

**THE MINISTRY OF HIGHER AND SPECIAL SECONDARY EDUCATION OF
THE REPUBLIC OF UZBEKISTAN**

GULISTAN STATE UNIVERSITY

DEPARTMENT OF THE ENGLISH LANGUAGE AND LITERATURE



READING AND WRITING

METHODOLOGICAL COMPLEX

Area of knowledge:	100000 – Humanitarian sciences
Area of Education:	110000 – Pedagogy
Specialty:	5111400 – Foreign language and Literature (Roman-German Philology)

The given methodological complex is compiled on the basis of model curriculum on Reading and Writing approved according to the 2nd appendix of the order No. 26 of the Ministry of Higher and Special Secondary Education of the Republic of Uzbekistan as of 22 January, 2016.

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PRACTICAL LESSONS FALL TERM

LESSON #1

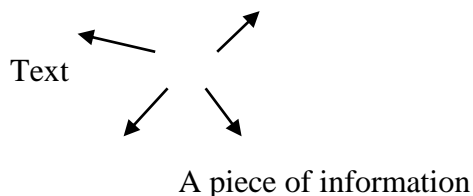
Reading

Theme #1.	Letters and official documents.
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Punch lines 3. Activity 2. Write around the world 4. Activity 3. Case study	
The aim: At the end of the lesson the learners will be familiar with reading types effectively.	
Objectives: to lead-in to the topic and to raise students' interest to it to develop students guessing intelligently strategies to check students' reading comprehension skills to allow students to express their points of views concerning to the topic. to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

I. *Lead-in* (10 min)

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



- Ask Ss to explain their ideas.
- Make a conclusive idea to the cluster.
 ~ A text can come in any form and be any kind of writing. Letters, adverts, user-guides, emails, postcards, notes and magazine articles are all different types of text.

~When reading something, it helps to know what type of text it is. It also helps to know why it has been written. For example:

> An advert is written to persuade you to buy something.

> A user-guide is instructive and is written to tell you how to use something (such as a video recorder or washing-machine).

> A formal (business) letter might be written to inform you about school dates.

> A personal letter might be written by a friend, describing a holiday.

II. Pre-reading Part.

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

Time: **15 min**

Materials: Handouts, papers, markers

Activity 1.

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

III. While-reading part.

Objective: to help Ss to master a new topic

Time: **30 min**

Materials: PPT presentation

Procedure:

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

IV. Post-reading part.

Objective: to develop Ss knowledge on acquired topic

Time: 10 min

Materials: Handout 2

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

Handout 2.

Descriptive texts	Informative texts	Persuasive texts	Instructive texts
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<u>usually</u>	<u>usually</u>	<u>usually</u>	<u>usually</u>
Make use of adjectives	Avoid repetition	Use imperatives (verbs at the beginning of the sentence)	Repeated words
Use comparisons to help picture the scene(something is like something else)	Contain facts	Use “must” and “must not”	Texts in capitals
Employ the reader’s five senses (how something feels, smells, looks, sounds and tastes)	Give information in a clear way, introducing a new topic then developing it	Use diagrams or pictures to help understanding	Exclamation marks

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

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

Handouts

Handout 1

Card 1.

Post Card

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

Card 2.

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

Card 3.

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

Card 4.

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



Handout 2.

Descriptive texts <u>Usually</u>	Informative texts <u>usually</u>	Persuasive texts <u>Usually</u>	Instructive texts <u>usually</u>
Make use of adjectives	Avoid repetition	Use imperatives (verbs at the beginning of the sentence)	Repeated words
Use comparisons to help picture the scene(something is like something else)	Contain facts	Use “must” and “must not”	Texts in capitals
Employ the reader’s five senses (how	Give information in a clear way, introducing	Use diagrams or pictures to help understanding	Exclamation marks

something feels, smells, looks, sounds and tastes)	a new topic then developing it		
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Literature

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

Suggested web sites:

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

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

www.onestopenglish.com

Glossary

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

ENDING – the closing part of the letter

INFORMAL LETTER – personal letter to friends, relatives

LESSON #2

Writing

Theme #1.	Reading authentic articles
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Warm-up Activity 1. My ideas about writing Activity 2. What do you think about your writing? Activity 3. Golden Rules Activity 4. Case study	
The aim: To introduce the students with writing skills.	

Objectives:	
to help students explore the term <i>Writing Skills</i>	
to give students an opportunity to share with their course expectations	
to introduce students to assessment specifications for the whole academic year	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

Objectives:

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

Procedure:

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

Activity 1 Semco

Objectives:

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

Time: 20 minutes

Materials: Handout 1

Procedure:

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

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

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

Time: 20 minutes

Material: Handout 2

Procedure:

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

Activity 3 (Golden Rules)

Objectives:

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

Time: 20 minutes

Materials: posters, markers for each group

Procedure:

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

Activity 4 Case Study

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

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

I should admit that it is difficult for me to get up early in the morning. I usually go to bed late at 1 or 2 am as I sit in the chat or meet my friends somewhere in a cafe or go to a bowling club. So from time to time I miss the classes, especially the first class in the mornings. Sometimes I forget to take my notebook as I don't want to carry it with me the whole day. So because I don't take notes during the classes I often forget what I had to do as homework and when I have to submit it. It results in missing

the deadlines. Sometimes I do the homework myself usually during the breaks between the classes. Sometimes my friends give me their own work to copy out. I never stay after the classes and laugh at people who go to libraries.

I also have another problem - poor memory!

SOS! Help me! What can I do?

Handout 1

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

.....
.....
.....

Handout 2

What do you think about your writing?

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

1. I think writing in English is more difficult than speaking.
2. I think I don't really have problems in writing English.
3. I don't write very much in my first language?
4. Writing is important to me because:
 - ☐ I may have to write English in a job.
 - ☐ I have to pass examinations in English.
 - ☐ I want to write letters to English friends.
 - ☐
 - ☐
 - ☐
5. I expect to do a lot of writing in class.
6. I expect to do a lot of writing by myself at home.
7. I would like the teacher to look at my work and help me while I am writing in class.
8. I would like the teacher to talk to me about my writing sometimes.
9. I usually check through my writing before I hand it in.
10. I expect the teacher to mark *all* the mistakes in my work.
11. I expect the teacher to mark the most important mistakes in my work.
12. I want my teacher to write comments about what is good or not good in my writing.
13. I make a careful note of the teacher's corrections when I get work back.
14. I usually read the comments and look at the grade but I don't study the corrections in detail.
15. I would like to see other students' writing sometimes.

Topic - Reading authentic articles

You see a reading exercise approaching, and you roll your eyes.

Reading is an essential skill, and the coursebook certainly offers plenty of dialogues and texts to read – but the problem is they are written specifically for ESL learners. The conversations often sound stilted and contrived. The reading passages are simply not “real” enough.

When you think of authentic reading materials, you probably automatically think of books, newspapers and magazines, which are fine and dandy for [advanced learners](#), but too difficult for [beginners](#) to tackle. The

good news is there are plenty of authentic texts ESL students can read – at any level. And here are just a few suggestions:

Takeout Menus

Restaurant takeout menus offer a wealth of authentic food-related vocabulary, and not just the food items themselves, but the ways in which they are prepared (sautéed, fried, baked, etc.)

Suggested Reading Activity: After making sure that any new food-related vocabulary has been properly introduced, divide the class into pairs or small groups. Tell them that they are going to order some takeout, but first they have to decide what they are going to eat. Hand out role cards to make it more challenging:

- *You are a vegetarian, but you don't like onions.*
- *You're allergic to shellfish.*
- *Etc...*

Classified Ads

Folks who place **classified ads** have to pay per line, which makes abbreviations absolutely necessary. But some are quite cryptic. With the use of classified ads you can give students a reading task that is challenging but not too difficult.

Suggested Reading Activity: First, go over a list of abbreviations; don't tell them what each one means – have them guess. Include several like: a/c, furn., bdrm., kit., bath., lg., sm., etc... Then, give each student a real ad that they must decipher: *1 BR apt. in downtown Manhattan, near subway, lg. kit, central a/c, 2000/mo.* They must answer questions about the property in question: *How many bedrooms/bathrooms does it have? What are its main features?*

Company Websites

Company websites provide opportunities to read about and discuss services and what people/companies do.

Suggested Reading Activity: Hand out role cards that include specific information your students have to look for: *Go to (a moving company's website) and find out if a) they offer services to your area; b) if they can take care of the packing, and c) if they can move pianos.*

E-commerce sites or Print/Online Catalogs

Put your students to the test, and see if they can find the item they're looking for, with the characteristics they seek.

Suggested Reading Activity: Give your students print catalogs or direct them to an e-commerce site like eBay. Hand out cards that specify what they have to look for: *You want a medium-sized, v-neck sweater in navy blue; you're allowed to spend up to 30 dollars.*

Travel Brochures

With an assortment of **travel brochures, you can not only practice reading comprehension, but also grammar like conditionals: *Where would you go if...***

Suggested Reading Activity: Have students sit in a circle on the floor and place a variety of travel brochures in the center. Students pick up and read the brochures. When they find a place that interests them, they must each say: a) what place they picked for a vacation; b) why they picked it; and c) which features of the location/hotel/attraction mentioned in the brochure they like best.

Resumes/CVs

Professional CVs/resumes give students the chance to practice reading skills and vocabulary they'll need for **job hunting.**

Suggested Reading Activity: Print out several different CVs. There are plenty of [websites](#) that have great samples for a wide range of careers. Divide the class into pairs; one student will be the job applicant, and

the other will conduct the job interview. The student conducting the interview will have to read the CV/resume and ask the applicant questions about his/her background.

Movie/Theater Showtimes

Students will need to carefully read the showtimes to decide which show/movie to see and when.

www.google.com/movies is a great resource and shows listings for your area, as well as information about each film.

Suggested Reading Activity: Hand out copies of newspaper clippings that show what's playing that week. In pairs, students must read them and decide what movie they'll see and when.

Magazine Ads

You'd think that the best texts for reading tasks are the magazine articles themselves, but they're often too long and filled with vocabulary students find hard to grasp. Read the ads instead!

Suggested Reading Activity: Choose an ad from a magazine; make sure it has plenty of text, describes features/advantages, etc...Students read the ad and discuss the product's characteristics. A great alternative is to give students different role cards:

You love to try out new types of exercise.

You are an outdoorsy type who loves mountain climbing and trekking.

You are an executive in a top firm and love to buy electronic gadgets.

Give the class a pile of magazine ads to look through; they must read them and find a product they would love to have. And be ready to tell the class why.

Authentic reading is not just about reading long newspaper articles or blog posts.

Students must also learn to apply the [reading skills](#) that will get them what they need. The beauty about these real reading sources is that you'll have the chance to give even real beginners, real texts to read.

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
2. Driscoll, L. (2004), Reading Extra A resource book of multi-level skills activities. CUP.
3. Fry, E. B. (2000), Skimming and scanning Pre-intermediate. Jamestown Publishers.
4. Scarry, S., & Scarry, J*. (2008).The Writer's Workplace with Readings: Building College Writing
5. Skills. Thomson Learning. Sixth Edition.
6. Harmer, J. (2004). Just (Reading and Writing. Marshal Cavendish.
7. Littlejohn, A. (2000). Writing 1&2. Cambridge: CUP
8. Mc Arthur, T. (1994). The Written Word Book. Oxford: OUP

Suggested web sites:

www.teachingenglish.org.uk

www.online-literature.com

www.literature.org/

www.pearsonlongman.com/ae/

www.developreading.com

LESSON # 3

Theme # 3 WRITING APPLICATION FORM.

Letters of Application

1 Read the following table, then listen to the cassette and tick the correct information. Using the notes, say what details the person applying for the job included in her letter of application. Is the letter formal or informal?

Job advertised	full-time sales assistant <input type="checkbox"/>	part-time sales assistant <input type="checkbox"/>
Applicant's qualifications and training	two A levels in art and maths <input type="checkbox"/>	two A levels in maths and geography <input type="checkbox"/>
Applicant's experience	six months/local corner shop <input type="checkbox"/>	six months/central coffee shop <input type="checkbox"/>
Applicant's qualities and skills	responsible and trustworthy <input type="checkbox"/>	decisive and energetic <input type="checkbox"/>
Applicant's additional information and reference	enclosed CV/available for interview <input type="checkbox"/>	enclosed a photo/available for interview <input type="checkbox"/>

Introduction
.....

Paragraph 1

reason for writing

Main Body
.....

Paragraphs 2 - 3 - 4

qualifications/training —
previous experience/qualities
and skills


Conclusion
.....

Final Paragraph

closing remarks
full name

A letter of application may be written when we apply for a permanent/temporary job or educational course. It is usually formal; therefore, the appropriate language and expressions should be used.

2 Read the following letter and correct the mistakes. Write **S** for spelling, **G** for grammar, **P** for punctuation, **WO** for word order or **WW** for wrong word. Read the letter again and write down the topic of each paragraph.



Dear Sir/Madam, **S writing**

I am writting to apply for the place of Physical Education teacher at the All Saints' Girls' school in Liverpool as advertising in The Herald of 24th May.

I am twenty-six year old and obtained a degree in Sports Science at liverpool University at 1991. I am presently worked as a teaching assistant in the P.E. department at highfield Grammar School in Manchester where I was for the last four years. Prior to this, I wasted two years as a swimming coach in Middlesex at the Regent Leisure Centre.

I am interested extremely in the post available as I am eager to upgrade my present status from teaching assistant to fully appointed P.E. teacher. I am patient and believe in encouraging the all pupils to reach their full potential.

If you wish me to atend an interview, I shall be glad to do so.

I am looking forward to hear from you.

Yours faithfully,
Barbara Winters

Useful Language for Letters of Application (for a Job)

Opening Remarks: I am writing with regard to your advertisement/ I am writing to apply for the post / job / position of/which I saw advertised in ..., etc.

Reference to experience: ... for the last/past year I have been working as ... since / for ... / I have had experience of ... / Two years ago I was employed as ... / I worked as ... before ..., etc.

Closing Remarks: I would appreciate a reply at your earliest convenience / Please contact me regarding any queries you may have / I enclose my CV and I would be glad to attend an interview at any time convenient to you / I look forward to hearing from you in due course, etc.

- 3** Read the CV and the letter. Then, say which information given in the CV has not been included in the letter. Finally, suggest alternative beginnings and endings to this letter.

Name: Miranda Beeton (single)
Address: 15 Oak Tree Drive, Southampton
Date of Birth: 28 October 1974
Education: 1985 - 1992: Tolworth Secondary School
 GCSE's: Maths, Geography, English, Computing, History, French, Spanish
 A levels: French, Spanish, History
 1992 - 1995: B.A., Tourism Studies - University of East London
Work Experience: June - September 1995 — Travel Agent, Sky High Tourist Agency
 October 1995 - Present — European Tour Guide, Sunshine Tours
Other Information: Computer skills: Certificate of Proficiency in word-processing and graphics
 Languages spoken: French, Spanish, some German
 Interests: tennis, travelling, reading
Referees: J. G. Malcom (President) B. Needham (Manager)
 Sky High Tourist Agency Sunshine Tours
 25, Middtown Street, Southampton 1, Hortanza Calle, Madrid, Spain

Dear Sir/Madam,

I am writing to apply for the position of Senior Tour Guide which was advertised in Monday's edition of *The Evening News*. I graduated from the University of East London in 1995 with a degree in Tourism Studies. I have been working as a European Tour Guide since 1995 for Sunshine Tours, which is based in Spain. Prior to this, I worked as a Travel Agent for Sky High Tourist Agency during the summer season. I hold certificates in computer graphics and word-processing. I speak fluent French and Spanish and some German.

I am friendly, organised and patient and work well under pressure. As my references show, I have been very popular with many of the clients who specifically asked for me to be their tour-guide on tours they went on.

I have enclosed a copy of my CV. I would be glad to attend an interview at any time convenient to you.

Yours faithfully,
 Miranda Beeton

- 4** Match the qualities with the professions. Some qualities can be used more than once. Then make sentences as in the example.

patient, alert, skilful, open-minded, dedicated, organised, approachable, understanding, calm, imaginative, logical, creative, knowledgeable, kind, confident, able to cope in a crisis, good communication skills, able to work under pressure, sense of humour, polite, conscientious, tolerant



teacher



pharmacist



doctor



reporter



waitress



computer programmer



chef



nurse

e.g. A teacher has to be patient because children need time to learn certain things.

Useful Language for Letters of Application (for a Course)

Opening Remarks: I would like to apply for admission to the ... beginning/I would like to be considered for, etc.

Reference to experience: I hold a certificate/ degree in/ I am due to take examinations in/ I have taken/passed the ... examination/ I hold the following qualification / I have completed the following courses/degree course/My degree is in English, etc.

Closing Remarks: I would appreciate a reply at your earliest convenience / I look forward to meeting / hearing from you/Please contact me regarding any queries you may have / I enclose further details of my education and qualifications to date / I hope that you will consider me for entry / I look forward to receiving your response in the near future, etc.

- 5** Read the letter below and underline the formal expressions. Then replace them with similar expressions from the table above. Finally, give the topic of each paragraph and say what kind of letter it is.



Dear Sir/Madam,

I am writing to apply for a place on the Archaeology MA course which commences this September at Macbriney University.

I am 25 years old and I have completed a Bachelor's degree in Archaeology at Drakeham University, where I received first class honours. Prior to this I was a pupil at Berkeley Comprehensive, where I obtained 9 GCSEs and three A levels in History, Geography and Latin.

Since the completion of my BA I have spent two years working as assistant archaeologist on a site in Egypt. During this expedition I have assisted in the discovery of several interesting artifacts. This work was extremely enjoyable and I am now anxious to specialise by gaining further qualifications before embarking on my chosen career in this field.

I enclose a detailed curriculum vitae in the hope that you will consider my application for entry. I look forward to receiving your response in the near future.

Yours faithfully,
Jill Holland

Applying for a Course

Introduction

Paragraph 1

reason for writing

Main Body

Paragraphs 2 - 3

qualifications / reasons for wanting to take the course

Conclusion

Final Paragraph

closing remarks
full name

- 6** Write the following letters in the appropriate style using 120 - 180 words.

- 1 You want to go to Winston University to do a degree in History. Write a letter applying for a place on the course.
- 2 You have decided to spend some time working this summer. You have seen an advertisement in the paper for lifeguards to work for a month on one of the most popular beaches in Sussex. Write a letter asking to be considered for one of the positions.



