects of the learning process (effective use of acquired reading strategies and writing techniques)	

LESSON 38

Final test on reading and writing skills

Reading and writing skills

Summative assessment of reading and writing skills

Length: One hour and twenty minutes	Number of Students:
Lesson Outline	
1. Succinct explanation of the procedure of the test	
2. Testing	
3. Submission of the tests	
The aim: to evaluate the learners progress at the end of the semester	
Objectives:	
<ul style="list-style-type: none">• To assess students learning relative to content standards;• To evaluate certain aspects of the learning process (effective use of acquired reading strategies and writing techniques)	

НАЗОРАТ УЧУН САВОЛЛАР (ОН ВА ЯН)
SAMPLE TEST for Mid - term on Reading and Writing skills
Reading part

Total score: 15 points

Passage 1 - True / False

The First Computer Programmer

Ada Lovelace was the daughter of the poet Lord Byron. She was taught by Mary Somerville, a well-known researcher and scientific author, who introduced her to Charles Babbage in June 1833. Babbage was an English mathematician, who first had the idea for a programmable computer.

In 1842 and 1843, Ada translated the work of an Italian mathematician, Luigi Menabrea, on Babbage's Analytical Engine. Though mechanical, this machine was an important step in the history of computers; it was the design of a mechanical general-purpose computer. Babbage worked on it for many years until his death in 1871. However, because of financial, political, and legal issues, the engine was never built. The design of the machine was very modern; it anticipated (wait) the first completed general-purpose computers by about 100 years.

When Ada translated the article, she added a set of notes which specified in complete detail a method for calculating certain numbers with the Analytical Engine, which have since been recognized by historians as the world's first computer program. She also saw possibilities in it that Babbage hadn't: she realized that the machine could compose pieces of music. The computer programming language 'Ada', used in some aviation and military programs, is named after her.

Questions

Q1 - Ada Lovelace's teacher introduced her to Charles Babbage.

True False

Q2 - Babbage programmed the first computer.

True False

Q3 - Ada translated the article in 1842.

True False

Q4 - The Analytical Engine was electronic.

True False

Q5 - Luigi Menabrea designed the first computer.

True False

Q6 - Babbage finished the machine before he died.

True False

Q7 - Babbage's design was ahead of its time.

True False

Q8 - Ada's work was instantly recognized as being the first computer program.

True False

Q9 - Babbage saw that his machine could write music.

True False

Q10 - Ada wrote military and aviation computer programs.

True False

Passage 2 Multiple Choice

I get a lot of letters at this time of year from people complaining that they have a cold which won't go away. There are so many different stories about how to prevent or cure a cold. It's often difficult to know what to do. Although colds are rarely dangerous, except for people who are already weak, such as the elderly or young babies. They are always uncomfortable and usually most unpleasant. Of course you can buy lots of medicines which will help to make your cold less unpleasant, but you must remember that nothing can actually cure a cold or make it go away faster. Another thing is that any medicine which is strong enough to make you feel better could be dangerous. If you are already taking drugs whether they are all right for you. And remember they might make you sleepy - please don't try to drive if they do! Lastly, as far as avoiding colds is concerned, whatever you may be told about magic foods or drinks, the best answer is to keep strong and healthy- you'll have less chance of catching a cold, and they if you do, it shouldn't be so bad.

Q1. This is from.....

- A. a school biology book.
- B. A magazine
- C. A diary
- D. A doctor's notebook

Q2. What is the writer's intention?

- A. to write in an amusing way
- B. to complain about his/her health
- C. to describe personal experiences
- D. to give general advice

Q3. Who should talk to the doctor before buying medicine for a cure,

- A. People who are already taking drugs
- B. People who have never caught a cold
- C. People who have never gone to the doctor's
- D. People who are weak

Q4. What is the writer's opinion of "magic foods and drink"?

- A. they are rarely dangerous

- B. the writer strongly believes in "magic foods and drink"
- C. they are of great help
- D. the writer doesn't believe in "magic food and drinks"

Q5. Which word in the paragraph is closest in meaning to "unhealthy"

- A. weak
- B. strong
- C. good
- D. healthy

Transfer your answers here

1	4	7	10	13
2	5	8	11	14
3	6	9	12	15

Writing part

Task 1. You find a job advertisement in the local newspaper. Read through the advertisement carefully and write a job application letter.

Personal Assistants Required

Personal assistants are required to help care for a young disabled woman to access the most out of life and have fun. Help is needed with all aspects of personal care and life, shopping, cooking and entertainment. Applicants must have a good sense of humor, be flexible and innovative. We are looking to build up a fun a friendly care team. It is desirable that applicants will have held a clean driving license.

The rate of pay will be around £8.50 per hour. 12hr care is needed but this will be on a shift basis 9am till 3pm / 3pm till 10pm; shift patterns may be flexed depending on circumstances.

Task 2. Write an introduction to the given body paragraph.

Differences between Country and City People

Firstly, people's health depends on the environment in which they live. For instance, country people are healthier, and this is because of fresh air and products full of vitamins. But people from the city have not such good conditions. That's why they are not so healthy. As you can see, a person's surrounding greatly influence on his health.