1 Preferred date of test second choice

2 Test city location

3 Last name (family name/surname)

4 Title (Dr/Mr/Mrs/Miss/Ms)

5 First (given) name(s)

[illegible][illegible]

LESSON #4

Reading

Theme #4.	Reading newspaper articles
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Warm-up Activity 1. Understanding Activity 2. Comprehension check game Activity 3. Giving your opinions Activity 4. Looking for meaning Activity 5. Case study	
The aim: to enable students to think critically and analyze the situations.	
Objectives: to lead-in to the topic and to raise students' interest to it to develop students guessing intelligently strategies to check students' reading comprehension skills to allow students to express their points of views concerning to the topic. to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

Procedure:

➤ Ask students to answer these questions.

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

➤ Explain about articles give some hints:

Newspaper articles are often organized in a set way.

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

Where? Who? Why?

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

Activity 1 Understanding

Objective: to introduce students with newspaper style.

Time: 10 minutes

Materials: Handout 1

Procedure:

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

Activity 2 Comprehension check game

Objective: to check students' reading comprehension skills

Time: 20 minutes

Material: Handout 2

Procedure:

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

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

Honeymoon couple in accident

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

Committee to vote tomorrow

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

Boy kited by failing bronchi

- Auxiliary verbs are left out of passive.

Students protest at fees increase

- Simple verbs are more common than continuous verbs.

Headlines do not usually contain articles

Activity 3 Asking for opinions

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

Time: 20 minutes

Materials: Handout 3

Procedure:

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

Activity 4 Looking for meaning

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

Time: 15 minutes

Materials: Handout 4

Procedure:

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

Activity 5 Case Study

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

Give your opinion to to the statement about replacing computer games the newspapers for spending free time.

Bryn: Computer Games

Bryn is a Level 3 BTEC Science student. He plays computer games for about two to three hours each evening and most of the day on a Saturday. Most of the games that he plays are on-line – he uses his home PC to go onto the internet. He researches different on-line games through using review sites on the internet and through reading computer gaming magazines. When searching for review sites he might use the sites that he has bookmarked on his favourites, use a search engine (his favourite is

Mamma.com), or follow hyperlinks from other sites he visits. He currently plays extensively on one international computer game. For this he has devised an alter-ego character called Reverend Pink Mullet. He keeps extensive hand-written notes on this character. He also writes messages onto the message board on the computer game site. To play the game he needs to follow detailed written instructions on the screen and then write onto the game what his character does. Bryn has started to communicate with some of the other game players through email and MSN messenger. When in class, Bryn has difficulty in putting pen to paper. He lacks confidence in his ability to communicate effectively in writing.

Handout 1

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

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

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

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

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

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

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

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

Authentic text taken from *The Sunday Times*

Handout 2

Choose the best ending to each sentence.

1. Ebooks with soundtracks ...
 - a have already been released in America and will be released in Britain next month.
 - b have already been released in America and were released in Britain on Friday.
 - C were released In America and Britain on Friday.
2. The ebook soundtrack is intended to ...
 - a add tension when the book reaches an exciting point.
 - b distract readers from the story.
 - C help readers with unknown vocabulary.
3. Caroline Michel thinks that ...
 - a people *are* unable to cope with reading and listening at the same time.
 - b people are used to doing two things at the same time.
 - C people will watch television at the same time as reading an ebook.
4. The soundtrack works ...
 - a if you click on any word.
 - b if you can estimate your reading speed.
 - C automatically by timing how quickly you're turning the pages.
5. David Nicholls and Stuart MacBride ...
 - a agree that ebooks with soundtracks will add excitement for readers.
 - b agree that ebooks with soundtracks will ruin the reading experience.
 - C disagree about ebooks with soundtracks.

Handout 3

Scan the article to answer the following questions.

- 1 What are the arguments in favour of added soundtracks for eBooks?
- 2 What are the arguments against added soundtracks for eBooks?
- 3 Which books are mentioned in the article?

Look at the bold words in the article and choose the best option.

Example **'that's'** in line 38 (paragraph 4) refers to the fact that the market wants:

- (a) to be able to do two things at once. **b** to reply to emails.
- 1 **'it'** in line 47 (paragraph 5) refers to ...
- a the reader. **b** the soundtrack.
- 2 **'This'** in line 53 (paragraph 6) refers to ...
- a the reader. **b** the soundtrack.
- 3 **'it'** in line 57 (paragraph 6) refers to ...

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

4 **That'** in line 66 (paragraph 7) refers to the sound of ...

- a noises In his head. b crunching gravel

Handout 4

Find words in the text that mean the following:

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

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

- 6 annoy or aggravate (paragraph 7)

Literature

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4. Scarry, S., & Scarry, J*. (2008).The Writer's Workplace with Readings: Building College Writing Skills. Thomson Learning. Sixth Edition.
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7. Mc Arthur, T. (1994). The Written Word Book. Oxford: OUP
8. Stephens, M. (1996). Practise Writing. Longman
9. Peterson, J., & Hagen, S. A. (1999). Better Writing through Editing. McGraw-Hill College (Student and Teacher's Edition)
10. Greenall, S. & D. Pye (2007), Reading 1, Cambridge Skills for Fluency. Cambridge: CUP.
11. Newspapers and magazines (e.g. English Teaching professional, Modern English
12. Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic etc)

Suggested web sites:

www.teachingenglish.org.uk

www.online-literature.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 #5

WRITING

Theme # 5	<u>WRITTEN REQUEST</u>
-----------	------------------------

The body of the very simplest request letter is usually only one or two paragraphs. This is especially true if there is some incentive for the receiving party to respond to your request in a positive way. An example of this would be in a letter where you are requesting additional information that might lead to a purchase of merchandise from the company.

In more complex request letters where there is no incentive for the receiver of your letter to grant your request, your letter will need to include some persuasive writing. Often the [sales letter format](#), discussed later, is used for the most complex request letters, such as when you are asking for monetary donations.

Request letter format

1. Opening paragraph: introduce yourself and make your request. This is usually only one or two sentences.

2. In the opening paragraph--or with more complex request letters this is the second paragraph. After you make your request, give any necessary details to help the receiver of your letter fully understand what you are asking for. This is often part of the opening paragraph in the simplest request letters. In more complex request letters--especially when you are inserting a couple persuasive sentences--this could be a paragraph by itself. If you are asking for more than three items or pieces of information consider using bullets to clarify your needs.

3. Closing paragraph: your "CALL FOR ACTION." Restate your request giving a date by which you need a response. Make sure you state why you need the response by this date. If you are making a payment in conjunction with the request, state the details of the payment in this paragraph. Following my Social Networks on [Sonico](#)

Example of Sample Request Letter :-

From:

Jenny Moore
263 Getty Street
Bethpage, NY 13754
May 11, 2010

To:

Anna Milford
4475 Mulberry Avenue
Little Rock, AR 72211

Dear Sister

RE: Request for House-sitting

I hope this letter finds you well. I am writing to request a big favor from you. I am scheduled to attend a week long conference in Australia from September 10-17, 2010. As I stay alone, the house would be left empty with Mimi and Fifi, my pet poodles, all alone. An empty house in my neighborhood is not favorable as the ailing economy today attracts a lot of neighborhood crimes. Hence, I would like to request your kind assistance to 'house'-sit for me.

I understand that it will be a school term break. You can bring your family down for a holiday to New York. The refrigerator would be well stocked and you are free to use everything in my house.

I look forward to your positive reply soon so that I can confirm my travel plans.

Thank you in advance,

Love & Kisses,
Jenny

Sample Letter #1

As you know, I have faithfully paid my rent on the tenth of the month for the past three years. However, my grandmother has taken ill, and I must pay her medical bills on the first of the month. I will need more than ten days to recover financially to pay rent, so I am requesting that my rent due date be changed to the fifteenth of the month. You have been a most reasonable landlord. I appreciate your taking the time to consider this small amendment to our rental agreement.

Sample Letter #2

I hope you agree that I have upheld my end of my lease with you since we moved in over a year ago. However, something has developed that the lease does not cover;

consequently, I want to modify the lease to address that need so that there are no misunderstandings.

My niece will be moving in with us on May 5. Since she is family, I trust you will allow her to stay with us without an increase in the rent. The current lease seems to require a rent increase for non-family members. I want to clarify that provision in writing so there will be no question about her living with us. Would you please write me to confirm my understanding of that provision?

Sample Letter #3

You will recall that I have a spotless record of adherence to club policies per our contract. However, I would like to request that our contract be amended to allow nonmembers to sail club yachts in the presence of certified Yacht Club members. I often entertain out-of-town guests for whom it would be impractical to obtain club membership. It would be my privilege (and my responsibility) if I were permitted to allow my guests occasionally to take the helm when aboard a club vessel. Please advise me as to your thoughts on this matter. I would be delighted to sign off, at your convenience, on any amendment we make to this effect.

Sample Letter #4

We thank you for agreeing to provide the music for my daughter's wedding on June 17. Unfortunately her fiancée, who is in the military, has received orders which make this date impossible, so we are moving the wedding date forward two weeks to June 3. Would it be possible for you to accommodate us on this date instead? All the other aspects of our agreement will remain the same.

We would be most grateful if you could make this change. If you are unable to, please let us know as soon as possible so that we can make other arrangements.

Sample Letter #5

We agreed that I should come to your home to replace your furnace on October 4. However, the specific furnace mentioned in our contract, the Doe Standard, is not available. The next shipment is expected the second week of October. We could delay the installation or, if you prefer, use an XYZ furnace, which is also an excellent brand and very similar to the Doe. The cost would be the same.

I recommend that we go ahead with the XYZ, but will wait for your instructions. Please call me at 555-5555 to let me know what you would like me to do.

LESSON #6

Reading

Theme #6.	Reading articles from magazines
-----------	----------------------------------------

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
1. Warm-up	
2. Activity 1. Prediction	
3. Activity 2. Role-play	

4. Activity 3. Reading comprehension	
5. Activity 4. Fill in gaps	
6. Activity 5. Case study	
<p>The aim:</p> <p>To introduce students with the types of texts and show their significance on the example of Newspaper and magazines articles</p> <p>At the end of the lesson the learners will be familiar with and be able to use the language of making predictions and giving advice effectively.</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> to lead-in to the topic and to raise students' interest to it to develop students guessing intelligently strategies to check students' reading comprehension skills to allow students to express their points of views concerning to the topic. to let students to justify their points of views 	
Activity Type:	Individual, small group, whole class (teacher-students)

I. **Warm up** (10 min)

Materials: PPT presentation

Time: 10 min

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



How much would YOU pay for this? And why?

(Collect all ideas and let them to explain)

Inform them the original price of the photo

In 2007 an Andy Warhol Orange Marilyn was sold for just over US \$ 16 Million.

Compare their answers. Let them discuss today's topic.

II. **Pre-reading**

Materials: Slides

Time: 15 min

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

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

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

III. While-reading:

Objective: to develop Ss knowledge on Skimming and Scanning

Time: 30 min

Material: Handout 1

Distribute handout 1

Work with Handout 1.

Ex. A

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

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

Ex. B

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

Answers: 2 verb 3 noun 4 adjective.

- Explain to students that there are word limits to this type of question and that they will be marked incorrect in the exam if they exceed the word limit. Encourage Ss to circle or underline the limit each time they see the capitalized text in the question. In this case it is **ONE**, most commonly the limits **THREE**.
- Ask Ss to scan Text 1 for the answers.

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

Ex. C

- Explain to Ss that they should read the sentences to identify the kind of information that is described. Encourage Ss to underline the key words in the sentences to help them identify the information such as style of music in Text 1.
- Demonstrate the example and ask Ss to scan Text 2 to identify the sentences. (note: some information is given in more than one sentence)

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

3 ii and iii

4 v

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

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

Cultural Note: Roman numerals

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

Ex.D

- Highlight the word limit for this question. Answers should fit grammatically and not exceed this limit. (Note: not all answers are three words.)
- Ask Ss to think about the parts of speech that would fit in the gaps, such as adjective, noun in Ex. A
- Ask Ss to identify and underline key words in the sentences that they will use to scan for the information, such as “Anime” in Japan. Students should then Scan the sentences and write the answers in the gaps.

Answers :

1 all forms of

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

2 exaggerated

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

3 drawn by hand

Traditionally, anime is drawn by hand

4 (digital) technology

... developments in digital technology have led to much

IV. Post-reading

Time: 10 min

Material: Handout 2

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

Answers:

abstract band brought animation style highlight

V. Conclusion: 15 min

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

Further ideas for discussion:

What types of art Ss have done.

Places to see art in your town/ city

Whether Ss would ever think of investing in art

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

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

Handout 1.



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

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



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



C

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

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

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

D

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

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



Handout 2.

Wordbank: Text vocabulary

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

1. Art which doesn't show people or physical things is known as _____ art.
2. A group of musicians (often jazz, pop or rock musicians) is sometimes referred to as a _____.
3. If a singer releases a new CD, we can also say that the singer has _____.
4. Drawn moving pictures, such as cartons, are also known as _____.

5. If a work of art has distinctive features, we can say it has a particular _____.
6. If you _____ something, you emphasize it or make it easier to see or notice.
- _____

Handout 2.

Wordbank: Text vocabulary

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Handout 2.

Wordbank: Text vocabulary

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6. If you _____ something, you emphasize it or make it easier to see or notice.

Activity 5 Case Study

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

Nadine: Horoscopes

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

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

Handout 1

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

Prediction (P) and Advice (A).

- You will visit your close relatives this week and enjoy life in a place you like the most. The company of your cousins will revive your spirits. One of your relatives might present you with a new computer or games console. You will have a very successful week. You will be on top of the world. You will show interest in music and buy some music videos.
- You might get sick. You should avoid taking non-vegetarian food.

- One of your classmates will try to annoy you. They don't want you to be popular in your class. He wants to ruin your reputation. You should be very careful around him. It is a good idea to avoid him.
- An amazing opportunity will arise in your school. There will be a tough competition — but you are talented enough to win the competition. Make sure you don't miss the opportunity.
- This week someone you like very much will contact you. The interaction between you and the person will be very pleasant and it will lead to a close relationship. You should not reveal it to anyone.
- You may have a road accident this week. You definitely should not use your motorbike. It is a good idea to avoid going out.
- It will be a week to remember. You will taste success in all your assignments. You may win the support of your teachers. One or two of your classmates will try to find fault with you. You should not let your secrets be known to others. You should avoid arguing with your classmates even if they try to provoke you.
- You may lose some of your friends. It would be better if you avoid any explosive arguments.
- You're going to win a lottery this month. You may be tempted to invest the winnings in the stock market. If you do so, you may lose the money. You should be careful in investing the money.

Handout 2

Useful phrases for making predictions

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

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

Useful phrases for giving advice

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

- You need to/should/must...
- It is a good idea to...
- My advice is...
- You could try...
- You should definitely...
- I would suggest that...
- The most important thing to do is...
- You'd better...
- My recommendation would be...
- The best possible way is...

- Make sure you don't...

Handout 3

Worksheet a

Astrology: Reading A

The Fire Dog

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

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

In Chinese astrology your horoscope is a description of what's going to happen to you in the future, based on the year when you were born. Your personality also depends on your animal and element. People born under the year of the Dog usually have lots of friends because the Dog is one of the most popular animals. Dog people are honest, intelligent and fair. Dog people are also good listeners, they are very generous and are happy to help others. Of course they are also faithful. On the other hand they can sometimes be unfriendly and aggressive. They can worry a lot. They get along with Horses and Tigers but not Dragons.

The last Fire Dog year was 2006 so Fire Dogs are either babies or 60 years old. Fire Dogs are natural leaders. They often have lots of admirers and an interesting personality. They can also be very aggressive.

Worksheet b

Astrology: Reading B

Cancer

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

Leo the lion, Virgo, Libra, Scorpio the scorpion, Sagittarius, Capricorn the goat, Aquarius and Pisces the fish. Cancerians are born between 21st June and 23rd July.

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

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

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

Handout 4

Read your text and fill in the table below:

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

They get on well with • _____ and • _____	They get on well with • _____ and • _____
-------------------------------------------------	-------------------------------------------------

Astrology: reading tasks

1 Which statement is true for you?

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

b I read my horoscope but just for fun.

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

Literature

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

Suggested web sites:

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

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

www.onestopenglish.com

Glossary

ADMIRE- one who admires.

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

FAITHFUL –loyal; adhering firmly to person or cause.

LESSON #7

Reading

Theme #7.	Follow up letter.
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Warm-up Activity 1. Elicit students to read short stories Activity 2. Reading comprehension	

Activity 3. Answer the questions Activity 4. Case study	
The aim: To introduce students with the types of texts and show their significance on the example of Newspaper and magazines articles. •The students will examine in detail different parts of a newspaper. The students will understand previously discussed terminology through their examination of a newspaper. The students will recognize general characteristics of a newspaper. to enable students to use of a number of literary elements, including symbolism, techniques of characterization.	
Objectives: Students will learn to read closely (close Reading) for clues to character and plot. Students will learn to interpret character based on specific evidence form the text. Students will learn that character creates plot. Students will learn to extract a theme from the elements of character and plot.	
Activity Type:	Individual, small group, whole class (teacher-students)

Activity 1 Dealing with sections

Objective: to let students identify key points of newspapers

Time: 10 min

Materials: board, chalk

Procedure:

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

Pre-reading:

Time: 15 min

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

Materials: Handout 2

Procedure:

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

Suggested answers: .

Follow Up After a Sales Presentation or Demonstration

Sample Letter #1

I enjoyed our time together yesterday. Our showroom is a good place to get ideas for your interior decorating. I'm looking forward to starting work on your designs.

I want to follow up on one question you asked. The wallpaper you chose does come in both smooth and textured. My initial suggestion is that you lean toward the textured feel, because it will complement the carpet you chose. I have a catalog of colors that you should see before you make your final decision. May I stop by next week so you can take a look? Please call me at your earliest convenience and let me know.

Sample Letter #2

Thanks for test-driving the Mustang yesterday. I'm glad you had a chance to take it for a spin. Doesn't it have incredible power?

I could tell how much you enjoyed the Mustang, but I forgot to give you one piece of crucial information. You should consider waiting to purchase the Mustang until next weekend. That marks our annual factory sale when the manufacturer kicks in some considerable rebates and a low interest rate. This could save you thousands off the price we discussed. (We haven't released this information yet, but I thought you'd like to know.)

Hope to see you this weekend.

Sample Letter #3

I enjoyed our lunch meeting yesterday.

I appreciated the opportunity to show you samples of my business-to-business videos. Your comment about being able to visualize your business and products on camera was astute. Without a doubt, you have a product line that should be shown off through the visual medium of video.

I have taken the opportunity to send you another of my tapes that I created for a client with a similar business. I think this video provides another strong example of my work and will give you an idea of how we might approach your product line. Please review the tape at your convenience.

I will call you later this week to set up an appointment to discuss scripting your video. I look forward to working with you.

Sample Letter #4

Thank you for giving me the opportunity to present my insurance proposal to you. I enjoyed meeting you.

I'd like to follow up on a couple of questions you raised and point out some key points of the policy.

*(list questions and answers and prominent points)

Finally, I want to point out the terrific savings on this policy. (Describe money-savings features.) That's quite a sum over the years.

As promised, I will contact you at the end of this week to answer any questions. In the meantime, please feel free to call me at 555-5555.

Sample Letter #5

Thank you for meeting with me last week. I appreciated your giving me the chance to present my ideas. Here are some of the key points we discussed:

*(list prominent points of the meeting)

Working with you is very exciting for me. I look forward to talking with you next week.

Sample Letter #6

Thank you for stopping by my booth at the Springfield SummerFest. I appreciate your inquiry concerning the wonderful things Doe Toys has to offer. We have just received the fall catalogs, which include all products are now available. Contact Jane at 555-5555 if you are interested in receiving one. Price increases on some general distribution toys will be in effect September 6.

If you would like to earn free Doe Toys, you might want to consider hosting a "toy time" open house, or if your club or organization would like to raise funds selling toys, you can earn 25% of the retail cost of any toy. I am currently scheduling "toy times" only through November, but I can work out a fund raising agreement any time. I will be happy to work with you.

Sample Letter #7

Thank you for letting me demonstrate the Doe Cleaning System last week. It truly a remarkable improvement over other types with which you are familiar. I know you will be pleased with how the system cleans carpets and helps them retain their new appearance for years.

I have enclosed information on our payment plan options, and a flyer detailing this month's purchasing incentive. If you purchase the Doe vacuum, and provide us with two demonstration referrals during the month of October, we will include the Doe shampooer, cost free. For further information or to place an order, simply dial our customer service representatives at 555-555-5555, and they will be happy to assist you.

Sample Letter #8

Just a note to thank you for attending Jane's kitchenware party. We hope you are enjoying your new pitcher and chip-n-dip set. With Christmas just around the corner, we are offering our preferred customers 20% off the total retail amount of their November purchases. This is just our way of saying "thank you" for your continued patronage.

Enclosed you will find a new catalog of Doe products for the home. We will be accepting orders at the reduced rate until the November 30. If you are unable to purchase your gifts in November, but would still like to give that special person a Doe gift, we must receive your order by December 10 to guarantee deliver by Christmas. Please know that we are here to help with all your holiday needs. The Doe family wishes you a wonderful holiday season.

Sample Letter #9

I hope you enjoyed the Doe X26 supermixer demo. The X26 is a most versatile and sturdy mixer. Arrayed with its various attachments, the X26 can grind meat, shred carrots, knead bread dough, or mold pasta. No family should be without this time-saving, kitchen facilitator. Enclosed is an order form. Simply check the box for the supermixer and any additional attachments necessary to make your life easier. We'll ship your X26 immediately.

Sample Letter #10

As always I enjoyed showing off our new line of bath and kitchen hardware. I trust the sample fixtures I installed worked flawlessly. You correctly identified the biggest selling point of this hardware. Customers in your area are demanding classically styled, real metal bath and kitchen fixtures. This new line updates the classic originals with today's technology and standardization.

Now is an excellent time to order because we are offering an introductory price break of 15% on orders over \$5000, accompanied by an unprecedented national ad campaign. Just call me or your regular Doe Hardware representative and we'll answer any questions and take your order. I look forward to hearing from you.

Activity 5 Case Study

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

Handout 1

A Man Who Had No Eyes

By McKinley Kalltor

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"Not quite," said Mr. Parsons.

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

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

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

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

People in the street turned to stare at him.

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

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

Literature

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4. Scarry, S., & Scarry, J*. (2008).The Writer's Workplace with Readings: Building College Writing
5. Skills. Thomson Learning. Sixth Edition.
6. Harmer, J. (2004). Just (Reading and Writing. Marshal Cavendish.
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9. Stephens, M. (1996). Practise Writing. Longman
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11. Greenall, S. & D. Pye (2007), Reading 1, Cambridge Skills for Fluency. Cambridge: CUP.
12. Newspapers and magazines (e.g. English Teaching professional, Modern English Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic etc)

Suggested web sites:

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

Glossary

BEGGAR - a person who begs

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

LESSON #8

Reading

Theme #8.	READING SCIENTIFIC ARTICLES
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Length: 80 minutes	Number of Students: 12
Lesson Outline <p>Warm-up</p> <p>Activity 1.</p> <p>Activity 2.</p> <p>Activity 3.</p> <p>Activity 4.</p> <p>Activity 5. Case study</p>	
The aim: <p>Scan-reading. To develop students' creative thinking. To develop students critical and thinking by encouraging them to get involved in a variety of challenging thought – provoking activities.</p> <p>To develop students' critical reading and writing skill.</p>	

Students identify the content that will go into at least half their leaflet and will design the layout of their front page	
Objectives:	
to lead-in to the topic and to raise students' interest to it to develop students guessing intelligently strategies to check students' reading comprehension skills to allow students to express their points of views concerning to the topic. to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm up (5 min)

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

Answers may vary:

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

Scientific article done by independent researcher- the abstract is not given read the following article and try to compose an abstract for this article.

Reading is a lifelong skill to be used both at school and throughout life. According to Anderson, Hiebert, Scott, & Wilkinson, reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Despite its' importance, reading is one of the most challenging areas in the education system. The ever increasing demand for high levels of literacy in our technological society makes this problem even more pressing. Students' attitudes regarding the purposes for reading also influence their ability to read. If students want to get the most out of the materials they are assigned, they have to learn to read critically or analytically.

The idea here is that when we read something, the purpose is to try to understand what the author's intention is. When dealing with reading, we encounter two layers of reality: one that we can see and one that we cannot see. Therefore, the purpose of reading is to make the invisible layer, the underlying meaning, visible and clear. Research shows good readers are actively involved with the text, and they are aware of the processes they use to understand what they read. Teachers can help to improve student comprehension through instruction of reading strategies. Predicting, making connections, visualizing, inferring, questioning, and summarizing

are strategies shown by research to improve reading comprehension. It is important to teach the strategies by naming the strategy and how it should be used, modeling through the think-aloud process, group practice, partner practice, and independent use of the strategy [1. P. 78].

Predicting: In order to be a good reader, learners should set a goal for their reading; therefore good readers have a purpose for reading. One strategy for improving comprehension is predicting, which helps the reader set a purpose for their reading. It is important to compare the outcome in the actual text with the prediction process as it will lead the learner to improve his understanding. Without this aspect of the prediction process, it becomes meaningless to improving the student's comprehension.

Visualizing: Another strategy that the good readers employ when comprehending a text is visualization. Visualization requires the reader to construct an image of what is read. This image is stored in the reader's memory as a representation of the reader's interpretation of the text. Teachers can motivate students to visualize settings, characters, and actions in a story and ask them to make drawings or write about the image that come to their minds after visualizing the text.

Making connections: Making connections is another strategy that can be used in the reading process. By making connections, the learners can activate their prior knowledge and connect the ideas in the text to their own experiences. Reading becomes meaningful when the reader connects the ideas in the text to their experiences and beliefs, and the things happening in the outer world. "Text-to-Text, Text-to-Self, Text-to-World" is a strategy that helps students make connections. Students can make text-to-self connections through drawing, making a chart, or writing.

Summarizing: The process of summarization requires the reader to determine what is important when reading and to condense the information in the readers own words (Adler, 2001). During the summarizing process, the students will be able to distinguish the main ideas from the supporting ideas. Distinguishing the related knowledge from the unrelated ones is another point in the summarizing process which will help the students' capacity to improve text comprehension.

Questioning: Readers can use the questioning before, during, and after reading. The questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information. In this strategy, the students return to the text throughout the reading process to find the answers to the questions asked by the teacher before, during and after the reading.

Inferring: Inferring refers to reading between the lines. Students need to use their own knowledge along with information from the text to draw their own conclusions (Serafini, 2004). Through inferring students will be able to draw conclusions, make predictions, identify underlying themes, use information to create meaning from text, and use pictures to create meaning [2. P. 117].

So in short reading brings relaxation to the brain and it gives people more knowledge. Reading is an active process of constructing the meaning. Simply by

obtaining reading comprehension we will reach at least 40% of our aim in learning foreign language.

Suggested web sites:

www.teachingenglish.org.uk

www.online-literature. Leafletwriting.com/

www.literature.org/

www.pearsonlongman.com/ae/

www.developreading.com

www.queenuniversity.com

Glossary

ANONYMOUS – nameless

PARTICIPATION – be involved

VERSION – particular form of something

CONSENT – agreement

LESSON #9

Writing

Theme #9.	Letter of confirmation.
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Length: One hour and twenty minutes	Number of Students: 12
LessonOutline Warm-up. PPT Activity 1. Introducing with capitalization Activity 2. General information of capitalization Activity 3. General rules of punctuation Activity 4. Case study	
The aim: Writing an opinion essay. To develop students' creative thinking and skill of writing. To develop students critical and thinking by encouraging them to get involved in a variety of essay structures – provoking activities. To develop students' critical thinking and writing skill. by the end of the lesson students will be able to demonstrate knowledge of basic capitalization and punctuation skills.	
Objectives: to provide students with capitalizing and punctuating structure to give students an opportunity to proofread, recognize, and correct capitalization and	

punctuation marks to prepare students to correct the mistakes	
ActivityType:	Individual, small group, whole class (teacher-students)

Warm up (5 min)

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

Answers may vary:

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

Lead-in

Time: 5 min

► Procedure:

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

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

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

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

Possible answers:

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

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

Pre-writing part: Explanation

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

Time: 5 min

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

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

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

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

Points to consider

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

A confirmation letter is a correspondence sent to confirm details, like oral agreements, appointments, and job interviews. The letter can also confirm a reservation, a response to an invitation, receipt of a various items or services, or travel arrangements.

Confirmation letters are brief and can be easily written by following a simple format.

Writing a Confirmaton Letter

Use a letterhead. Confirmation letters should be written on letterhead if the confirmation letter deals with business matters. This makes the letter a formal and official company document. Right above the salutation, include the full name and address of the recipient of the letter. This includes the name of the person you are writing the letter to, their proper title, the department they are in or the company they work for (if applicable), and the address for the company.

If it is a personal matter, or you are personally responding to a company, then set the paper up with the proper business format. Place your return address and the date in the left hand margin, or you can align it along the right hand margin. Skip a line, then include the address of the letter's recipient along the left hand margin.

Begin with the appropriate salutation. When sending a confirmation letter, you should use the proper salutation and the person's name and title. The generally accepted format is Dear Mr./Mrs./Ms./Dr. followed by the person's last name.

Don't refer to someone as Mrs. unless you know she is married.

If you are writing a more informal, personal confirmation letter, you can use the person's first name.

Confirm details of the arrangement made in the first paragraph. Get straight to the point in a confirmation letter. There is no need for any introductory information or

pleasantries. Instead, use the first paragraph to outline specifically the details of what you are confirming. This might include dates, times, and location. Be specific.

Some common ways to start these paragraphs are: I am writing to confirm...., I would like to confirm...., or This letter is to confirm....

If you are sending a confirmation of items received, state that in the first paragraph. Be specific by stating exactly what the item is, the number of items, and the order number. Start the paragraph with the following: I am happy to confirm or I was pleased to receive.

Address other details. Either in the same paragraph or a brief second paragraph, mention any other details that might be relevant. This can include monetary agreements, terms and conditions, or anything else that might need to be confirmed. These details can also be responsibilities for specific tasks or remaining tasks to be completed.

You should always restate the agreed terms and conditions to make sure there are no misunderstandings with what has been agreed upon. Repeating the agreed upon terms also helps you clarify what is expected of you.

If you are requesting someone take responsibility for a task, suggest that they confirm with you whether that arrangement is agreeable. You could indicate that you require this in writing, through a phone call, or email.

Confirmation letters are not only to confirm an appointment, agreement, or receipt of items for both sides, but they also serve as a paper trail. Confirmation letters are documents for both parties that serve as proof of the correspondence. This helps cover both sides in case a problem or misunderstanding arises.

Ask for a follow up if needed. The last paragraph should include a line that encourages the recipient to contact you if they need to. Tell them to let you know if there are any issues, like clarification, misunderstandings, or problems.

These sentences can read as follows: Please inform me if you need additional information... or Please respond if you need to add...

Close the letter with a thank you to the recipient. Make sure to close the letter properly.

Use a term such as Sincerely, Thank you, Regards, or Respectfully. Include your name typed and place your signature above that. Use your full name for business letters.

Proofreading the Confirmation Letter

Proofread the confirmation letter. Before sending any formal document, even about a personal matter, you should proofread the letter. This is especially important if the letter is related to a business arrangement. Look for spelling errors, missing words, incorrect grammar, punctuation errors, or other surface problems.

Sending a polished letter makes you look responsible and professional with an eye for detail.

Use appropriate paper on a quality printer. When printing out a letter from a business, use company stationery that includes the letterhead. If you are not affiliated with a business and have no stationery, print out the letter on high quality paper. Make sure to print the letter from a good printer that isn't running out of ink or toner.

Always print out confirmation letters if you are not e-mailing them. You should never hand write a business letter.

Use a standard font and margins. When writing any formal letter, use a standard font like Times New Roman or Arial. The font should be size 12 and not bold, italicized, or underlined. The margins should be 1 inch on each side.

For formal letters like a confirmation letter, you should use block formatting. This means the letter is single-spaced, you skip a line between paragraphs, and do not indent. Be brief and to the point. Confirmation letters are short letters. You want to keep them short and eliminate any unneeded words, phrases, and information. Keep the content of the letter strictly about the details you are confirming.

Keep the tone business-like. Because most confirmation letters are brief in nature, their tone is very formal and impersonal. This helps keep the focus on the details being confirmed and lessens unnecessary pleasantries.

If you are writing a personal confirmation letter, a letter to an acquaintance, or someone who you have a slightly more informal relationship with, you can be a bit more personable. However, if you are unsure, keep it formal.

Although you want to keep it formal, it is okay to show your gratitude or enthusiasm. For example, if you have been scheduled for a job interview, you can reply back and say, I appreciate this opportunity to interview for the position... or I am really looking forward to interviewing for the position...

Know when to send a confirmation letter. There are multiple reasons why you would send a confirmation letter. Confirming the dates of appointments, meetings, interviews, conferences, or other events are common reasons people send confirmation meetings.

Other common situations where you might send a confirmation letter include:

Offer of employment

Job acceptance

Receipt of an order

Employment status

Summary

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

LESSON # 10

Theme # 10 READING ANALYTICAL ARTICLES

A Good reading skills require much more than just basic comprehension. Analytical reading is an approach that probes more deeply to understand the message and goal of the piece you read. Standardized tests such as the ACT and SAT, as well as classroom assignments like book reports and papers, may test your ability to read analytically.

Breaking it Down

Analytical readers break a book or text down into each of its parts, strive to understand how the work relates to other works and society as a whole, and examine the role of each character. For example, you might begin by identifying the conflict and resolution of a story, and then assess what role each character plays. From there, you might be able to find similarities to and parallels with other works of literature, political beliefs and general themes.

Preparing to Read

One way to read analytically is to skim the text first and then return to a deeper reading. Whether you're reading for the first or second time, though, you'll need to get into a quiet location and gather supplies, such as a pen and notebook. If the work is particularly dense or challenging, read the commentary first or consult the study guides provided by find a method that works for you. You might highlight relevant passages, take notes or jot down thoughts on a particular character or theme as you read. If you're required to answer questions about what you read, consult the questions as you are reading, and then form your responses as soon as you're done.

Re-Reading

Sometimes it's insufficient to only read a work once. A book such as "Ulysses," for example, is so challenging that it's unlikely you'll understand much of anything on the first pass. When you re-read a book, do so with a particular goal in mind, such as understanding the goals of a particular character or gaining more insight into the work's historical context.

Analytical writing is commonly required in academic writing to show relationships between pieces of information. It is used to compare and contrast, assess or evaluate (for example, a number of approaches, theories, methodologies or outcomes). It has a structure based on the ordering of main ideas in relation to each other and uses evidence from various sources. However, analytical writing does not present a position to be argued.

Like descriptive writing, analytical writing often forms part of argumentative essay writing but is never the primary component of this type of writing.

Features of analytical writing

Analytical writing typically:

- creates relationships between individual pieces of information by identifying main points and grouping information under these main points or conceptual categories.
- creates its structure by ordering the main points or concepts in relation to one another.
- often puts the identified concepts, at the beginning of the sentence, in [theme](#) position.

- uses comparative and contrastive language to express the relationships between different pieces of information, for example, comparative and contrastive conjunctions, adverbs and adjectives.
 - uses evidence from multiple sources to support assertions which are made.
 - does not identify and state a clear position – a thesis .
- does not present clearly identifiable arguments in support of a thesis.

Analytical writing and ‘showing your voice’

Analytical writing allows you more scope than descriptive writing to show your voice, that is, your interpretation of the source material. However, this scope is still quite limited.

Your readers can detect your implicit voice because you:

- have made connections between discrete pieces of information or evidence.
- have developed main ideas under which to group this information.
- may have compared and contrasted the information grouped under the concepts.
- may have implied some degree of judgment using a limited range of evaluative language.

However, your readers cannot detect your explicit voice because you:

- have not stated a clear position and developed arguments to support it.
- have not made explicit judgments about the material you are presenting.
- have not tried to persuade your readers – you are still basically just informing them.

How to Write an Analytical Essay

Writing an analytical essay can seem daunting, especially if you've never done it before. Don't worry! Take a deep breath, buy yourself a caffeinated beverage, and follow these steps to create a well-crafted analytical essay.