Secondly, leisure places in the city have distinctions from the same ones which are in the country. For example, in the city there are a lot of cafes, restaurants, theatres, cinemas, museums and so on. So, a person can easily choose one of them and enjoy. But in country, there can be at least one cafe and pub, and one can hardly find any restaurants, theatres, cinemas, museums. That's why country people have a rest mostly at their home. All in all, variety of leisure - time - places define according to the place of residence.

Thirdly, country and city dwellers are given different opportunities to get good education. Mostly city people have a lot of schools, colleges, universities and teaching courses. All of them serve for giving good knowledge. But in countries people do not ha>e such opportunities because of poor quality of education. In conclusion, one's knowledge depends on the place where he lives.

And so, city people differ from country people by the conditions for good or bad health, places for having a rest, and by possibility to become high educated. Even though, country has positive sides, I think that city is the best place where should live a modern person. Because here he can become an intelligent, can have a lot of friends, and even good health - everything depends only on the person.

SAMPLE FINAL TEST ON READING AND WRITING

Reading part

Total score: 30 points

Passage 1 Multiple choice

Read through the text and choose ONE answer for each question.

Photo printing firm pays out compensation

Charlotte King made a once-in-a lifetime visit to China last October and took lots of photographs. When she got back she decided to send away her films for printing one at a time. In this way she would more easily be able to match her photographs to the diary she had kept while she was there. It was a good thing that she did; because the first film she sent to the company for printing was lost.

Miss King was very upset that she would never see her precious pictures of Shanghai and Sozhou. The company offered her a fee roll of film, but Miss King refused to accept this offer and wrote back to say that their offer wasn't enough. They then offered her 20 but she refused this too and asked for .75, which she thought was quite fair. When the firm refused to pay she said she would go to court. Before the matter went to court, however, the firm decided to pay Miss King 75. This shows what can be done if you make the effort to complain to a firm or manufacturer and insist on getting fair treatment.

Questions

1. What is the writer trying to do?

- a. To complain about photographic printing.
- b. To give advice on how to complain.
- c. To inform us about legal problems.

2. This text is from ...

- a. a diary.
- b. a letter.
- e. a newspaper.

3. Before her visit, Charlotte had.....

- a. been to China once before.
- b. never been to China before.
- c. already been to China before
- d. already been to China several times.

4. It was a good thing that Miss King sent her films away one at a time because....

- a. not all the films were lost.

- b. she was offered a free roll of film,
- c. she was able to complete her diary.

5. When Miss King said she would go to court, the company ...

- a. offered her .20.
- b. said their offer wasn't enough.
- c. made the decision to pay 75.

Passage 2 True — False

Read through the text and say whether the following statements are True or False.

Norwich

Norwich, the capital of the part of Britain known as East Anglia, has existed as a place to live for more than two thousand years. It began as a small village beside the River Wensum. At the time of the Norman invasion in 1066 it had grown to become one of the largest towns in England.

With two cathedrals and a mosque, Norwich has long been a popular centre for various religions. The first cathedral was built in 1095 and has recently celebrated its 900th anniversary, while Norwich itself had a year of celebration in 1994 to mark the 800th anniversary of the city receiving a Royal Charter. This allowed it to be called a city and to govern itself independently.

Today, in comparison with places like London or Manchester, Norwich is quite small, with a population of around 150,000, but in the 16th century Norwich was the second city of England. It continued to grow for the next 300 years and got richer and richer, becoming famous for having as many churches as there are weeks in the year and as many pubs as there are days in the year.

Nowadays, there are far fewer churches and pubs, but in 1964 the University of East Anglia was built in Norwich. With its fast growing student population and its success as a modern commercial centre (Norwich is the biggest centre for insurance services outside London), the city now has a wide choice of entertainment: theatres, cinemas, nightclubs, busy cafes, excellent restaurants, and a number of arts and leisure centres. There is also a football team, whose colours are green and yellow. The team is known as 'The Canaries', though nobody can be sure why.

Now the city's attractions include another important development, a modern shopping centre called The Castle Mall. The people of Norwich lived with a very large hole in the middle of their city for over two years, as builders dug up the main car park. Lorries moved nearly a million tons of earth so that the roof of the Mall could become a city centre park, with attractive water pools and hundreds of trees. But the local people are really pleased that the old open market remains, right in the heart of the city and next to the new development. Both areas continue to do good business, proving that Norwich has managed to mix the best of the old and the new.

Questions:

1. The River Wensum flows through East Anglia.
2. People have lived by the River Wensum for at least 2000 years.
3. In the 11th century, Norwich was a small village.
4. Norwich has been a city since its first cathedral was built.
5. Norwich has always been one of the smallest English cities.

6. Nowadays there are more than 52 churches in Norwich.
7. The number of students in Norwich is increasing.
8. The Norwich City football team is called 'The Canaries' because of the colours the players wear.
9. The Castle Mall' took more than two years to build.
10. Norwich people still like using the old market as well as shopping in 'The Castle Mall.