Steps

Part 1

Prewriting for Your Essay

1

Understand the objective of an analytical essay. An analytical essay means you will need to present some type of argument, or claim, about what you are analyzing. Most often you will have to analyze another piece of writing or a film, but you could also be asked to analyze an issue, or an idea. To do this, you must break the topic down into parts and provide evidence, either from the text/film or from your own research, that supports your claim.

For example, "Stanley Kubrick's *The Shining* uses a repeating motif of Native American culture and art to comment on America's history of colonizing Native Americans' lands" is an analytical thesis. It is analyzing a particular text and setting forth an argument about it in the form of a thesis statement.

2

Decide what to write about. If you are writing this for a class, your teacher will generally assign you a topic (or topics) to write about. Read the prompt carefully. What

is the prompt asking you to do? However, sometimes you will have to come up with your own topic.

If you're writing an analytical essay about a work of fiction, you could focus your argument on what motivates a specific character or group of characters. Or, you could argue why a certain line or paragraph is central to the work as a whole. For example: Explore the concept of vengeance in the epic poem *Beowulf*.

If you're writing about a historical event, try focusing on the forces that contributed to what happened.

If you're writing about scientific research or findings, follow the [scientific method](#) to analyze your results.

3

Brainstorm. You may not immediately know what your thesis statement should be, even once you've chosen your topic. That's okay! Doing some brainstorming can help you discover what you think about your topic. Consider it from as many angles as you can. Look for repeated imagery, metaphors, phrases, or ideas. Things that repeat are often important. See if you can decipher why these things are so crucial. Do they repeat in the same way each time, or differently?

How does the text work? If you're writing a rhetorical analysis, for example, you might analyze how the author uses logical appeals to support her argument and decide whether you think the argument is effective. If you're analyzing a creative work, consider things like imagery, visuals in a film, etc. If you're analyzing research, you may want to consider the methods and results and analyze whether the experiment is a good design. A mind map can be helpful to some people. Start with your central topic, and arrange smaller ideas around it in bubbles. Connect the bubbles to identify patterns and how things are related.

Good brainstorming can be all over the place. In fact, that can be a good way to start off! Don't discount any ideas just yet. Write down any element or fact that you think of as you examine your topic.

4

Come up with a [thesis statement](#). The thesis statement is a sentence or two that summarizes the claim you will make in your paper. It tells the reader what your essay will be about.

Don't: write a vague or obvious thesis such as "Revenge is a central theme in *Beowulf*."

Do: make a specific argument such as "*Beowulf* explores different styles of vengeance in the Anglo-Saxon age, contrasting the dragon's honorable retribution with the response of Grendel's mother."

This is an analytical thesis because it examines a text and makes a particular claim. The claim is "arguable," meaning it's not a statement of pure fact that nobody could contest. An analytical essay takes a side and makes an argument.

Make sure your thesis is narrow enough to fit the scope of your assignment. "Revenge in *Beowulf* could be a PhD dissertation, it's so broad. It's probably much too big for a student essay. However, arguing that one character's revenge is more honorable than another's is manageable within a shorter student essay.

Unless instructed to write one, avoid the "three-prong" thesis that presents three points to be discussed later. These thesis statements usually limit your analysis too much and

give your argument a formulaic feel. It's okay to state generally what your argument will be.

5

Find supporting evidence. Depending on your assignment, you may need to work only with your primary sources (the text or texts you're analyzing) or with primary and secondary sources, such as other books or journal articles. The assignment should tell you what types of sources are required. Good evidence supports your claim and makes your argument more convincing. List out the supporting evidence, noting where you found it, and how it supports your claim.

Example of supporting evidence: To support a claim that the dragon's vengeance was more righteous than Grendel's mother's, look at the passages in the poem that discuss the events leading up to each monster's attack, the attacks themselves, as well as the reactions to those attacks.

Don't: ignore or twist evidence to fit your thesis.

Do: adjust your thesis to a more nuanced position as you learn more about the topic.

6

Make an [outline](#). An outline will help structure your essay and make writing it easier. Be sure that you understand how long your essay needs to be. While some teachers are fine with the standard "5 paragraph essay" (introduction, 3 body paragraphs, conclusion), many teachers prefer essays to be longer and explore topics more in-depth. Structure your outline accordingly.

If you're not quite sure how all your evidence fits together, don't worry! Making an outline can help you figure out how your argument should progress.

You can also make a more informal outline that groups your ideas together in large groups. From there, you can decide what to talk about where.

Your essay will be as long as it needs to be to adequately discuss your topic. A common mistake students make is to choose a large topic and then allow only 3 body paragraphs to discuss it. This makes essays feel shallow or rushed. Don't be afraid to spend enough time discussing each detail!

Part 2

Writing Your Essay

1

Write your [introduction](#). Your introduction should give your reader background information about your topic. Try to make your introduction engaging but not too overzealous. Avoid summarizing the prompt--it's best to simply state your argument. Also avoid dramatic introductions (beginning an essay with a question or exclamation is generally best to avoid). In general, do not use the first (I) or second (you) person in your essay. State your thesis, generally as the last sentence in the first paragraph.

Example introduction: Revenge was a legally recognized right in ancient Anglo-Saxon culture. The many revenges in the epic poem Beowulf show that retribution was an essential part of the Anglo-Saxon age. However, not all revenges are created alike. The poet's portrayal of these revenges suggests that the dragon was more honorable in his act of revenge than Grendel's mother.

This introduction gives your readers information they should know to understand your argument, and then presents an argument about the complexity of a general topic

(revenge) in the poem. This type of argument can be interesting because it suggests that the reader needs to think about the text very carefully and not take it at face value.

Don't: include filler and fluff sentences beginning with "In modern society" or "Throughout time."

Do: briefly mention the title, author, and publication date of the text you're analyzing.

2

Write your body paragraphs. Each body paragraph should have 1) a [topic sentence](#), 2) an analysis of some part of the text and 3) evidence from the text that supports your analysis and your thesis statement. A topic sentence tells the reader what the body paragraph will be about. The analysis of the text is where you make your argument. The evidence you provide supports your argument. Remember that each claim you make should support your thesis.

Example topic sentence: The key to differentiating between the two attacks is the notion of excessive retribution.

Example analysis: Grendel's mother does not simply want vengeance, as per the Medieval concept of 'an eye for an eye.' Instead, she wants to take a life for a life while also throwing Hrothgar's kingdom into chaos.

Example evidence: Instead of simply killing Aeschere, and thus enacting just revenge, she "quickly [snatches] up" that nobleman and, with him "tight in her clutches," she leaves for the fen (1294). She does this to lure Beowulf away from Heorot so she can kill him as well.

The formula "CEE" may help you remember: Claim-Evidence-Explanation. Whenever you present a claim, make sure you present evidence to support that claim and explain how the evidence relates to your claim.

3

Know when to quote or paraphrase. Quoting means that you take the exact text and, placing it in quotation marks, insert it into your essay. Quoting is good when you use the precise wording of something to support your claim. Make sure that you [use the correct form of quotation, depending on if you are using MLA, APA or Chicago style](#).

Paraphrasing, on the other hand, is when you summarize the text. Paraphrasing can be used to give background or compress a lot of details into a short space. It can be good if you have a lot of information or would need to quote a huge portion of text to convey something.

Don't: quote from more than two passages per paragraph, as a rule of thumb.

Do: support all subtle or controversial claims with quotes or paraphrasing.

Example of a quote: Instead of simply killing Aeschere, and thus enacting just revenge, she "quickly [snatches] up" that nobleman and, with him "tight in her clutches," she leaves for the fen (1294).

Example of a paraphrased sentence: The female Grendel enters Heorot, snatches up one of the men sleeping inside it, and runs away to the fen (1294).

4

Write your conclusion. Your conclusion is where you remind your reader of how you supported your argument. Some teachers also want you to make a broader connection in your conclusion. This means that they want you to make a 'bigger world connection'.

This could mean stating how your argument affects other claims about the text, or how your claim could change the view of someone reading the text you analyzed.

Don't: introduce a completely new argument in your conclusion.

Do: expand beyond your thesis statement by discussing its implications or wider context.

Example conclusion: The concept of an 'eye for an eye' was very present in the early Medieval world. However, by comparing the attacks of both Grendel's mother and the dragon, the medieval world's perception of righteous vengeance versus unjust revenge is made clear. While the dragon acts out in the only way he knows how, Grendel's mother attacks with evil intent.

Example conclusion with a 'bigger world connection': The concept of an 'eye for an eye' was very present in the early Medieval world. However, by comparing the attacks of both Grendel's mother and the dragon, the medieval world's perception of righteous vengeance versus unjust revenge is made clear. While the dragon acts out in the only way he knows how, Grendel's mother attacks with evil intent. As we saw from the study of other characters, these portrayals may tie into an early Medieval perception that women had greater potential for evil.

Part 3

Finalizing Your Essay

1

Proofread your essay for spelling or grammar mistakes. A paper that contains many mistakes generally gets a lower grade than one that has been proofread and polished.

Run a spell check, look for run-on sentences, and check for punctuation errors.

Make sure to also format your essay correctly. For example, using a 12-pt standard font (like Arial or Times New Roman) and 1" margins is standard.

2

Read your paper out loud. Reading out loud helps you to find places in the essay that might sound awkward. This is also a great way to find run-on sentences that you might not have noticed before.

3

Make sure that all characters, titles, places, etc. are spelled correctly. Teachers will often mark you down if the name of a main character is spelled incorrectly throughout your paper. Go back to the text or article and confirm that your spelling is correct.

If you are analyzing a film, look up the list of characters online. Check two or three sources to make sure that you have the correct spelling.

4

Read your paper as if you were your teacher. Do you get your point across clearly? Is the structure of your essay easy to understand? Does your paper explain why the topic matters?

5

Ask someone else to read your paper. Is there anything they think you should add or remove? Do they understand the point you are trying to make?

News Article Analysis Worksheet

Newspaper/Electronic Source: _____

Name of article: _____ **Date:** _____

1. What do you already know about that topic?

2. Comprehensiveness of Information

1. Who? _____

2. What? _____

3. When? _____

4. Where? _____

5. Why? _____

6. How? _____

3. Of all the 5 "W's" and "H", star the one you think is the most important. Tell why.

4. Magnitude of the event in story

A. Is it international, national, or local?

B. What is its impact? How many people were affected by it?

5. Reliability of Sources

A. Is there an author's name _____

B. Who are the sources in the article itself? (Examples: lawyer, doctor, neighbor, police officer, forensics expert)

6. Personal Reaction

What do you think of this article? (Include 2 points of textual support for your answer)

LESSON #11

Theme #11 **RECOMMENDATION LETTER**

Anyone who's applied for a job knows how important recommendation letters can be to getting hired. While you've probably asked for a reference letter in the past, you may be less familiar with writing one. If someone asks you for a reference, how can you produce a great letter that will help your employee, colleague, or friend get hired? To help you through the writing process, we're providing nine samples of effective letters of recommendation (scroll down to skip to the samples!). By reading through these examples, you'll gain a clear understanding of how to structure your own letters. Before getting to the free recommendation letter samples, let's briefly review the role that reference letters play in the hiring process. Why are they important, and what makes some stand out over others?

Why Are Recommendation Letters Important?

Many employers request recommendation letters to help them decide who to hire or internally promote. Throughout the hiring process, the applicant strives to present herself in the best light. Beyond the interview and resume, hiring managers look to recommendation letters to confirm the candidate's qualifications and to gain insight from an outside party.

The hiring manager wants to know what experiences the candidate will bring to the new role, how she'll contribute to the company or organization, and how she'll behave in the day-to-day. Recommendation letters can point to a candidate's future performance by talking about her past achievements.

Reference letters can also shed light on what it's like to manage, work with, or, in the case of a character reference, be friends with the person under consideration.

They complement the candidate's story and suggest what she'll bring to the table in her next job.

If you get asked to write a letter for someone, it's safe to assume you want to do a good job. Helping someone get hired is not just a satisfying good deed, but it's also good professional karma! So how can you turn those good intentions into a stand-out employee letter of recommendation?

Each letter will, of course, be different, but good letters share certain key features. Read on to learn about three important characteristics of strong reference letters.

What Makes a Recommendation Letter Stand Out? 3 Key Features

Strong letters give positive descriptions of a candidate's skills in a concise and powerful way. Beyond using language that's clear and error-free, what elements should your recommendation letter include to be effective?

As you write your letter, make sure it does the following:

1. It Explains Why You're Qualified to Recommend the Candidate

In order to hold weight, a recommendation letter should come from a reputable source. If an employer wants a professional reference, then the writer of that letter probably worked with the candidate in a supervisory capacity. Some employers will also be interested in letters from a colleague or, occasionally, a friend, neighbor, or family member. Most letters, though, will be written by a supervisor, manager, or boss of some sort.

In the first paragraph, you should explain who you are and how you know the candidate. How long did you work with her and in what capacity? By explaining your relationship, you show that you're qualified to give an honest assessment.

If someone who feels like a relative stranger asks you to write a letter, you might consider declining or recommending someone else to write it. If you didn't get to know the candidate's work performance or only did so in a way completely unrelated to the new position, then you might not be able to provide a helpful letter of recommendation from employer to employee.

The best letters are written by people who can speak to the candidate's skills and accomplishments. Make sure to state clearly in the beginning of your letter who you are and why your opinion matters.

2. It's Customized to the New Position

While you should speak to the candidate's accomplishments in her past role, you should also show why she'd make a good fit in the next one. Even if the candidate's making a career change, you can explain why she'll be able to do well in the new industry.

Here's where open communication with the applicant is important. She should share the job description so you have a clear understanding of the position's requirements. As the writer, you're not expected to do much research on the new job. The candidate should provide you with everything you need to know to customize your letter.

By drawing on this information, you can express confidence that the candidate will succeed in the new role. Then when the hiring manager reads your letter, she'll feel reassured that the candidate would make a good fit.

3. It Uses Specific Examples and Anecdotes

Finally, and perhaps most importantly, your letter should provide specific examples about the candidate. Don't just list adjectives like, "friendly, intelligent, and hard-working"; instead, present circumstances in which the candidate demonstrated those qualities. To borrow a favorite phrase of English teachers, "show, don't just tell."

Not only will examples point to the value the candidate brought to your organization or company, but they'll also paint a picture of how she works in day-to-day operations.

Using two to three specific anecdotes in your letter will boost its level of persuasiveness. It will also sidestep a common rec letter trap: becoming a generic list of cliches.

Just as you should only write a recommendation letter if you feel qualified to assess the candidate, you should also only write it if you can provide a great one. While you don't want to go over the top and sound insincere, your letter should be a strongly positive endorsement.

To whom it may concern:

It gives me a great pleasure to write this letter of recommendation for

_____.

I have (worked, studied, known) with _____ for the last (2.3.4.5 years, months) in the (English and literature, marketing, science) departments at (GulSU, 007 company). For 2 years _____ (studied, served, worked) as a (monitor, student, marketology analyst) and was a direct (person, relation, report) (to, with) me.

_____ was later (promoted, elected) to the (monitor, manager)-(group leader, project finance) position, where we (studied, served, shared, exchanged, worked) together as peers.

As a direct (student, person, report) _____ was a successful, easy to manage associate, and he always give that extra efforts to meet deadlines. _____ demonstrated a supereor (practical, theoretical, analytical) capabilities and soon became a(n) (expert, leader) in the area of (youth initiation, corporate finance). _____ demonstrated his leadership capabilities when a fellow (leader, manager) became ill and he was asked to step into a role. _____ was permanently promoted after his team successfully developed a new.....

As a member of Youth development center _____ played a key role in leading the group of volunteers through the process that would customize the (the hardship, practise) across the period....

While I certainly miss the working relationship I had with _____ through the years, I'm confident we will be able to make an immediate as well as positive impact on your organization. If you have any questions and concerns about _____ capabilities, experience or credentials don't hesitate to call me at the number below.
sincerely,

J.A. Malcone

(Manager, head, leader)-Project finance, 07 corporation
office: 008855455588

LESSON #12

Reading

Theme #12.	<u>Reading POEMS</u>
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Length: 80 minutes	Number of Students: 12
Lesson Outline	
1. Warm-up	
2. Activity 1.	

3. Activity 2. 4. Activity 3. 5. Activity 4. 6. Activity 5. Case study	
The aim: Scan-reading. Understanding the structure of poems. Understanding the function of poems. Summarising poems. Students identify the content that will go into at least half their brochure and will design the layout of their front page	
Objectives: to lead-in to the topic and to raise students' interest to it to develop students guessing intelligently strategies to check students' reading comprehension skills to allow students to express their points of views concerning to the topic. to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead – in (5min)

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

Possible answer :

- a) Read aloud and remember the poems
- b) Read the poems

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

Activity 1 A stimulated lesson

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

Time : 45 min

Materials :board/flipchart, handout 1 and 2

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

Procedure :

Pre-reading (15 min)

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

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

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

While- reading(30 min)

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

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

Dun –to make persistent demands upon for payment

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

Reek –to have a very strong and unpleasant smell

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

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

And yet, by heaven, I think my love as rare
As any she belied with false compare.

Notes

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

roses damasked, red and white (5): This line is possibly an allusion to the rose known as the York and Lancaster variety, which the House of Tudor adopted as its symbol after the War of the Roses. The York and Lancaster rose is red and white streaked, symbolic of the union of the Red Rose of Lancaster and the White Rose of York. Compare *The Taming of the Shrew*: "Such war of white and red within her cheeks!" (4.5.32). Shakespeare mentions the damask rose often in his plays. Compare also *Twelfth Night*:

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

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

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

Compare *Macbeth*:

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

rare (13): special.

she (14): woman.

belied (14): misrepresented.

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

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

If you compare the stanzas of Astrophel and Stella to Sonnet 130, you will see exactly what elements of the conventional love sonnet Shakespeare is light-heartedly mocking. In Sonnet 130, there is no use of grandiose metaphor or allusion; he does not compare his love to Venus, there is no evocation to Morpheus, etc. The ordinary beauty and humanity of his lover are important to Shakespeare in this sonnet, and he deliberately uses typical love poetry metaphors against themselves.

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

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

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

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

Activity 1, Handout 2. (15 min)

"I Cannot Live With You" is one of Emily Dickinson's great love poems, close in form to the poetic argument of a classic Shakespearean sonnet.¹ The poem shares the logical sensibility of the metaphysical poets whom she admired, advancing her thoughts about her lover, slowly, from the first declaration to the inevitable devastating conclusion. However, unlike most sonnet arguments or "carpe diem" poems, this poem seems designed to argue *against* love. The poem can be broken down into five parts. The first explains why she cannot live with the object of her love, the second why she

cannot die with him, the third why she cannot rise with him, the fourth why she cannot fall with him, and the final utterance of impossibility. The poem begins with a sense of impossibility:

I cannot live with You –
It would be Life –
And Life is over there –
Behind the Shelf
The Sexton keeps the Key to –
Putting up
Our Life – His porcelain –
Like a Cup –
Discarded of the Housewife –
Quaint – or Broke –
A newer Sevres pleases –
Old Ones crack –

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

The lines themselves alternate between long and short, and the disparity between the lines becomes more dramatic in the second and third stanzas. The delicate, halting, “cracked” lines that describe the china seem physically overwhelmed by the lines about the housewife or sexton. Between the second and third stanzas, the enjambment (pausing on “cup”) compounded with the dash, which emphasizes the pause and line break, allows life to be hopefully like a “cup” for the fraction of a second it takes the reader to make it to the next line, where it is discarded “of the housewife.” This line reads as both “The housewife discards the cup” and also “the Sexton puts away the cup discarded by the housewife,” as if what is not good enough for marriage is good enough for the church. “Quaint,” incidentally, is a word that Dickinson used to describe herself in letters, when writing about her reclusiveness; “half-cracked” is a word that T. H. Higginson, her poetic correspondent, used to describe her.

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

I could not die – with You –
For One must wait
To shut the Other's Gaze down –
You – could not –
And I – Could I stand by
And see You – freeze –
Without my Right of Frost –
Death's privilege?

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

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

Nor could I rise – with You –
Because Your Face
Would put out Jesus' –
That New Grace
Glow plain – and foreign
On my homesick Eye –
Except that You than He
Shone closer by –
They'd judge Us – How –
For You – served Heaven – You know,
Or sought to –
I could not –
Because You saturated Sight –
And I had not more Eyes
For sordid excellence
As Paradise

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

And were You lost, I would be –
Though My Name
Rang loudest
On the Heavenly fame –
And were You – saved –
And I – condemned to be
Where You were not –
That self – were Hell to Me –

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

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

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

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

As in a sonnet, the rhyme scheme tightens up quite a bit in this final section. Dickinson internally rhymes “are” with “ajar,” half-rhymes “apart” and “ajar,” “despair” with “there,” “here” and “prayer,”

then closes up the stanza in rhyme. It is as if she intends the final rhyme to show the perfection of her argument in the poem's conclusion. Additionally, those four words that she rhymes quite eloquently express the problem itself, with prayer standing in for its close synonym, hope. The intricacy of the rhyme leaves "sustenance" as unrhymed, underscoring that "White Sustenance" does not nourish. Incidentally, early publications of the poem replaced "white" with "pale" as if softening the conclusion that she reaches by modifying the degree of her language; "pale sustenance" seems somehow more sustaining.

However, even as she closes the argument, it opens up a little, because in this despair she has found a kind of sustenance, however undernourishing it is. There is something holy about this kind of despair, and "white" seems also to be "heavenly," as if in losing her hope for the afterlife, she has found a new earthly devotion to replace it, and then elevated it to celestial levels. This stanza is notably the first time she uses the word "We," capitalized for emphasis, and creates a paradox where "meet apart" seems possible, or at least more possible than any of the other alternatives she has rejected throughout the poem. She claims that the door is just "ajar" but then compares it to oceans, making "ajar" as wide open as the earth itself, and then linking it to prayer, or hope. In this amazingly deft bit of wordplay, Dickinson reverses everything as she's saying it—the lovers are apart but meeting; the door is ajar, like an ocean; and the speaker is somehow sustained by despair. In a final touch, she ends the poem with an elongated endstop, printed as a dash, and whether it is meant to be "ajar" or more definitively shut is as unanswerable as the final question of the poem.

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

Activity 5 Case Study

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

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

Handout 1

Introduction

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

A brochure for a new convenience store might have a map and list of all the locations around town and a brief description of the types of food products it sells. The brochure for an Animal Shelter may give facts about abandoned animals, pet overpopulation, and the importance of spaying and neutering programs. A travel brochure may show beautiful pictures of exotic places – making you want to visit that city or country.

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

Task

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

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

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

Resources

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

Suggested Minimum Resources

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

Steps

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

Conclusion

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

LESSON # 13

Theme # 13 REFERENCE

REFERENCE LETTER SAMPLE

Below is a suggested format for reference letters. The bracketed words are suggested options to use when applicable to your particular letter.

SALUTATION:

Dear [NAME OF EMPLOYER:] or [TO WHOM IT MAY CONCERN:]

PARAGRAPH 1:

If written to a specific employer:

I am writing this reference letter at the request of [student] who is applying for the position of [job title] with your [firm, company, school, etc.]

If written to whom it may concern:

I am writing this reference letter at the request of [student]. S/he has asked me to write this general letter which s/he may show to any prospective employer who asks him/her for references.

This reference letter is provided at the written request of [name of person], who has asked me to serve as a reference on [his/her] behalf. It is my understanding that [name] is being considered by your organization for the position of [job title]. Please be advised that the information contained in this letter is confidential and should be treated as such. The information should not be disclosed to anyone in your organization who would not be involved in the hiring decision regarding this individual. Additionally, the information should not be disclosed to anyone outside of your organization without the consent of the person in question.

Example of a Reference Letter

Date

Name

Position

Return Address

To Whom It May Concern:

I am writing in reference to FULL NAME and his/her job/postsecondary application, scholarship application. I have known NAME for _____ years as his/her (teacher, employer, family friend). Sentence stating their strengths and personal qualities and values that you have observed (eg. I found him/her to be self-motivated, punctual, etc.) If writing a reference for a scholarship, review the criteria of the scholarship and the resume of the student to gather their strengths together. Sentence giving examples of how they have shown the above. (Captain of the BB team, leadership, outstanding student, volunteer position, citizenship).

I would recommend NAME for the position because (tell them why).

If you require any other additional information please feel free to contact me at (phone number and time when they can call at this number, and email address)

Yours truly,

Personal Signature (must be signed by the person writing the letter)

Name

*If it is for a scholarship application, you must place the reference letter in a sealed envelope and write your signature across the back seal of the envelope.

Sample template reference letter

dd month yyyy

To whom it may concern

I highly recommend (full name) as a candidate for employment. I confirm that I have known (first name) for (number) of years as his/her (state relationship – supervisor, manager, working together in some capacity/activity).

(Name) was employed by (organisation name) as a (position) from (date). (Name) was responsible for (state some tasks the individual undertook e.g. administrative support including word processing, scheduling appointments, creating brochures, newsletters and other office literature).

(Name) has excellent (work related skills – communication skills, work ethic, attention to detail etc). In addition he/she is (work related skills/personal qualities – is well organised, reliable and willing to work on any project assigned to him/her).

(Name) would be a tremendous asset for your company and has my highest recommendation. If you have any further questions with regards to his/her background or qualifications, please do not hesitate to contact me.

Yours sincerely

signature

Print Your Name
Title, company
Phone number

EXAMPLE OF A PROFESSIONAL REFERENCE LETTER

To Whom It May Concern:

I highly recommend (Applicant's Name) as a candidate for employment. (Applicant) was employed by (Company Name) as a (Position Title) from 2002 - 2005. (Applicant) was responsible for office support including word processing, scheduling appointments and creating brochures, newsletters, and other office literature.

(Applicant) has excellent communication skills. In addition, (he/she) is extremely organized, reliable and computer literate. (Applicant) can work independently and is able to follow through to ensure that the job gets done. (He/She) is flexible and willing to work on any project that is assigned to (him/her). (Applicant) was quick to volunteer to assist in other areas of company operations, as well.

(Applicant) would be a tremendous asset for your company and has my highest recommendation. If you have any further questions with regard to (his/her) background or qualifications, please do not hesitate to call me.

Sincerely,

John Smith
Title
Company
Address
Phone
Email

LESSON #14

Writing

Theme #14.	Reading passages from literary works 1.
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Length: One hour and twenty minutes	NumberofStudents: 12
LessonOutline Warm-up. PPT Activity 1. Introducing with capitalization Activity 2. General information of capitalization Activity 3. General rules of punctuation Activity 4. Case study	
The aim: Scan-reading. Understanding the structure of a paragraph. To upgrade students' knowledge about "Opinion Essay". by the end of the lesson students will be able to demonstrate knowledge of basic capitalization and punctuation skills.	
Objectives: to provide students with capitalizing and punctuating structure to give students an opportunity to proofread, recognize, and correct capitalization and punctuation marks to prepare students to correct the mistakes	
ActivityType:	Individual, small group, whole class (teacher-students)

Lead-in (5 min) – Group work

- Write or glue "Opinion essay" on the board

Brainstorm Ss ideas about the term
random answers

- Elicit

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

Pre-writing part: group work

- Activity 1. "Opinion Essay" discussion.

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

To prepare Ss

Time: 20 min

Materials: Board

Procedure: Introduce what we are covering in the lesson

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

Activity1. Enlarging comprehension

Time: 5 min

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

Materials: Board

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

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

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

A successful opinion essay should have:

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

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

Points to consider

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

While-writing part: individual work

Objective: Familiarization with the structure of the Opinion essay

Trying to write an introduction part of the essay.

Time: 25 min

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

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

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

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

government in poor countries cannot afford to treat the disease, therefore millions are dying, while in rich countries people are living longer.

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

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

Activity 2. Writing Introduction

Time: 5 min

Objective: Gaining a skill of writing an introduction.

Materials: Handout

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

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

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

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

Time: 15 min

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

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

Useful expressions for giving opinions:

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

Activity 3.

Time: 5 min

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

Contradiction Explanation Result Example Reason (*2)

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

Conclusion: Revising and feedback for mistakes

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

Time: 5 min

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

Bibliography

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

Activity 3 Case Study

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

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

Handout 1

Nick: Got everything?

Chandra: Everything but the new flight plan.

Nick: Twenty minutes until takeoff.

Chandra: Looks like nasty weather.

Nick: Hopefully no flocks of birds in our flight path.

Chandra: What about deicing?

Nick: Done!

Chandra: A full plane today.

Nick: Ready?

Chandra: Good to go.

Conversation rewritten in standard sentences

Chandra: _____

Nick: _____

Chandra: _____

Nick: _____

Chandra: _____

Nick: _____

Chandra: _____

Nick: _____

Chandra: _____

Handout 2

Nick: Do you have everything?

Chandra: I have everything but the new flight plan.

Nick: We have twenty minutes until takeoff.

Chandra: It looks like nasty weather.

Nick: Hopefully, there won't be any flocks of birds in our flight path.

Chandra: Have they deiced the wings?

Nick: It has just been done!

Chandra: We will have a full plane today.

Nick: Are you ready?

Chandra: We are good to go.

Handout 3

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

WHAT IS A FRAGMENT?

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

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

a. The subject is missing:

is setting the trap

b. The verb is missing:

the hunter in the woods

c. Both the subject and the verb are missing:

in the woods

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

The hunter set

HOW DO YOU CORRECT A FRAGMENT?

1. Add the missing part or parts.

Fragment: across the lake

To be added: subject and verb

Complete sentence: I swam across the lake.

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

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

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

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

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

Fragments can exist in a writer's work for a number of reasons. A writer may become careless for a moment or may not fully understand how all the parts of a sentence work. If the writer does not have a

clear idea of what he or she is trying to say, fragments and other errors are more likely to occur. Sometimes another try at expressing the same idea may produce a better result.

WHAT IS A RUN-ON?

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

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

HOW MANY KINDS OF RUN-ONS ARE THERE?

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

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

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

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

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

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

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

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

HOW DO YOU CORRECT A RUN-ON SENTENCE?

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

1. Make two sentences with end punctuation.

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

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

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

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

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

3. Make a complex sentence using subordination.

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

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

Lesson #15

WRITING

Theme #15	EXPLANATORY NOTE.
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Length: 80 minutes	Number of Students: 12
Lesson Outline Warm-up Activity 1. Activity 2. Activity 3. Activity 4. Activity 5. Case study	
The aim: Writing for and against essay. To develop students' creative thinking and skill of writing. To develop students critical and thinking by encouraging them to get involved in a variety of essay structures – provoking activities. To develop students' critical thinking and writing skill. By the end of the lesson students will be able to write and to design the post card	
Objectives: to lead-in to the topic and to raise students' interest to it to enrich students creativity	
Activity Type:	Individual, small group, whole class (teacher-students)

How to Write Explanatory Notes, Headnotes, Footnotes and Endnotes

The preparation of academic papers requires a systematic approach in presenting new findings so that the reader may follow the main content as well as easily concentrate on some specific aspects of a particular study. Additional information concerning the authors, the analytic model, the computational part, the experimental set up, etc., is sometimes included in short notes which are provided for completeness. The said notes can be included at different locations within a given paper as discussed below.

Explanatory Notes

The explanatory notes appear inline within the text and the frequency of occurrence of such notes depends on the writing style of the author(s) as well as the field of study. There is always a proper way to avoid the initiation of distinct explanatory texts in a new line, for example:

Note that the synonyms “note” and “remark” are used interchangeably.

Short notes can be included in parentheses which de-emphasizes their content:

This statement (usually being proven by contradiction) is based on the assumption that...

Also, the dashes increase the importance of explanatory texts within sentences, but dashes are less frequently used in academic writings:

...and the theory excludes the hidden parameters – recently confirmed by the experiment.

Whenever an emphasis is put upon specific information, the explanatory note begins in a new line where the terms “note” or “remark” are in bold and italic:

Note: The experiment is performed with the following safety precautions to ensure...

Long historical notes also start in a new line:

Remark: The Riemann hypothesis has been published for the first time in...

Headnotes

The inclusion of headnotes to the main text is discouraged. However, headnotes being placed below table titles are quite useful for the overall interpretation of table content. The explanatory text concerning an entire table or a significant part of it should be aligned to the right side of the column and written in 10 pts. Arial font. Table headnotes contain general information concerning the table title or the table itself that should be read before the rest of the table is observed. A headnote may provide explanations for methods and procedures, symbols and acronyms, etc.:

Method: Least Square Errors (LSE)

Indicators of just a few measuring units are sometimes included in headnotes:

Unit: Volume (tons), value (million baht)

However, if more than two measuring units are being used in a given table, the indicators of measuring units are usually included in parentheses in the headings of the corresponding rows or columns as shown below.

Mass (kg)	Acceleration (m/s ²)	Force (N)
...

* By Dobri Atanassov Batovski, Deputy Editor, AU J.T.

Footnotes

Footnotes are placed at the bottom of the page to which they refer following the single-space two-column style of the main text and written in 11 pts. TimesNewRoman font. A line must be placed above the footnote field to separate it from the text, for example:

^{1/} This is a sample footnote.

^{2/} This is a second sample footnote.

The footnotes are indicated in the text by superscript footnote markers. The footnotes should be numbered consecutively using superscript Arabic numerals. Some superscript special characters can be used instead to designate a consecutive number of footnote markers:

* [†] [‡] [§] , , , ...

Footnotes are used mainly for:

- providing information about authors' affiliation;
- including a brief explanatory text;
- citing a source of information;

A footnote to an author's name concerning its affiliation should include the postal address and the e-mail of the author.

Footnotes to the title of the paper are discouraged. The explanatory footnotes highlight certain aspects of the study which are somehow related to it but could be written separately from the main text. Such brief explanatory texts should contain a few sentences only. Well known information which is universally accepted should not be a part of a footnote. The footnotes should contain less known information or additional evidence to support statements in the text which are a subject of an ongoing discussion or controversy.

Citations must preferably be inline or in parentheses rather than in footnotes. A footnote citing a source of information is usually combined with a short explanatory text. One can occasionally use "Ibidum" when a footnote refers to the source cited in the preceding footnote.

Similarly to the table headnotes, there are also table footnotes which should be aligned to the left side of the column and written in 10 pts. Arial font below the bottom row of the tables. Table footnotes refer to specific items within the tables.

Endnotes

Endnotes are located at the end of the paper rather than the bottom of a page. Endnotes may appear occasionally in review articles or long research papers where the additional information cannot easily fit within a footnote or where the number of explanatory texts is too big and could limit the space required for the main text. Frequently, the endnotes are composed as a combination of a citation and historical data.

Similarly to the footnotes, the endnotes are indicated in the text by superscript endnote markers. The endnotes should be numbered consecutively using these superscript markers. Whenever footnotes and endnotes appear simultaneously in the same paper, they must use different sets of markers.

In summary, the use of explanatory notes, headnotes, footnotes and endnotes should be kept to a minimum and avoided in general. The experienced authors have improved writing styles and are able to construct their papers in such a way that every piece of information fits inline. However, the complexity of the problems being studied at present and the multiple aspects of each study follow to the common inclusion of explanatory texts with a tendency to switch from sequential writing styles to more sophisticated paper management which evolves dynamically with the time.

Let me write that down

Get ready to write

- Match the types of meetings with the definitions from the *Cambridge Advanced Learner's Dictionary*. Write the correct number (1–4) in the spaces.

- a annual general meeting (AGM)
- b video conferencing
- c round-table discussion
- d seminar

- Which meeting is the most formal?
- In which meetings are notes normally taken?

1 noun an occasion when a teacher or expert or a group of people meet to study and discuss something

2 noun when two or more people who are in different parts of the world can talk to each other and see each other on television screens

3 noun a meeting that happens once every year in which a company or other organization discusses the past year's activities and elects new officers

4 noun a meeting where people meet and talk in positions of equality

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A Notes at a meeting

Look at examples

1 Look at notes 1–3 on the opposite page.

Which notes:

- a were written during a student seminar? ☐
- b were written during a formal meeting? ☐
- c were 'written up' (written in a complete and final form) after a meeting? ☐

2 Are these statements true (T) or false (F)?

- a In 1 the writer has made some notes which will be written up later for a permanent record and possibly given to others.
- b In 2 Sarah has made some notes to remind herself what she has just said.
- c In 3 the writer has made some notes in a fairly organized fashion to remind him/her of what has been said. The notes may or may not be written up later.