Transfer your answers here:

1	4	7	10	13
2	5	8	11	14
3	6	9	12	15

Writing part

Choose one of the topics below. Then write an essay using 250-300 words on the following two pages. You can use this page for any rough work.

1. Living in the city and In the country
2. Causes/effects of using internet extensively

Note: Do not forget to write a title for your essay!

Thee essay is evaluated according to this criteria:

Task response:..... out of 3 points

Organization:.....out of 3 points

Content:out of 3 points

Accuracy:out of 3 points

Mechanics:..... out of 3 points

Total:

ГЛОССАРИЙ

ACCORDINGLY - consequently
ACCURACY - the state of being accurate; freedom from mistakes
ACT (n) - one of the main divisions of a stage play
ADAPTABLE- capable of adapting or of being adapted
AFFLUENT (adj) - having a lot of money or owning a lot of things
AMENDMENT - a change made to a law or agreement
ANALYZE – to examine
ANCESTORS – a person in your family who lived a long time ago
ANNUAL (adj)-happening once a year.
APPRECIATIVE (adj)-showing that you are grateful or that you enjoyed
ASSENT – to give approval
ASSIMILATE- to incorporate or absorb knowledge into the mind
ASSUMPTION- the act of taking up or adopting
BALLOT - the process of voting secretly to choose a candidate in an election, the total number of votes recorded in an election
BANISH (v) - to send away by official order, usually from one's own country
BANK OF A RIVER – the side of a river where you can stand
BE ALERT-to be attentive and ready to what is happening and react quickly
BE LEVEL-HEADED- not to lose control and stay calm in emergency situations
BEHAVIOR- the way a living creature behaves or acts
BELIEF – a strong feeling that sth/sb exists or is true
BLOCK ORGANIZATION - method presents all arguments related to A, and then compares and/or contrasts them to all arguments related to B.
BOND – to develop a close connection or strong relationship with someone
BOW – to bend your head or body forward, especially as a way of showing someone respect or expressing thanks to people who have watched you perform
BY AND BY – overtime, eventually
CAMPAIGN - to try to win an election
CAPITOL - the building in the main city of each US state where government officials meet to make state laws
CARBON – the chemical element with an atomic number 6 (symbol C)
CARRION – dead flesh, carcasses
CAUSAL – being a cause
CAUSE – to set off an event or an action
CHALLENGE (n) - something new and difficult that forces you to make a lot of effort
CHAMBER - one of the sections of a parliament
CHAT – to exchange text or voice messages in real time through a computer network
CLIMATICALLY – regarding the climate
CLUTTER (v)-to put too many things in one place
COACH – to tell someone what to say or what to do in a particular situation
COLLAPSE – to cave in
COMMENT-a spoken remark
COMPANION – a person or an animal that travels with you or spends a lot of time with you
COMPREHENSION – understanding
COMPRISE - to consist of two or more things
CONCLUSION – the past paragraph of the lesson
CONFIDENT (adj)-believing in one's own abilities and so doesn't feel nervous or frightend.
CONFRONT – to face, meet, or deal with a difficult situation or person
CONSECUTIVE - following one after another in order and with nothing else in between
CONSEQUENCE – a result of actions

CONSTITUENCY - the voters in a division of a country who elect a representative to parliament

CREATIVE (adj)-involving a lot of imagination and new idea

CULTURE- arts, customs, and habits that characterize a particular society or nation

CURRENCY (n) - the system and type of money that a particular country uses

CURSE (n) - words asking God to make something evil or harmful happen to someone

DAMP – humid, wet

DEAL WITH STRESS-to cope with stress

DESTITUTE – lacking smth.

DIRECTION – an address

DROUGHT – a period of below average rainfall, longer and more severe than a dry spell

DYNAMIC(adj) - continuously changing or developing

EASYGOING (adj)-relaxed, calm, and not easily getting upset

EDIT – to change a text

EFFECT – result or outcome

ELECTORATE - all the people who are allowed to vote in an election

EMBANKMENT – a long artificial mound of earth and stone, for protection of road

EMISSION – the act of sending or throwing out

ENDING – the closing part of the letter

ENTHUSIASTIC (adj)-very interested in something or excited by it.

ETERNALLY – without an end; existing or continuing for ever

EXECUTIVE - the part of government that makes certain that laws are being used as planned

EXPATRIATE- one who lives outside one’s own country

EXTERMINATE – to kill, to bring to an end, to finish

EXUBERANT – full of energy, excitement and happiness

FACTUAL - of or characterized by or consisting of facts

FAME – the state of being known and talked about by many people

FAMINE – extreme shortage of food in a region

FEEDBACK – critical assessment of smth

FLEXIBLE (adj) - that can be changed easily

FLOURISH – to thrive or grow well,

FORMATIVE- pertaining to the formation and subsequent growth of smth

FOUL - extremely unpleasant

FRIAR (n) - a man belonging to a Christian religious group

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

GRAVE (n) - the place in the ground where a dead person is buried

GUARDIAN – a person who protects sth

HAIR - A person who has the legal right to receive smb’s property, money or title when that person dies

HARM – to hurt someone

HEAVEN (n) - the place where God or the gods are supposed to live

HOLLOW- having a hole or empty space inside

INFORMAL LETTER – personal letter to friends, relatives

INVENTIONS – a thing or an idea that has been invented

LAYOUT (n)-the way in which different parts of something are arranged.