3 In which note is personal opinion acceptable? ☐

4 Underline the correct alternative.

- These notes have been written on a standard form. Each section has a *number / name* followed by a heading. The writer has used initials for the *names / numbers* of people and *symbols / abbreviations* to make the notes shorter.
- In these notes the speaker's main observations are written under the heading *Key points / Action*. Under the heading *Key points / Action* the notes show what she thinks should happen as a result. There is *a lot of / little* punctuation.
- These notes have been divided into two sections to show why the idea was good (*pros/advantages*) and why it wasn't as successful as the government had hoped (*cons/disadvantages*). There are *symbols / abbreviations* to make the points clearer and *punctuation / symbols* to show the writer's attitude. The main title, *A Shorter Working Week?*, indicates the *conclusion / topic* of the seminar. Under the Summary heading the writer gives an *example / a general conclusion*.

Minutes of Johnson & Co Finance Committee

Monday 12 June 2 pm

Present: BC, DA, JG, KY, TR (Chair)

1 Apologies

WK BR

2 Past Meetings

Mins. 9 May agr / sign

3 Matters Arising

See agenda

4 Quarterly Report

Manag. Accs. 4th qtr. DA ✓ new format

Sales and Marketing Report - Sarah Williamson

Key points:

- sales down 3.4%
- loss of market share in China
- possible new markets in Russia

Action:

Sales team to commission a market research project in Russia

A SHORTER WORKING WEEK?

France : In 2000 Gov. made working week 35 hrs. max (aver. over yr).

✓

The idea

- > Higher employ. (↑ wrk for ↑ people)
- > More leisure
- > Wkrs. less tired

X

BUT

What often happened

- > NOT higher employ. (employrs./-ees didn't want small p-t jobs)
- > More leisure but (in private sector) no ↑ in money. Wkrs. unhappy!!!!
- > Wkrs. more tired/ - expctd. to work hrdr. in ↓ hrs

SUMMARY

An interest. experiment????

5 These are the written-up notes for 3. Complete the sentences.

A shorter working week? (pros/cons)

In France, (the) Government made (the) working week (a) maximum (of) 35 hours.

PROS

It would lead to:

- higher
- more
-

CONS

What often happened was

-
-
-

SUMMARY

6 What do you think the original notes for 2 looked like? Write them using abbreviations and symbols where possible.

S&M Report : SW

+ sales ↓3.4%

+ mkt.

+ new

Sales: mkt.

Did you know ...?

Taking notes helps you concentrate, listen critically and understand what the speaker is saying. It also helps you remember it. Also, when you revise, personal notes are easier to absorb and remember than printed material. Most students use a combination of personal notes and printed material with sections highlighted.

Learning tip

Before you start

- Decide on how you will order the notes.
- If possible, organize your page so the main topics are clear.

While taking notes

- Don't try and write everything. Make sure you get the key facts, action points, etc.
- Try to separate facts, opinions and examples.
- Highlight key information where appropriate.
- Leave a blank space if you miss something completely so you can add it later.

Afterwards

- Read through your notes immediately and write them up as soon as possible.

Plan

7 Two senior colleagues are retiring. There is a meeting to plan their leaving party and your boss has asked you to write some notes on what is agreed. Underline the correct alternative.

- The aim of the notes is to *help you to concentrate on what you are listening to / provide a reminder of what is agreed.*
- They are for *your boss / you* to look at later.
- You will write them *in a formal style recording everything that is said / as abbreviated notes that you will write up after the meeting.*

8 These are some of the things that will be discussed. Put them in a logical order so you can take notes. The first one is done for you.

TYPE OF EVENT
DATE / TIME
GUEST LIST
FOOD
WHO TO ORGANIZE
VENUE

DATE / TIME

Focus on ... spelling of plural nouns

Look at the examples and write the plural of the nouns below.

pen → pens watch → watches (after **-s**, **-sh**, **-ch** and **-x**)
story → stories (when a noun ends in a consonant + **y**)

- | | |
|-----------------|-----------------|
| a speech | e journey |
| b taxi | f country |
| c address | g month |
| d box | h baby |

Write

9 Listen to the discussion and take notes under your headings. Use abbreviations and symbols where appropriate.

Check

Read your notes. Are they clear to you? If necessary, listen again or look at the *Audioscript* on pages 91 and 92 and check you have included the key information under each heading. Add anything you have missed or change anything you misunderstood the first time you heard it.

Extra practice

This is a written-up version of the notes but there are mistakes in it. Also the sections have been jumbled up. Rewrite it on a separate piece of paper, correcting the mistakes and putting the sections in a more logical order.

Guest list

- Present staff but no partners.

Venue

- Outside the main reception area.

Date/time

- The first Friday at lunch time.

Who to organize

- Tom and his wife.

LEAVING PARTY

Food

- Our own catering staff.

Type of event

- A dinner party. ? will probably make a speech.

B Notes at a seminar

Plan



- 1 You are taking part in a college seminar on mass tourism. Look at the pictures. Write an example of one of the things that might be said.

- 2 You are going to take some notes at the seminar. Write these in the most likely place below:

X (disadvantages)	WHAT NEEDS TO BE DONE	✓ (advantages)
MASS TOURISM		

MAIN HEADING:

SUBHEADING 1:

SUBHEADING 2:

CONCLUDING HEADING:

Write

- 3 Listen to the discussion and make notes of the key points under each heading above. There is no need to indicate who said what.

Check

Read your notes and answer the following questions. Make any changes that are necessary to your notes.

- Do you understand them?
- Have you included only the most important points under each heading? Is there anything missing? (Listen again or read the *Audioscript* on page 92 to check.)
- Have you used either bullet points or a numbering system?
- Have you used abbreviations and/or symbols?
- Have you used your own words as far as possible?

Class bonus

- 1 Work in groups. Agree on the most important point or points in the seminar under each heading.
- 2 Make a summary of these points using a maximum of 20 words.
- 3 One person from each group should use the summary to present their points to the other groups. (Begin: *In our view, the most important points that came up in the seminar were ...*)
- 4 Compare the summaries.

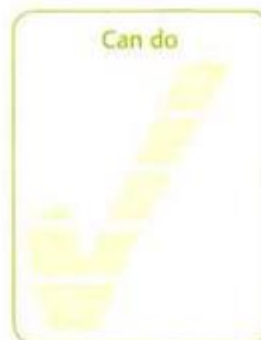
Can-do checklist

Tick what you can do.

- I can select the most important information.
- I can make notes while participating in a meeting/seminar.
- I can lay out and organize notes logically and clearly.
- I can use abbreviations and symbols appropriately in notes.
- I can write up notes clearly.

Can do

Need more practice



Literature

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

Glossary

SPACE – universe

STRICT – severe, demanding

ARRIVE – reach, succeed

LESSON #16

Reading

Theme #16.	READING PASSAGES FROM LITERARY WORKS 2.
------------	------------------------------------------------

Length: One hour and twenty minutes	NumberofStudents: 12
LessonOutline Warm-up. PPT Activity 1. Introducing with capitalization Activity 2. General information of capitalization Activity 3. General rules of punctuation Activity 4. Case study	
The aim: To enhance students' command on "For and against" essay in order to have a better understanding of the matter. by the end of the lesson students will be able to demonstrate knowledge of basic capitalization and punctuation skills.	
Objectives: to provide students with capitalizing and punctuating structure to give students an opportunity to proofread, recognize, and correct capitalization and punctuation marks to prepare students to correct the mistakes	
ActivityType:	Individual, small group, whole class (teacher-students)

Character

Characters take part in the events of the story. A character can be a person, an animal, or a thing.

- Read for details that describe each character.
- Notice differences among characters so you can tell them apart.
- Notice whether and how a character changes or learns during the story.

A story may have a **main character** and one or more **minor characters**.

- The main character is the most important character in the story.
- A minor character is not the focus of the story.

Point of View

Knowing *who* is telling a story gives you its **point of view**. What you learn in the story comes through that point of view. Authors usually use one of two points of view.

- **First-person** point of view has a character *in* the story telling it. In first-person stories, readers learn about events from that character's point of view. Look for words like *I*, *me*, and *we*.
- **Third-person** point of view has someone *outside* the story telling it. That person is the **narrator**. In third-person stories, readers learn the thoughts, actions, and feelings of many characters. Look for words like *he*, *she*, and *they*.

Setting/Mood

The **setting** of a story tells *where* and *when* the story takes place. The setting can help create the **mood** or feeling of the story.

Read for details that tell where a story takes place.

- It can be a *real* place.
- It can be an *imaginary* place.

Read for details that tell when a story takes place.

- It might be set in the *present* (now).
- It might be set in the *past* (long ago).
- It might be set in the *future* (years from now).

Key Events & Details

Events are the actions or things that happen in a story. The events build interest and move the story along. But not all events have the same effect on the story.

As you read, think about which actions or things are **key events** and which are **details**.

- A key event is important to the theme or big idea of the story.
- Details tell more about a key event. Details may answer questions, such as *Who? Where? What? When? Why? or How?*

Sequence of Events

In most stories, events happen in a certain order or **sequence**. Some events happen in the *beginning* of the story. Other things happen in the *middle*. The story finishes with events that happen at the *end*.

- As you read, think about the sequence of events. This helps you follow the story. Picture the events in your mind to help you remember the sequence.
- **Signal words** give clues about the sequence of events. (Examples: *before, first, second, next, then, now, later, after, and finally*; as well as specific dates and times.)

Conflict & Resolution

Good stories have a **plot**. The plot is the set of key events that move the story along. Most stories present a problem and how it gets solved. This relationship is called **conflict and resolution**.

- A conflict is a form of trouble, problem, or disagreement.
- A resolution is the way the conflict gets solved.
- **Signal words** are clues to a conflict and its resolution. (Examples for conflicts: *question, challenge, dilemma, puzzle, need, and trouble*. Examples for resolutions: *answer, result, idea, plan, reason, solution, solve, improve, and fix*.)

Context Clues

Authors may use words you may not know. But nearby words or sentences can offer clues about the meaning of an unknown word.

- **Context** refers to all the words and sentences around an unknown word.
- **Context clues** are hints that can help you figure out a word's meaning. As you read, search for related words, such as synonyms, antonyms, explanations, or examples in nearby text. Link these clues to the unknown word to understand it.

Compare & Contrast

Authors often discuss people, places, things, or ideas by describing how they are alike and ways they differ.

- To **compare** means to tell how two or more things are alike.
- To **contrast** means to tell how two or more things are different.
- Comparing and contrasting help you understand a story's ideas, its plot, its characters, and its message.
- **Signal words** give clues that help you compare and contrast. (Examples for comparing: *both, too, like, also, and in the same way*. Examples for contrasting: *but, only, however, unlike, and different*.)

Fishing With Grandpa Leon

Read the realistic fiction.

Then follow the directions in the Text Marking box.

Ronan was beside himself with excitement. He was ten years old and his Grandpa Leon was finally going to take him fishing. Grandpa Leon claimed to be “a fishing expert, practically a professional angler.” He told Ronan that he’d caught giant marlin and huge tuna, and that he had many adventurous stories to tell. He promised he’d supply all the fishing gear: rods, reels, hooks, bait, buckets, and plenty of food, too. All Ronan had to do was to be ready promptly at 6 AM.

As it happened, it was good Grandpa Leon brought plenty of food because grandfather and grandson had plenty of time to eat it. The fish simply weren’t biting. “They’re napping,” he informed Ronan, knowingly.

No nibbles left plenty of time for Grandpa Leon’s elaborate fish stories. In fact, it was during one of those tall tales that Ronan suddenly felt a sharp tug on his line.

“I’ve got something really huge!” he shouted.

“Hold tight, I’ll help,” Grandpa Leon replied, reaching over and grabbing the rod. Together, they tugged on the line that held what promised to be a colossal, prize-winning fish. Finally, they reeled in their catch—a tattered leather suitcase, heavy with sand.

“How about that, Ronan—the first suitcase of the day!”

Grandpa Leon exclaimed, adding, “You can’t say it wasn’t a big catch!”



Text Marking

Identify the characters in the story.



Circle the 2 characters.



Underline some details about each character.

Fishing With Grandpa Leon

► Answer each question. Give details from the realistic story.

1 Which best describes what *anglers* do?

- ☐ A. They tell stories. ☐ C. They draw angles.
☐ B. They supply food. ☐ D. They fish with rods and reels.

What helped you answer? _____

2 Which best describes Grandpa Leon?

- ☐ A. He is confident and cheerful. ☐ C. He is very famous.
☐ B. He is cranky and strict. ☐ D. He doesn't like to joke around.

What helped you answer? _____

3 Summarize the fishing experience, as seen through Ronan's eyes.

4 What was surprising about Grandpa Leon's reaction to catching a suitcase?

Make Inferences

Authors may hint at an idea without stating it directly. But they usually include enough detail so readers can use what they already know about a topic to “read between the lines” and figure out a hidden message.

- **Text clues** are words or details that help you figure out an unstated idea.
- You **make an inference** by combining text clues with what you already know to form a likely conclusion, or “educated guess.”

Summarize

As you read, check that you understand and can recall the key elements of a story. Think about how to retell the important parts in your own words. Leave out minor details and get to the point.

- The **topic** or **theme** of a story is its focus—what it is mainly about.
- **Key details** add more information and support the story’s theme.
- A **summary** briefly restates the theme using only the key details. A good summary is short, clear, and tells only what is most important.

Bibliography:

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

LESSON #17

THEME # 17 WRITING REPORTS BASED ON FACTS

Can you write a report?

Get ready to write

- Sometimes students and recent graduates take an 'internship' (they work in a real company as part of their training for a skilled job but get little or no pay). Are internships common in your country?
.....
- Write one advantage for the student/graduate.
.....
- Write one advantage for the company.
.....

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A Report

Look at an example

1 Read this report. Can you guess:

- a who has commissioned the report and why?
.....
.....

- b who will read the report?
.....
.....

2 Look at the structure of the report and write 1–4 to show the correct order.

- CONCLUSION ☐
TITLE ☒
MAIN SECTION ☐
INTRODUCTION ☐

ELECTRO Mobiles

The best in mobile phone technology

REPORT ON PROPOSED INTERNSHIP PROGRAMME

Introduction

The purpose of this report is to consider the advantages and disadvantages of recruiting interns into the company. I have discussed the issue with a number of companies who accept interns and interviewed local colleges and universities who would wish to collaborate with us.

Advantages

The main advantages are:

- 1 lower recruitment and labour costs
- 2 we have the opportunity to train highly motivated graduates
- 3 we benefit from fresh, new ideas
- 4 we establish a pool of potential employees who have demonstrated their abilities
- 5 it provides good publicity for our company.

Disadvantages

Most employers I interviewed agreed that the biggest disadvantages of an internship programme are:

- 1 the extra workload it places on managers to train and monitor interns
- 2 some interns lose motivation if they realize there is no prospect of full employment when the programme finishes.

Conclusion and recommendation

Clearly, there are risks attached to setting up an internship programme but on the whole everyone agrees that the benefits would far outweigh the disadvantages and that we should trial a scheme for a limited period.

3 Under which heading does the writer talk about

a why internships would be good for the company?

Advantages

b the aims of the report?

c how the benefits are greater than the risks?

d how the information was obtained?

e how internships could cause problems for the company?

4 Tick ✓ the things which are used to make the report easier to read.

bullet points ☐

numbers ☐

underlining ☐

headings ☐

5 Which of these best describe the style? Tick ✓ one or more of the boxes.

impersonal and formal ☐

personal and informal ☐

clear and neutral ☐

balanced, showing positive and negative points fairly ☐

6 Match these phrases from the report with the descriptions.

a *on the whole*

1 Stating the aim

b *clearly*

2 Saying what people said

c *we should*

3 Showing your attitude

d *everyone agrees that*

indirectly

e *the purpose of ...*

4 Making a generalization

is to...

5 Recommending

7 Which description (1–5) in Exercise 6 best matches these words and phrases commonly used in reports?

hopefully 3

in the main

(This report) is intended to


all things considered

the majority (of staff) felt that

we have no hesitation in proposing

there is little doubt that

Plan

8  **A local university is worried that its current sports facilities might not meet the needs of students and staff. You have been asked to write a short report on the situation and suggest appropriate action to take. Listen to comments from staff and students and make notes on points to use in your report.**

9 Tick ✓ which of these you will recommend.

no action needed ☐

major investment ☐

minor improvements ☐

set up a committee to make proposals ☐

seek external funding ☐

10 Which of these would make good headings for the main body of the report?

Advantages ☐

Disadvantages ☐

The way forward ☐

Future facilities ☐

Problems ☐

Strengths and limitations ☐

Current facilities ☐

Raising money ☐

Overview ☐

Introduction ☐

Interviews ☐

11 Which paragraph plan is the most suitable?

a

Introduction

Disadvantages

Advantages

The way forward

b

Introduction

Current facilities

Strengths and

limitations

Recommendations

c

Interviews

Problems

Future facilities

Raising money

12 Decide on your layout. How will you list points? How will you highlight headings?

Learning tip

Before you write a report, think carefully about its aim, collect the data and organize it carefully. In the report, state the aim clearly and lay the report out in a way that makes it easy to read with simple headings, bullet points or numbers for a list etc. Often busy readers will only read the conclusion/recommendations, so make this section as clear and concise as possible.

Focus on ...

writing in a neutral style

- 1 These phrases could be used to open each paragraph. Write them in a more neutral style suitable for a report.
 - a In this report I want to ...
The main aims of this report are to ...
 - b To prepare for this report I interviewed ...
In order to ... I ...
As preparation ... , I ...
 - c Right now ...
At ...
 - d The people I spoke to liked the gym but most of them said the rest of the facilities were completely useless.
While the people I ... ,
most felt that ...
 - e I really feel the committee ought to ...
In my ...
- 2 Complete the sentences with the verbs in the correct form to make a possible final paragraph.

report make need raise consist set up suggest

A committee consisting of students and staff should be set up to draw up a plan for future developments and present to the Principal. This committee should make proposals for improvements over the next five years and raise methods of consisting the funds which are.

Write

13 Write a draft of your report.

Check

Check to make sure:

- all the information is relevant
- you have avoided repetition
- positive and negative points are balanced
- different viewpoints are represented fairly
- your report is organized so that it is easy to read (e.g. there are headings/subheadings, the points are numbered or have bullet points)
- your style is clear and neutral and you have avoided personal comment
- you have avoided contractions, abbreviations, idioms and colloquial expressions.