LEADERSHIP (n)-position of being more successful than anyone you are competing against.

LEGISLATIVE - relating to laws or to the process of creating new laws

LIVE ONE’S DREAM-to realize one’s dream

LOGIC – a method of human thought

LOOK BEFORE YOU LEAP - Look at all sides of a situation before making a decision.

LOUNGE – the room in a house or apartment that is used for relaxing and entertaining guests in

MARSH – wet area, pond

MATERIAL – substance

MOTTO - a short sentence or phrase that expresses the aims and beliefs of a person, a group etc. and is used as a rule of behavior

MULTIPLE CAUSE – having several cause

MURMUR – low or indistinct sounds or speech

NOTABLE (adj) - important and deserving attention, because of being very good or interesting

OCCASION - opportunity

ON THE POINT OF – just about to do sth

ONGOING (adj)- continuing to exist or develop, or happening at the present moment

OPENING STATEMENTS-the first sentence in the introductory paragraph

ORGANIZE CHILDCARE-to ask someone to look after children

OUTLINE – a preliminary plan for smth.

OVATION (n)-if an audience gives someone an ovation, they clap their hands to express their admiration or enjoyment

PARAPHRASE - a restatement of a text in different words, often to clarify meaning

PEER – someone at the equal level

PEER EVALUATION – evaluation of one’s writing by a groupmate

PERSONAL LETTER – Formal or informal letter informing about something

POINT-BY-POINT ORGANIZATION – method alternates arguments about the two items (A and B) that you are comparing and/or contrasting.

POISON (n) - a substance that can cause illness or death if taken into the body

PRACTICAL (adj)-making sensible decisions and choices

PREDATOR – any organism that hunts and kills other organisms

PREDICTABLE – able to be predicted

PREFECTURES – Japanese administrative division

PRIVILEGING (n) - the special right that some people in authority have that allows them to do or say things that other people are not allowed to

PROSPERITY – the state or being successful, especially, financially

PURSUIT- a hobby or recreational activity, done regularly

RANCHES – a house on a small farm

RATIFICATION (**ratify**) - making an agreement official by signing it or formally accepting it

REACH – to extend to

REALIZE – to become aware of the fact or situation

RECKON (v)-to believe that something is true (spoken)

REFERENCES – a source

REGARDLESS OF - without being affected or influenced by anything else that happens or exists

RESIDE - to live in a particular place

REVOLVE AROUND - to have something as a very important part or purpose

RIG - to influence something such as an election in a dishonest way in order to produce a particular result

ROPE (n) - a strong thick cord made by twisting together threads of cotton

RUBRIC – a printed set of scoring criteria for evaluating student work and for giving feedback

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

SALVATION – the state of being saved from the power of evil

SECURITY (n) - the state of feeling safe and being free from worry

SENATE - the more senior part of a law-making institution

SEPARATE – not connected

SHOCK-sudden, heavy impact

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

SNATCH - to take hold of something suddenly and roughly

SNEAK- to take smth stealthily without permission
SPECTACULAR- very impressive
SPRING INTO ACTION - to act, to move.
STATIC (adj)- staying in one place without moving, or not changing for a long time
STORE – to put or keep things in a special place for use in the future
SUBSTITUTION - replacement
SUFFRAGE - the right to vote
SUMMARY - concise, brief, or presented in a condensed form
SUMMATIVE- additive, pertaining to, produced by summation
SURVEY - an investigation of opinions, behavior, etc. of a particular group of people, which is usually done by asking them questions
THE JUDICIARY - the part of government that consists of all the judges and courts in a country
THE THESIS STATEMENT - the last sentence of the introductory paragraph.
TO DROWN – to die in the water because you cannot swim
TO DRY UP – to lose all water
TO GO WRONG - used when something stops working, problem happens.
TO LEAP – to jump into
TO OVERHANG – to be in a position over something else
TO PERCEIVE – to understand
TO QUENCH ITS THIRST – to drink when you are thirsty
TO SETTLE – to begin living in a new place
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.
TOSS – (move) If you toss your hair or a part of your body you move it up and back suddenly
TRANSITIONS – a word or phrase connecting one part of a discourse to another
TWIGS – small branches usually with leaves attached
UNDERAGE- below the normal age for doing something
UNIVERSAL - involving all the members of a group or society
UPBRINGING (n)- the way in which you are treated and educated when young, especially by your parents, especially in relation to the effect that this has on how you behave and make moral decisions
UPDATE (v)-to add the most recent information to sth such as a book, document, or list.
UPROOT – to remove utterly
VALUE (n)- the importance or worth of something for someone
VAULT (n) - a room under a church where bodies of dead people are placed
WELL – hole in ground used to access fresh water
WHIRLPOOL - a place in a river or the sea where currents of water spin round very fast
WICKED - morally wrong and bad
WITCH- a woman who is believed to have magical powers and who uses them to harm or help other people

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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

БАҲОЛАШ МЕЗОНЛАРИ **ЎҚИШ МОДУЛИ**

Иккинчи курсни тамомлагач талабаларнинг тил билишнинг умумэтироф этилган халқаро меъёрлари (CEFR) га кўра B1 даражасига мос келадиган мавзуларга оид турли матн турларини ўқиб, мазмунини тушунишлари назарда тутилади.