Make any changes that are necessary to your answer.

B Editing reports



- 1 You have been asked to write up these notes in the form of a report. The report should have the following title:
REPORT ON MAIN CURRENT ENVIRONMENTAL ISSUES FACING OUR COUNTRY

Read the notes and answer these questions.

- a What are the three main problems?

.....
.....

- b What successes have there been?

.....
.....

- c Is enough being done to improve the situation?

air pollution - (too many old vehicles) big problem
→ disease/respiratory problems (recent controls have slightly improved air quality but...)

water - on av we use 300 ltrs. a day/
recently population ↑↑ → far more water taken from ground than replaced by rainfall √√ water companies replacing piping to reduce leaks

tourism - too many! (sites of natural beauty being destroyed) ✓ govern. launched eco-tourism programme wants tourists to respect environ.

Last few years economy → but too little protection for environ. Some successes but more to be done. Dangers to human health/life in gen.

Did you know ...?

According to scientists, the world will be at least three degrees warmer by the end of the century. Extra heat causes even more greenhouse gases.

2 Read the unedited report on the right and answer the questions below.

- Is there a clear overall structure to the report?
- Has the writer used subheadings below the main headings?
- Is there an introduction and a conclusion?
- Is the style always clear and neutral, and appropriate for a report?
- Has the writer avoided contractions (e.g. we'd), note-like phrases and abbreviations?
- Can you find at least one example of incorrect grammar and two examples of incorrect punctuation and spelling?

3 Now write an improved version of the report. Remember to include an introduction and a conclusion.

4 Check your report. Use the questions in Exercise 2 to help you.

Main problems

- Air pollution**
Air pollution – serious problem in all the big cities, not just ours – mainly because of exhaust fumes, it is a major cause of disease and respiratory probs.
- Water**
The average citizen in our lovely country uses 300 ltrs. a day, and now that there are more us here than there used to be, we're taking far more water from the ground than goes back in when it rains
- Tourism**
because of the number of tourists visiting our country they are destroying sights of nat. beauty

Successes

- The air quality's getting a bit better thanks to the recent controls on vehicules
- The water companies replaceing pipes to reduce the no. of water leaks.
- The government has launched an eco-tourism programme which aim to get tourists to respect environ.

Class bonus

Work in groups of four.

- What are the main environmental problems in your country? Make a list of as many as you can think of.
- For each of the problems make notes under the following headings:
 - what the problem is and the effect it is having
 - the long-term dangers
 - what is being done
 - what needs to be done
- Each person in the group should be responsible for a section of the report and write a paragraph.
- Show each other your paragraphs and make the style and format consistent.
- Write or word-process a neat version with a heading.
- Show your report to other groups or put it on the wall to read. Do you all agree on what needs to be done?

Can-do checklist

Tick what you can do.

- I can write a well-structured report based on interviews.
- I can write in an appropriate neutral style for a report.
- I can write a report based on notes.
- I can improve an unedited text.

Can do

Need more practice

LESSON #18

Theme #18.	Reading passages from internet blogs 1.
------------	------------------------------------------------

Length: 80 minutes	Number of Students: 12
Lesson Outline Warm-up Activity 1. Activity 2. Activity 3. Case study	
The aim: To give general information about internet blocks and social network. To make a sense an influence of those network to our life, to enlarge students vocabulary range on this sphere and to teach some reading strategy. To develop students' critical thinki Students will have an information about encyclopedia	
Objectives: 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)

5 Major Differences Between A Blog And Website

Differences between a blog and a website are highly searched in today's online arena. **Blogging/blog** terms are so intensely used around the net, that many newbies get stuck on the point here. So i thought why not to mention the basic differences between the two ways by which we can publish our content online.

To summarize, blog is a type of a website (**Web log**= Blog). Website is a general term. (site on web=website). You might have heard about those static sites and dynamic sites.

That idea supports the **Blog vs Website theory**. There are few technical differences, as to how the data is presented to the readers. We would also discuss couple of reasons due to which blogs are highly considered now days, to present data online.

As the saying goes:

‘All **apples** are fruits but not all **fruits** are apples.’

Similarly,

‘All **blogs** are websites but not all **websites** are blogs.’

However, what some of you might not be aware of is the major difference between the two and how these two make a difference to the global world with their presence. Let me put some light to the major differences between a blog and a website.

And yea, if you are wondering about the [eBook series](#), its not finished yet. In fact we are onto the interesting part. So stay tuned for it in the coming days. Its always better to change some taste. Isn't it?

Blog vs Website - Characteristics Match up

A **blog** (a blend of the term *web log*) is a type of website or part of a website supposed to be updated with new content from time to time

Examples of blogs are famous **news magazines** such as *buzzfeed*, *techCrunch*, *Lifehacker* or **news sites** such as *The New York Times*, *CNN*, *BCC* etc. that publish stories on daily basis. Or even sites ran by individuals on a specific niche such as **this blog!**

While a [website](#):

A **website** is a collection of related web pages, including multimedia content, typically identified with a common domain name, and published on at least one web server.

Examples of websites is everything that exists on ! Because a website is the mother term given to all sites that you browse online including the blogs. Whether it may be **social media networks** like *Facebook/Twitter* or **Ecommerce sites** such as *eBay*, *amazon*, *Alibaba* or **community forums** such as *stackoverflow*, *Google forums* or *Quora*.

Blogs are generally more informally presented to the visitors. The language used is **often much simpler** than on websites. (though its not necessary as many webmasters now have started to use simpler language, to make their view point clear to a wider range of people, around the globe.)

In blogs, there is a feature called "**posts**", as what you are reading now. Every post have its own page (as the url suggests), but the main page (homepage) of the blog is dedicated to the series of latest posts in **reverse-chronological** (latest to oldest) order.



Bloggers often prefer to show around **8-12 recent posts** on their blogs main (home) page. Where as there is nothing such in a [static website](#). Even if a website is about tutorials (like *Lisa Arby's* popular website, *2createawebsite.com*). The website was launched years ago, when the blogging wasn't quite into the online world.

She did a pretty neat job with the sequence of the content. Interlinking was perfect. You

could take a look to that site, in order to get to know the feel of a static website.

The major difference between the two types, blog and a static website is about the **content refreshment**. The major content of website remains the same. Though the webmaster could add additional pages to the website to increase the content, but the order by which the information is presented could not be later changed. (isn't changed).

That's where blog have started to gain popularity. Have you ever thought about the way you search internet now days? You either follow a specific blog right away (through bookmarks) or in most cases, you search search engines.

Search engines help you to get to a specific question (like how to add bla bla to blogger). It would take you to the static page, with the best information of the particular topic, either it comes from blog or website. So the content is basically searched the same way as before (through search engines), but blogs provide a **different dimension** to the way information is presented.

Another huge aspect of blogs due to which people have adopted them, are their ability to get crawled by search engines frequently. As the posts are updated on daily basis (sometimes many times in a day), so [search engines crawl blogs many times a day](#) in order to fetch new content.

Blog Vs. Website: What's The Difference?

These are five ways you can identify a 'Blog' when compared to any website found online.

1. A Blog provides a **Commenting System**
2. A Blog offers a **subscription system** to send free email newsletters to readers.
3. Articles inside a Blog are organized through **categories** and **tags**.
4. Articles in a Blog appear in **reverse-chronological order**, latest to oldest.
5. A Blog is managed by an **individual author** or a team of authors often called the **editorial board**.

1. A Blog Contains a Comment Form

If you see a comment form at the bottom of a webpage, know that you are reading a blog. Blog comment forms are a great way to interact with the author and share your insights or ask him queries regarding the blog post.

LEAVE A REPLY

Comment *

Name *

Email *

Website

POST COMMENT

These comment forms could be simple text boxes with fields for *Name*, *Website/Email*, *Message*. Or it can be a third-party comment plugin powered by *Disqus*, *Facebook* or *Google+*.

2. You Can Subscribe To a Blog Updates

Blogs are more like newspapers. Covering a vast variety of topics and publishing several articles each day or each month. Visitors to blogs who want to stay updated with latest blog posts, subscribe to the email newsletter.

SUBSCRIBE

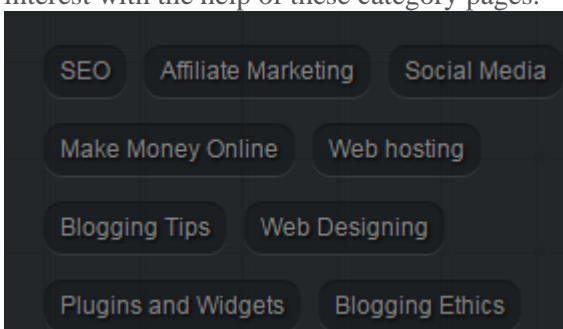
Subscribe to our blog to get great tips

SUBSCRIBE

Blog administrators use difference email delivery systems such as Feedburner, Awber or mailchimp to send email updates to their readers.

3. Blog Articles are Organized By Categories & Tags

Blogs provide great navigation to its visitors thanks to the use of Categories and tags. Categories classify the blog topics into different groups and tags classify them into sub-groups. Users can then read their topics of interest with the help of these category pages.



If you observe our blog menu at the top, you will find that, we have organized our content into different labels/categories. This helps you to better navigate our site.

4. Blog Content is always Displayed In *reverse-chronological* order

A blog will always display its newest blog posts at top and oldest at bottom. This sequence is adopted for both blog posts and comments, so that the readers could reach newly published articles on homepage easily.

5. Unlike a Website, a Blog Can Be Managed by a Single Author!

You don't need a big team to manage a blog. This is one reason why blogs have become the best source of online earning for enthusiastic people who love to share their knowledge with the rest of the world. I started this blog all alone and I am running it for over 8 years without a big team.

LESSON # 19

THEME # 19 REPORT ON VISIT

A visit report is a narrative report that details the visit of a particular person or a group to a site. The visit could be done by a site manager, the owner, or even student that studies the site or field. The visit report serves as a documentation of the status of the site.

Writing a Visit Report

A visit report may not be a daily report but it is a formal report. You may want to gather as much information about the site you visited that is why it is very important to write an effective visit report.

Here's how:

Start off your technical report by providing the sites details. The name of the site, its address, the contact person and the time you visit as well as your departure time.

Write an introduction about your visit to the site and the project plan. This includes the people you have interacted throughout the whole visit.

Explain the things that you've learned from visiting the site and gather all the data that is useful and important.

Verify all the data that you've gathered by double checking it.

The Purpose of Visit Report

Unlike business report, visit report captures any issues, whether good or bad encountered by a particular site or any other establishment.

It provides you the complete information you needed to properly provide any improvement.

It gives you a full understanding of the site's physical condition and its on-going process.

It determines the possible risk assessment to be done.

It will give you an action plan that benefits the site.

The Guidelines of Visit Report

Same as any report, visit report should follow the guidelines that will result in an effective and well-structured visit report. Since visit reports are one of the most important documents in any business, it should be done according to the company's standard.

Not all company follow the same guidelines but there are guidelines common to most visit reports.

Detail all the important matters and information about the site.

Arranged according to the visit.

Include all the necessary data, this includes the safety precautions that are present in the site.

Document the appropriate solutions to the problem encountered by the site.

How to Write a Report

Introduction of your chosen topic

Content of your chosen topic

The results of your findings

Closing it with the conclusion of the report

What Is the Purpose of a Report?

There are two purposes of a report that is done in formal writing and these are on information and communication.

With these two hand in hand, one of the contributing effects of the purpose of a report is help you decide on making the right decisions.

Second would be to develop good relationships in your work due to the effective information and communication that has been transmitted by the report.

Third and last would be the supervising on the acquired information based on the report on whether if it meets the actual standard of the organization.

The Difference between Essay and Report Writing

Although they tend to mean the same thing which is to write about a particular topic, they greatly vary in terms of style and content.

Let us first begin with essay writing, essay writing is more on dealing with the writers' own personal opinion and subjective understanding regarding the topic he/she is writing about.

While on the other hand, report free writing is more concern with the facts and is well detailed in explaining and delivering the purpose of the information through a systematic and organized way.

How to Prepare a Report Writing?

The first thing that you should do to prepare when writing a report is of course the chosen topic that you're going to be reporting.

Study and understand the chosen topic that you would be writing a report about in order make an effective and informative report.

Start writing your report to actually experience it on a more hands-on way.

REPORT ON VISIT

If your job includes visiting factories, offices, laboratories--or other nations, for that matter--you know how much importance rests on the data you bring back. Visit reports (also known as post-visit reports) rarely cover just facts and figures. Your perceptions and observations can heavily influence the outcome of potential mergers, financial negotiations and partnerships. Given the weighty nature of this type of report, you'll want to spend as much time gathering data as you do transcribing it--after all, your instincts could mean the difference between a future relationship and none at all.

Items you will need

Site notes

Report template

Computer

Step 1

Take copious notes during your site visit. Ask probing questions. Request reports, charts, graphs, research and other documentation you'll need to back up the data you're collecting and make certain you have permission from your host to attach that data to your post-visit report.

Step 2

Start drafting your visit report as soon as possible--at the airport, on the plane or immediately upon returning, as details will remain fresh in your mind for only a day or so. Follow the template of your company's site visit form if one exists or create your own.

Step 3

Begin your visit report with a section detailing basic information: the name of the site, address, contact person, arrival and departure dates, purpose and objectives of the visit and other structural information that sets the stage for anyone reading your report, whether they're familiar with your mission or not.

Step 4

Write an introduction describing the institution you visited. Detail the company's product or service and make mention of all the people (and their titles) with whom you interacted while on site. Respect confidentiality by omitting sensitive data from your report. Use this section to lay the groundwork for your observations.

Step 5

Explain what you learned during your experience on site. Note reasons objectives may not have been met and offer opinions about why data you hoped to receive may not have been available to you. Wrap up the first draft of your visit report with conclusions you deem vital to describing how the visit went. Add recommendations for future action if this was part of your assignment.

Step 6

Edit down your first draft to no more than five pages. Add titles, sub-titles, bullet points and other organizing elements to help readers navigate your visit report. Chop overly long sentences. Check facts against your notes. Double check spelling and punctuation. Set the type in an easy-to-read font--Times New Roman is ideal. Avoid type smaller than 12 points if readers are 50+.

Step 7

Arrange the attachments accompanying your visit report in logical order, filed in accordance with the way the information is organized. Number the pages for continuity. Avoid unusual typefaces, colors and unnecessary graphics, as these have no place in a visit report. Verify your conclusions by double-checking the facts in your notes and be sure to meet the deadline you've been given for filing your site report as critical matters and decisions may hang on its timeliness.

LESSON # 20

Theme #20 READING PASSAGES FROM INTERNET BLOGS 2

Jo's blogs

Get ready to write

- Look at the photographs and answer the questions.
 - a Jo, Carin and Petra went to two places, Disneyland and a zoo. Which place would you prefer to go to?
 - b Which place do you think Jo, Carin and Petra liked best when they visited them?



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A A personal blog

Look at an example

Jo's Blog

My journal

21.10 April 11

The Mouse and Me

Got up early to get to the main park before the crowds came out. As you know, Petra doesn't like scary rides so at first we split up. I had a brilliant time on the Big Thunder Mountain while she and Carin got Mickey's autograph. It's a rollercoaster that crashes out of control into a mine under the lake. Crazy! Everyone was screaming and laughing at the same time. Later we all went on a flight over London with Peter Pan. That was much calmer!

My top tip for when you come to Disneyland: if the queue for Big Thunder Mountain is long, get a Fast Pass from the ticket machine. It gives you time to come back and saves you queuing.

Comments (0)

1 Jo wrote about her trip to Disneyland in her blog opposite. Where are the things below? Match each item (a-f) to a green number in the blog.

- a the main journal entry **5**
- b the name of the person who wrote the entry ☐
- c the time and date the entry was written ☐
- d the heading ☐
- e the number of comments other people have written about the blog entry ☐
- f the type of blog it is ☐

2 Look at this sentence: *As you know, Petra doesn't like scary rides.* Who does Jo think will read this blog? Choose one answer.

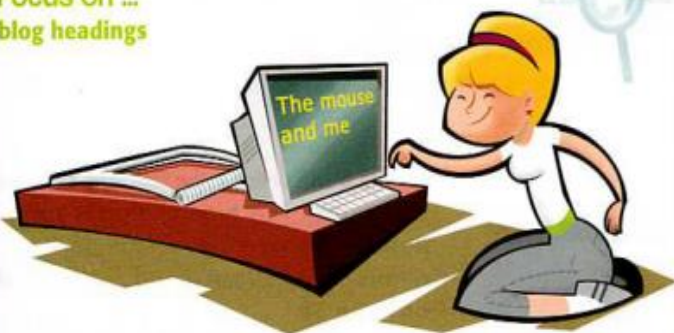
- a people who know her
- b anybody

3 In what type of journal would you usually write about these things? Put the subjects (a–g) in the best column in the chart below. (Some may go in more than one column.)

- a your thoughts on your boyfriend/girlfriend
- b what you did in class or at work today
- c your thoughts on a film you saw yesterday
- d your thoughts about what the Prime Minister or President of your country did last week
- e your thoughts about your sister
- f your thoughts about a classmate or colleague
- g your memories of childhood

A journal that anybody on the Internet can read	A journal that your family can read	A journal that only your friends can read
		a

Focus on ... blog headings



Good headings catch the reader's attention.

- They are short.
- They make you ask questions. For example: *Who/What is the mouse? What did the mouse and the writer do?*
- They make you want to read the blog to find the answer to the questions.
- They try to make things funny or interesting. By using words beginning with the same letter, Jo makes her heading more fun. By talking about a person (*Me* in the heading), she makes it more personal.

- 1 The heading below is in good English but it is a bad heading. It contains too much information. Shorten it so that it only answers these questions: *Who? What?*

Here is some information about my visit with my sisters to see Mickey Mouse in Disneyland Resort, Paris ...

- 2 Underline the heading(s) below which sound funnier or more interesting.
Petra's calm ride / Petra flies with Peter Pan / Petra and the Pirate
- 3 Think about the last time you went somewhere special. Write an interesting, short heading about your visit.

Did you know ...?

The word *blog* is a combination of *web* and *log* and was first used in 1999.

A person who posts a blog is called a *blogger*. Adding text to a blog is called *blogging*.

You can set up your blog so that anyone can read it or you can limit its readers to friends and family.