Кутилаётган натижалар

Курс охирига келиб талабалар

- мавзуларга оид турли матнлардаги асосий ғояларни тушуна оладилар;
- самарали ўқиш стратегияларини эгаллаган ҳақиқий китобхон малакаларига эга бўладилар.

Баҳолаш турлари

Жорий баҳолаш – ўқилган материалларни ўз ичига олган матнлар портфели/порфолио, (таҳминий саволлар: нимани ўқидингиз, ўқиганларингиз ёқдим ёки ёқмадим, нима учун), баҳоланган топшириқлар рўйхати;

Оралиқ баҳолаш – турли матнларга асосланган ўқиш кўникмасининг ривожланганлигини назорат қилиш бўйича тест (дарс жараёнида фойдаланилмаган матнлар)

Якуний баҳолаш – янги матнларга асосланган ўқиш кўникмасининг ривожланганлигини назорат қилиш бўйича тест.

3 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 Романдан олинган парчага танқидий тақриз

Ушбу вазифани бажариш учун романдан парча ёки ҳикоя (камида 50-100 бетлик) ўқишингиз ва унга танқидий тақриз ёзишингиз керак. Ўз тақризингизда қуйидагиларга аҳамият беринг:

- 🕒 Муаллиф ва асарнинг номи
- 🕒 Асарнинг қисқача мазмуни
- 🕒 Асарнинг умумий сарҳисоби
- 🕒 Асарнинг танқидий таҳлили

2-қайд Касбга доир мақолаларнинг танқидий тақризи

Мазкур вазифани бажариш учун сиз касбга доир мақолани ўқишингиз ва танқидий тақриз ёзишингиз керак. Сиз бундай мақолаларни турли нашрлар (мисол учун, English Teaching Professional, Modern English Teacher) ёки онлайн манбалар (мисол учун, e.g. www.teachingenglish.org.uk)дан олишингиз мумкин. Ўз тақризингизда қуйидаги масалаларни ёритинг:

- 🕒 Сарлавҳа, муаллиф, манба, нашр санаси
- 🕒 Мақоланинг қисқача баённомаси
- 🕒 Мақола юзасидан танқидий шарҳлар

3-қайд Вебсайт ва блогларга жавобан танқидий таҳлил ёзиш

Ушбу вазифани бажариш учун тил ўрганиш ва ўқитиш ҳақидаги вебсайт ёки интернет блогини ўқиб чиқишингиз ва унинг муаллифига жавоб ёзишингиз керак. Сиз мақолаларни онлайн манбалар (масалан,

www.teachingenglish.org.uk, www.online-literature.com/) дан олишингиз мумкин. Ўз жавобингизда қуйидагиларни ёритинг:

- 🕒 Муурожаат этилувчининг исми ва нашрнинг санаси
- 🕒 Муаллифнинг қайси фикрларига қўшилмасиз ёки қўшилмайсиз
- 🕒 Мақола ҳақидаги фикр-мулоҳазаларингиз
- 🕒 Муаллиф эътиборга олиши керак бўлган жиҳатлар

Ўқиб тушуниш кўникмасини ривожлантириш кундалигини топширишдан аввал қуйидаги жадвалдан фойдаланган ҳолда барча топшириқларни бажарганлигингизни текшириб чиқинг:

1-қайд	Романдан олинган парчага танқидий тақриз	10%
2-қайд	Касбга доир мақоланинг танқидий тақриз	10%
3-қайд	Вебсайт ёки блогга жавобан танқидий таҳлил ёзиш	10%

Ўқиб тушуниш кўникмаси тести спецификациялари

Жорий баҳолаш

1-семестр давомида 3 та ўқиш кўникмасини ривожлантириш бўйича вазифалар берилади. Ҳар бир вазифа 10 фоизни ташкил этади ва ҳар бир ўқиб тушуниш кўникмаси тести турли янги матнларга танқидий тақриз ёзиш шаклида бўлади. Матнлар касбга доир ва илмий-оммабоп ҳамда интернет манбаларидан иборат бўлади.

Оралиқ баҳолаш

Оралиқ баҳолашга битта ўқиш кўникмаси тести берилади. Мазкур тест 3 та янги матнга асосланиб тузилади. Матнлар касбга оид ва илмий оммабоп манбалардан олинishi мумкин. Ҳар бир матнга турли шаклдаги вазифалар берилади. Оралиқ баҳолаш тести курс давомида ўтилган ўқиш стратегияларининг қўлланилишини баҳолашга асосланади. Шунингдек, топшириқлар ўқиб, қисқача баённома ёки ҳисобот ёзиш, муаллиф фикрига муносабат билдириш кўринишида ҳам бўлиши мумкин.

Ўқиб тушуниш кўникмаси тестига 80 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 ва муаллиф фикрига муносабат билдириш кўринишида ҳам бўлиши мумкин.

Ўқиб тушуниш кўникмаси тестига 80 дақиқа вақт ажратилади

4 семестр учун ўқиб тушуниш кўникмасини ривожлантириш кундалиги

Жорий назоратнинг бир қисми сифатида ҳар бир семестрда талабалар ўқилган материаллар асосида қатор вазифаларни бажариб боришлари ва кундалиқда қайдлар қилиб боришлари лозим.

1-қайд Илмий-оммабоп мақоланинг танқидий тақризи

Мазкур вазифани бажариш учун сиз битта илмий-оммабоп мақолани ўқиб чиқишингиз ва унга танқидий тақриз ёзишингиз керак бўлади. Сиз ўз тақризингизда қуйидагиларга аҳамият беринг:

- 🕒 Сарлавҳа, муаллиф, манба, нашр санаси
- 🕒 Мақоланинг қисқача баённомаси
- 🕒 Мақола юзасидан танқидий шарҳлар

2-қайд Вебсайт ва блогларга жавобан танқидий таҳлил ёзиш

Ушбу вазифани бажариш учун тил ўрганиш ва ўқитиш ҳақидаги вебсайт ёки интернет блогини ўқиб чиқишингиз ва унинг муаллифига жавоб ёзишингиз керак. Сиз мақолаларни онлайн манбалар (масалан, www.teachingenglish.org.uk, www.online-literature.com/) дан олишингиз мумкин. Ўз жавобингизда қуйидагиларни ёритинг:

- 🕒 Мурожаат этилувчининг исми ва нашрнинг санаси
- 🕒 Муаллифнинг қайси фикрларига қўшилмасиз ёки қўшилмайсиз
- 🕒 Мақола ҳақидаги фикр-мулоҳазаларингиз
- 🕒 Муаллиф эътиборга олиши керак бўлган жиҳатлар

3- қайд Мен ривожлантирган ўқиш кўникмаларининг таҳлилий сарҳисоби

Ушбу вазифани бажариш учун 120 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
- 🕒 келгусида ўқиш кўникмасини ривожлантириш бўйича режаларингиз

Ўқиб тушуниш кўникмасини ривожлантириш кундалигини топширишдан аввал қуйидаги жадвалдан фойдаланган ҳолда барча топшириқларни бажарганлигингизни текшириб чиқинг:

1-қайд	Илмий-оммабоп мақоланинг танқидий тақризи	10%
2-қайд	Вебсайт ва блогларга жавобан танқидий таҳлил ёзиш	10%
3-қайд	Мен ривожлантирган ўқиш кўникмаларининг таҳлилий сарҳисоби	10%

Романдан олинган парчага ёзилган танқидий тақризни баҳолаш мезонлари:

Асарнинг қисқача мазмунини баён қила олиш

Асарни ёктириш ёки ёқтирмаслик сабаблари (мисол учун, асар мазмуни ўқувчини ишонтира олиши ёки олмаслиги, асар қаҳрамонларининг талқини, асар ғоясининг мазмундорлиги)

Бошқа ўқувчига тавсия қила олиши

Касбга оид ва илмий-оммабон мақолаларнинг танқидий тақризини баҳолаш мезонлари

Мақоланинг қисқача мазмунини баён қила олиш

Мақолада тасвирланган воқеа-ҳодисага муаллифнинг муносабатини баҳолай олиш

Сабабларни кўрсатган ҳолда ўз фикрини баён қила олиш (Муаллиф фикрига кўшиласизми? Ҳикоя сиз учун қизиқарлими/фойдалими?)

Муаллифнинг тилини баҳолай олиш (асар тили қийин/тушуниш учун осон, нейтрал, объектив, жонли, эмоцияларга бой/қурук)

Вебсайт ва блогларга жавобан танқидий таҳлилни баҳолаш мезонлари

Матнни тушунганликни кўрсатувчи белгилар

Берилган матн муаллифининг нуқтаи назарини аниқлай олиш (матндан мисоллар келтирган ҳолда)

Сабабларини кўрсатган ҳолда ўз фикрини баён қила олиш (Муаллиф фикрига кўшиласизми? Муаллифга таклифларингиз)

“Мен ривожлантирган ўқиш кўникмаларининг таҳлилий сарҳисоби”ни баҳолаш мезонлари

Курс давомида ривожлантирилган ўқиш кўникмалари ва стратегияларини таҳлил қила олиш

🕒 ўқиш кўникмасини ривожлантириш борасидаги қийинчиликларни аниқлай олиш

🕒 мунтазам равишда синфда ва мустақил ўқишнинг фойдали томонларини белгилай олиш

🕒 келгусида ўқиш кўникмасини ривожлантириш бўйича аниқ режаларни белгилай олиш

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

Тил билишнинг умумэътироф этилган меъёрларига кўра 2- курс якунида талабаларнинг В2 даража талабларига мос равишдаги турли матнларни ёза олиш қобилиятига эга бўлишлари назарда тутилади.

Эришиладиган натижалар

Иккинчи курс якунига келиб талаба:

- турли жанрдаги матнларни, жумладан эсселар, хатлар, тадқиқотлар, баёнлар ва таҳлилларни ёзиши;

- аъло даражада ёзилган матн хусусиятларини фарқлаши ва уларни амалда қўллаши;
- турли мақсадларга йўналтирилган матнларда ўз фикрини ифода эта олиши лозим.

Баҳолаш турлари ва шакллари

3 – семестр :

Жорий баҳолаш - аудиторияда ва уйда бажариладиган вазифалар семестр давомида 2 та иншо қораламаси

Оралик баҳолаш - тушунтириш хати, газета муҳарририга хат

Якуний баҳолаш - 2 та иншо (ҳикоя, шеър)дан иборат портфолио

4 – семестр:

Жорий баҳолаш - аудиторияда ва уйда бажариладиган вазифалар семестр давомида 2 та иншо қораламаси

Оралик баҳолаш - фильм ёки асар таҳлили, ижтимоий муаммо таҳлили ҳисоботи

Якуний баҳолаш - 2 та иншо (ҳикоя, шеър)дан иборат портфолио

Аудиторияда ва уйда бажариладиган вазифаларни баҳолаш - 10%

Ўқитувчи кўйидаги мезонлардан фойдаланган ҳолда уйда ва аудиторияда бажариладиган вазифаларни баҳолаши мумкин:

- аудитория машғулотида 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

(ҳар бири 15%дан бўлган 2 та ёзма матн)

Курс давомида иншолар (тасвирий, ҳикоявий, қиёслаш-таққослаш, сабаб-натижа)нинг бир нечта қораламаларини режалаштириш, қайта ишлаш ва таҳрирлаш каби усуллардан фойдаланган ҳолда тайёрлаш сиздан талаб қилинади. Икки турдаги иншоларнинг сўнгги варианты ўқитувчингиз томонидан баҳоланади.

Иншонинг сўнгги таҳрир қилинган вариантини баҳолаш мезонлари

<p><u>Мазмуни ва вазифанинг бажарилиши</u> (мазмуннинг берилган мавзуга мослиги, қай даражада тафсилотлар билан ёритилганлиги, шахсий тажриба ва ўқилган адабиётларга асосланганлиги, сўз чекловига амал қилиш, кўрсатмаларга амал қилиш)</p>	<p>5%</p>
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<u>Тузилиши</u> (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)	5%
<u>Грамматик ва лексик структураларнинг хилма-хиллиги</u> (сўзларнинг кўлами, сўзларнинг мос равишда танланганлиги ва кўлланилиши, гап структураларининг хилма-хиллиги, эга ва кесимнинг мослашиши, замон, кўплик/бирлик формалари, артиклар, олмошлар ва предлогларнинг тўғри ишлатилиши)	3%
<u>Орфография</u> (сўзларни тўғри ёзиш, пунктуация, бош ҳарф қоидасига амал қилиш, сарлавҳаларнинг тўғри ишлатилиши)	2%

Шикоят ёки тушунтириш хати

Расмий тилда ёзиш ҳақида ўрганган билимларингизга таянган ҳолда шикоят ёки тушунтириш хати ёзинг. Хатингиз 200-250 сўзлар атрофида бўлиши керак.

Баҳолаш мезонлари

- Расмий/норасмий тил, ўринли сўз танлови, ўқувчига тўғри мурожаат қилиш
- Тузилиши (матннинг тўғри тузилганлиги, лексик ва грамматик узвийлик)
- Самарали сўз танлови
- Грамматик жиҳатдан тўғрилиги

Мухаррирга мактуб

Ўқитувчингиз томонидан берилган мақола бўйича ўз муносабатингизни билдирган ҳолда муҳаррирга хат ёзинг.

Баҳолаш мезонлари

- Вазифанинг бажарилиши
- Тузилиши
- Ифодаланиши/услуб
- Орфография

Фильм ёки китобга ёзилган тақриз

Яқин кунларда ўқиган фильм/китобга тақриз ёзинг. Унда қуйидагиларни ёритинг:

- Китоб/фильм нима ҳақида?
- Китоб/фильмда сизга нима энг кўп ёқди?
- Китоб/фильмнинг асосий ғояси нима?
- Китобни ўқиш/фильмни томоша қилиш давомида нималарни ўргандингиз?
- Китоб/фильмнинг қайси жиҳати уни таъсирчанлигини оширади?
- Фильм/китоб қаҳрамонларидан қайси бирини сиз ёқтирдигиз ёки акси? Нима сабабдан?
- Китоб/фильмни яратишдан режиссёр/ёзувчининг мақсади нима бўлган деб ўйлайсиз?

Баҳолаш мезонлари

- Вазифанинг қай даражада бажарилиши
- Тузилиши (матн тузилишининг тўғрилиги, лексик ва грамматик узвийлик)
- Лексик ва грамматик структураларнинг хилма-хиллиги (самарали сўз танлови ва қўлланилиши, мураккаб тузилган қўшма гаплар)
- Грамматик жиҳатдан тўғрилиги

Ижтимоий муаммолар таҳлиliga асосланган ҳисобот

Сиз ижтимоий муаммолар: ёшлар ўртасида ОИТСни олдини олиш, жамоат транспортининг етишмаслиги, талабаларга хизмат кўрсатиш билан боғлиқ муаммолар кабиларни таҳлил қилинг. Таҳлилнинг сўнгги босқичида сиздан ҳисобот ёзиш талаб қилинади. Курс давомида тўлиқ маълумотлар берилади.

Баҳолаш мезонлари

- Таҳлил натижаларини ёзиш малакаси билан интеграллаштира олиш
- Ёзув матнининг тузилиши
- Лексик ва грамматик структураларнинг хилма-хиллиги (самарали сўз танлови ва қўлланилиши, мураккаб тузилган қўшма гаплар, мослашув, замон, бирлик/кўплик, артиклар ва предлоглар)

Портфолио спецификациялари ва баҳолаш мезонлари

(1 семестр давомида ҳар бири 15 % дан бўлган портфолио қайдлари; яъни курс давомида бажарилган ишларнинг энг яхши намуналари)

Мазкур портфолио сизнинг курс давомида нималар бажарганингиз ва инглиз тилида қай даражада ёзиш малакасини ривожлантирганингизни кўрсатиши зарур. Шу сабабли, у қуйида келтирилган қайдларнинг энг яхши намуналаридан ташкил топиши лозим.

1-қайд Ҳикоя ёзиш

Қуйида берилган мавзулардан бирини танланг ва 250-300 сўзлар атрофида ҳикоя ёзинг

- а) Қандайдир сирли бўлган ҳақиқий ёки ҳаёлий уй ҳақидаги ҳикоя.
- б) Ноодатий ёки машаққатли саёҳат/ саргузашт ҳақида
- с) Алоҳида аҳамиятга эга кун ҳақида: тўй куни, саёҳат

Баҳолаш мезонлари

- Оригиналлик
- Аниқ тузилишга эга бўлиш
- Таъсирчан тилнинг ишлатилиши (сифатлар, равишлар, сўз бирикмалари, идиомалар)
- Грамматик жиҳатдан тўғрилиги

2- қайд Бошқа талабага тақриз бериш

Мазкур вазифа учун бошқа талабанинг бажарган ишига 200 сўзлар атрофида ёзма тақриз беринг.

Вазифани бажариш учун қуйидагиларни амалга оширинг:

- Шеригингиз билан биргаликда тақриз бериш жадвали/шаклни ишлаб чиқинг;
- Шеригингиз ёзган матнни ишлаб чиқилган жадвал/шакл ёрдамида текширинг
- Ёзма тақриз тайёрланг (бир нусхасини портфолиоингизга солиб қўйинг)
- Ёзма тақриз билан биргаликда, тақриз бериш жадвали/шаклини ва шеригингизнинг текширилган ишининг нусхасини топширинг.

3-қайд Рўзнома бош мақоласининг таҳлили

Ушбу вазифа учун, синфда ўтказилган рўзнома бош мақоласининг таҳлили бўйича ўрганганларингиз асосида қуйидаги саволларга чуқур ёндашган ҳолда жавоблар ёзинг:

- Рўзнома қандай фикрни илгари сурган?
- Мазкур бош мақолада қандай қўшимча асослаб берувчи фикрлар берилган?
- Муҳаррир агар ҳеч қандай чора кўрилмаса нима бўлишини баён қилганми?
- Муҳаррир муаммонинг ечимини таклиф қилганми?
- Мазкур мақоланинг ғояси сизга асослидек туюлдими?
- Илгари сурилган фикрнинг самарали эканлигига ишонасизми?

250-300 сўзлар атрофида ёзинг.

Баҳолаш мезонлари

- Вазифанинг бажарилиши
- Фикрларнинг чуқур таҳлил қилинганлиги
- Фикрларнинг кенг қамровли эканлиги
- Мантиққа асосланганлиги
- Грамматик жиҳатдан тўғрилиги
- Фикрларнинг аниқ ва теранлиги

4-қайд Таҳлилий сарҳисоб

Мазкур вазифа учун семестр давомида бажарилган ишларингиздан бирини танлаб, қайси жиҳатларини энг кўп ёқтирганлигингиз ҳақида ёзинг. Таҳлилий сарҳисобингиз 250 сўзлар атрофида бўлсин ва қуйидагиларни ёритиб беринг:

- Ёзиш даражасининг яхши эканлигини нималар кўрсатади?
- Мазкур вазифани бажаришда қандай босқичларни босиб ўтдим?
- Ёзма матнни қандай ташкиллаштирдим?
- Ўз ёзув кўникмаларимни қандай қилиб янада ривожлантиришим мумкин?

Баҳолаш мезонлари

- Вазифанинг тўлиқ бажарилиши
- Мисоллар билан асосланганлиги
- Ўз ёзиш тажрибасини таҳлил қила олиш

Таҳлилий сарҳисоб билан бир қаторда ёзма топшириқ нусхасини ҳам топширинг (иншо/баённома/ҳисобот кабилар)

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