When British people talk about *Joe Bloggs* they are not talking about a real person. They are talking about the ordinary man or woman. For example: *Joe Bloggs isn't interested in how the Internet works. He's just interested in surfing it.*

Plan

- 4 Think about the visit you wrote about in question 3 of the *Focus on ... blog headings*. You are going to write the rest of the blog. Decide who will be able to read your journal.

- a everybody
- b friends
- c family

- 5 Think about the last time you went somewhere special. How much information about the place will your readers need? Answer these questions. (Remember: you do not need to tell your readers things they already know but you do not want to confuse your readers by not giving them enough information.)

- a Where did you go?
.....
- b What did you do there?
.....
- c What did you enjoy about it?
.....
- d What's your top tip for somebody who wants to visit that place?
.....

Write

6 Use your answers from Exercises 4 and 5 to complete this blog.

Write your name here's Blog

My journal 

Write the time and date here

Write the heading here

Use your answers to Exercises 4 and 5 to write about your special trip.

Comments (0)

Check

- Does your entry answer the questions from Exercise 5?
- Have you included information that is interesting for your reader?
- Have you cut out information that is not interesting for your reader?
- Does your headline make the reader want to read more?

Extra practice

- Write yesterday's entry for a journal that anybody can read.
- Use the Check questions to check your blog.
- Post your blog on a site like www.livejournal.com.


B Adding comments to a blog

Look at an example

File Edit View Favorites Tools Help

Address www.blogs.com/jo/thoughts

Jo's Blog

Thoughts ... 

Shut up zoos, not animals

You may think that visiting a zoo is harmless fun, but you're wrong because zoos are just prisons for animals. The difference is that prisoners get out after a few years! Animals in cages look bored and are boring to look at. After all, we all know what an elephant looks like, we've seen them on TV. So why make animals suffer by shutting them up for our entertainment? Shut the zoos instead!

Posted by: Jo Salter on April 19 at 18.12 Comments (1)

Comment

I partly agree. But some zoos aren't there for our entertainment. I've just got back from Jersey Zoo. It saves rare animals and breeds them. Then it returns the babies to the wild. Not all zoos are the same, you know.

Posted by: Angela Ellis on April 21, at 18.17

[Post a comment](#)

1 This is a different type of blog that Jo also writes. This type of blog is very popular. Choose the most important difference between it and Jo's journal on page 38.

- a It is about Jo's ideas, not things that happen to her.
- b Other people can post comments.
- c It's about a zoo, not Disneyland.

2 Who does Jo want to read her blog?

- a friends b anybody

3 Read Angela Ellis's comment again. Which of these statements is true? Circle one statement.

- a Angela agrees with all of Jo's ideas.
- b Angela agrees with most of Jo's ideas.
- c Angela agrees with some of Jo's ideas.
- d Angela does not agree with any of Jo's ideas.

4 Why does Angela write about Jersey Zoo? Circle the best explanation.

- a It is the only zoo that she has visited.
- b In her opinion, it is an example of a good zoo.
- c It is the last zoo she visited.

5 Write the expression Angela uses to show whether she agrees or disagrees with Jo.

Plan

6 Put these expressions in order. (Complete disagreement (1) → complete agreement (6)).

I partly agree. ☐ I don't know. ☐ You're right. ☐ You're wrong. ☐
You're absolutely right. ☐ You're completely wrong. ☒

7 Here are more of Jo's thoughts. Use the expressions from Exercise 6 to show how much you agree or disagree.

- 1 Poor people are lazy.
- 2 Nuclear power is the best way to stop global warming.
- 3 Testing drugs on animals is OK.
- 4 Politicians always tell lies.

8 Match these headings to Jo's thoughts from Exercise 7.

- a Earn respect ☒ b It's fair ☐ c Cool it! ☐ d Liars rule! ☐

Write

9 Choose one of Jo's thoughts from Exercise 7. Write the heading and the thought in the correct space in this blog.

Jo's Blog

Thoughts ...

Write the heading here

Write Jo's thought here.

Posted by: Jo Salter on April 19 at 18.14 **Comments (1)**

Comment

Write how much you agree or disagree. Explain why you agree or disagree (if possible, give an example to support your comment).

Posted by: Put your name, today's date and time here.

[Post a comment](#)

Learning tip

When you write something that you know the reader may disagree with, try to guess why the reader will disagree. Answer their point in your writing before they even make it!

10 Write a comment to show how much you agree or disagree with Jo's thoughts in Exercise 7 and why.

Class bonus

Think of something that you feel strongly about. Write your thought on the top of a piece of paper and 'post' it on a display board in your classroom. Read the other students' postings and find one that you agree or disagree with. Write a comment underneath the thought. At the end, remove your original posting and see how much your classmates agree or disagree with your comments.

Check

- Remember, anyone can read this. If you are not happy for someone you know to read your comment, change it so that you are happy!
- Have you chosen the best expression to show how much you agree or disagree?
- Have you explained why you agree or disagree?
- Have you given an example to support your comment?

Can-do checklist

Tick what you can do.

- ☐ I can write a personal blog.
- ☐ I can add comments to a blog.
- ☐ I can write headings.
- ☐ I can write for a specific reader.

Can do

Need more practice

LESSON # 21

THEME#21 REPORT ON MEETING

MEETING REPORT

The meeting was coorganized by the Ministry of Education of Montenegro and the Council of Europe. It was opened by Professor Sreten Škuletić, Minister of Education of Montenegro.

The launching meeting was attended by delegations from Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Montenegro, Romania, “the former Yugoslav Republic of Macedonia” and Turkey as well as by the Council of Europe. Greece, Serbia and Slovenia were unable to participate in the meeting.

The programme of the meeting is reproduced in Appendix 1 and the list of participants in Appendix 2.

In the first part of the meeting, Mr. Sjur Bergan, Head of the Council of Europe’s Department of Higher Education and History teaching and Chair of the Bologna Coordination Group on Qualifications Frameworks, gave an overview of issues and developments regarding qualifications frameworks in the European Higher Education Area.

Ms. Nadežda Uzelac of the Ministry of Education of “the former Yugoslav Republic of Macedonia” and a member of the Bologna Coordination Group on Qualifications Frameworks gave a presentation on the role and importance of qualifications frameworks from a regional perspective. Each delegation then provided an overview of the status and development of its national qualifications framework.

DECISIONS AND REDCOMMENDATIONS

On the second day of the meeting, participants focused on establishing the regional network and on defining its tasks and priorities. The meeting adopted the terms of reference of the network as reproduced in Appendix 3 and elected Ms. Nadežda Uzelac, “the former Yugoslav Republic of Macedonia”, Coordinator of the Network.

The meeting further decided to appoint three dedicated teams to address specific issues and to submit their proposals to the Network. One team should plan and conduct a comparative analysis of qualifications frameworks and education systems of the countries participating in the Network. As its first task, the team should develop a structure and

format for the information needed and submit this to the network for approval before proceeding to gather and analyze the information. The meeting appointed the following team members:

Professor Novica Nosović, Bosnia and Herzegovina
Professor Sorin Eugen Zaharia, Romania
Professor Selda Önderoğlu, Turkey

The second dedicated team should offer assistance and guidelines in developing national web sites for qualifications frameworks and consider whether it would be useful and feasible to develop a web site for the Network. It should submit its proposals to the Network. The meeting appointed the following team members:

Ms. Edit Dibra, Albania
Ms. Marina Tatalović, Croatia
A third member from Bulgaria, to be identified by Ms. Svetomira Apostolova-Kaloyanova

The third dedicated team should develop one or more project proposals that may be submitted to external sources for support. In this context, support may be sought from relevant European Union programmes or any other sources. This dedicated team should in particular consider project proposals that may help train higher education policy makers and practitioners in the region in key aspects of qualifications frameworks. The meeting appointed the following team members:

Professor Aleksander Xhuvani, Albania
Ms. Vanja Srdanović, Montenegro
A third member from Romania, to be identified by Professor Sorin Eugen Zaharia

Finally, the meeting decided to transmit the meeting report and terms of reference to the members of the Bologna Follow Up group of the countries invited to participate in the Regional network and to ask them to (re)confirm their representatives to the network.

Sample Meeting Report Notes

Date: Monday, August 1st

Time: 4:00pm

Duration: 1 hour

Attendees: 10 total, from the Admissions Staff (Director, Assistant Director, four counselors, and support staff)

Room: Meeting Room B in the Downey Hall Auditorium

Agenda: Reviewing Homecoming Responsibilities

Items Discussed:

- Need to send out Homecoming visit day info.

- Megan will forward Melissa the Visit Day information that will go in the brochure. Melissa will create and send the brochure (by 9/1).
- Students callers to call prospective students.
- Bob will give Brian access to the prospective student lists. Brian will create calling lists for the student callers (by 10/1).
- Prep admissions tent.
- Bob will give Trent last year's supply list. Trent will order all necessary supplies and work with Brian to schedule student workers (by 10/1).
- Give out homecoming info while on fall travel.
- Once the Homecoming brochure is created, Melissa will order copies for the counselors to take on fall travel (by 9/7).

Other Info:

- Megan in charge of communications. Contact her with any questions or suggestions.
 - Next meeting is Tuesday, Sept. 1 at 4 pm in the Executive Meeting Room in Sulley Hall.
- 2013 DTR Action Team Meeting Report Form IMPORTANT: The Team's work is IN PROGRESS. This is simply a report to reflect the Team's activities on this particular meeting day. The Team's proposals may change before end of the process in July 2013. Use this form to capture the Team's activities and proposed implementation action items. (Note: The format of this form is intentionally very basic to simplify completion at the end of the meeting. Will be transferred to another format before publishing on the DTR website for public viewing.) 1. Meeting Date: April 6, 2013 2. Action Team Name: DMAP 3. Data reviewed, presentations viewed or any experts heard from today: - historical trends in deer harvest – Pritzl -DMAP in other states – Roepke -Possible DMAP components in WI , a starting point - Roepke 4. Main topics discussed by Team today: - Reviewed other state programs -Assignment sheet prioritization -DMAP in WI will not mimic other states and will vary across regions within WI as well 5. Additional questions or information requests made by the Team today: -copy of PowerPoint slides used -MFL applicability review - 6. Implementation Action Items proposed or discussed by the Team today: -What should the pilot look like? What will be the incentive? - 7. Any general comments or considerations (if any) Team would like noted: -recognizing this is a cooperative venture between hunters, landowners, and DNR 2013 DTR Action Team Meeting Report Form IMPORTANT: The Team's work is IN PROGRESS. This is simply a report to reflect the Team's activities on this particular meeting day. The Team's proposals may change before end of the process in July 2013. -Full time DMAP Coordinator position is going to be a permanent position, not a pilot itself 8. Next Meeting Date is: April 27, 2013.

APPENDIX 1

PROGRAMME

Monday, July 7

Arrival of participants

Tuesday, July 8

09 00 – 09 30 Registration

09 30 Opening

Prof. dr. Sreten Škuletic, Minister of Education and Science of Montenegro

Ms. Nadežda Uzelac, Ministry of Education of “the former Yugoslav Republic of Macedonia”, member of the Bologna Coordination Group on Qualifications Frameworks and member of the Bologna Follow Up group and Board (2008 – 2009)

Mr. Sjur Bergan, Council of Europe, Chair of the Bologna Coordination Group on Qualifications Frameworks

Chair of the morning session: Slobodanka Koprivica, Deputy Minister

10 00 Qualifications Frameworks in the European Higher Education Area: developments and overview of the issues

Sjur Bergan

Discussion

11 15 Coffee

I've read the minutes

Get ready to read

- The words in the box are types of business correspondence. Match the words with their definitions.

agenda memo minutes report

- a message or other information in writing sent by one person to another in the same business organization
 - b description of an event or situation
 - c list of matters to be discussed at a meeting
 - d written record of what was said at a meeting
- Have you ever read any of the types of business correspondence above?

- Tick ✓ the sentences that are true for you.
I never go to meetings. ☐
I go to a meeting about once a week. ☐
I have one or more meetings every day. ☐
I seem to spend all my time in meetings. ☐
- Who do you meet with? Tick ✓ the boxes.
your colleagues ☐
your boss ☐
visitors from other companies ☐



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A Colleague Council Meeting

- Emma Brown is an accounts administrator and she works in the offices of a large telecommunications company. She has agreed to represent the accounts department on the Colleague Council – a group of staff members which discusses problems in the workplace. She has just received this memo. What is it about? Tick ✓ the correct sentence.

- a The memo is in connection with a meeting that has taken place. ☐
- b The memo is in connection with a meeting that will take place. ☐

Did you know ...?

Ref, in this memo, is a written abbreviation for 'Reference'. Other abbreviations which are used in correspondence include *p* for 'page' – and *pp* for 'pages' – and *contd*, which is used at the bottom of a page to show that the letter, report, etc. is not finished and continues overleaf.

Note that *Re* (in the memo) is not an abbreviation. It is simply used to mean 'on the subject of'.

Memo

To: Colleague Council Member
From: Jane Simmons/Liz Bateman
Ref: 16008-1
Date: 16.10.20__
Re: Colleague Council Minutes

Enclosed is a copy of the Minutes from the recent Council Meeting.

Please make sure you feed back on any specific issues to those colleagues who raised them and that you file the Minutes for future reference.

A schedule of meeting dates for next year will be forwarded to you under separate cover.

Looking forward to meeting with you again soon.

Regards
Jane & Liz

2 Did Emma attend the meeting? Scan the minutes and find the answer.

Colleague Council Meeting 3rd Oct 20

Chairperson: Jane Simmons

Minutes Secretary: Liz Bateman

NB - Blue font indicates most recent response

1 Welcome

Jane Simmons welcomed all colleagues to the meeting. She explained the aim of the Colleague Council - issues which are of concern to staff members can be raised and discussed by the group, and then addressed to Personnel Manager, Penny Kacelnik, in the second half of the meeting. Meetings will be held four times a year.

MATTERS ARISING FROM THE MINUTES

2 Lifting of international call barring

The council asked if it would be possible to have the phone system changed so that international calls can be made.

All phones in Sales & Marketing will be modified in November to allow for international calls. Anyone else who needs to call overseas should contact Asif Din in IT.

3 Recycling of paper

The council enquired if the correct route for raising recycling issues was through John Evans, Office Services Manager.

Penny agreed that this was the correct route. She also added that she would welcome everyone looking at the paper they generate and cutting down if possible. Individuals are reminded that they can also make a difference by turning lights and monitors etc off.

4 Healthy snack options in vending machines

The council requested that a healthy range of snacks be available from the snack machine.

Penny reminded everyone that the canteen offers healthy lunch-time options. She will discuss the contents of the machine with the leasers when the lease comes up for renewal next month. Feedback to be given at Jan meeting.

5 Expenses policy for business trips

The council asked for clarification of the expenses policy. Two issues were raised: the timeframe for claiming expenses, and business insurance for use of own cars.

Penny explained that claims should be made within 10 days of the end of the month. However, if necessary where there is financial hardship or ad-hoc usage, claims can be made weekly. The Company had previously issued information on business insurance - this states that colleagues are normally covered for travelling to and from meetings on their normal insurance policies. This information will be reissued on the intranet, but colleagues must check with their own insurers to ensure that their policy covers them.

6 Removal of study grants

The council expressed regret that study grants for non-professional courses were no longer available. People should be encouraged to take language courses, for example, given our growing international market.

Penny explained that Management felt this money could be better used on paying for courses which would lead to professional qualifications, such as Accountancy, Credit Control. A suggestion was made that in-house language courses could be taught by members of staff.

Feasibility of in-house language courses to be researched before next meeting.

Next Meeting: Will be January, precise date to be confirmed

Attendees: Louisa Barlow, Gary Brown, Natalie Cole, Orla Doyle, Tariq Ali, Penny Kacelnik (Personnel Officer)

Apologies: Emma Brown, Parvinder Miskry

3 Emma had received an email from Sam, one of her colleagues, just before the Colleague Council meeting. Read Sam's email. Then skim the minutes of the meeting. Was the issue raised by anyone else?

Three years ago, I did a web design course and I got a grant of £50 towards the cost of the course. This year I wanted to do a Spanish course, but I was told that I wouldn't get any money towards it. I'm sorry money's not available any more because this might mean that some people can't afford to do classes.

4 The Personnel Manager attended part of the Colleague Council Meeting. What was her response to the issue mentioned in the email? Tick ✓ the correct box.

- a Money would be available for non-professional courses. ☐
- b Money would be available for professional courses. ☐
- c Money would be available for in-house language courses. ☐

5 Would you be likely to discuss the same issues at a Colleague Council Meeting in your workplace? What other issues might you raise?

**Focus on ...
reported speech**

- 1 Find these words in the minutes:
The council asked, enquired, requested, asked for. Underline the whole sentence in which the words appear. These sentences are all examples of reported speech - they report what someone actually said (their direct speech).

- 2 How did Colleague Council members actually make the comments above? Rephrase the sentences in direct speech.

- a Will it be possible to have the phone system changed so that international calls can be made?
- b _____
- c _____
- d _____

B Here's my report

- 1 Read this email that Emma sent Sam after she read the minutes of the Colleague Council Meeting. Who is going to research the feasibility of setting up an in-house language course?

I wasn't able to attend the recent Colleague Council Meeting, but someone else raised the issue of study grants. It seems that these are no longer available to staff who want to do courses that are not directly connected with their work. However, I understand that Penny Kacelnik has spoken to Alejandro Mendoza about setting up a Spanish course for members of staff. (He's been asked to write a report before the next Colleague Council meeting.) You might be interested in that instead of an evening class.
Emma

- 2 Sam is very interested in doing an in-house Spanish course. Here are the questions he is discussing with Emma. What other questions might they discuss? Add these to the list.
- Will we have to buy a book?
 - How often will we have a lesson?
 - Will Alejandro teach us?
 - How do I get a place on the course?
 - What exactly will we study?
 - Do I need to know some Spanish in order to do the course?
 - How much will the course cost?

Learning tip

Always look at the title and headings before you start reading a text. This is because they help you to understand what is and what is not in a text. You will usually find headings in business correspondence – letters, minutes, reports – because the aim is for maximum clarity.

- 3 Alejandro discusses the report with Emma, and he tells her that the report has the following headings. Where will she find the answers to Sam's questions? Match the questions in Exercise 2 with the headings/topics below as best you can. Write the letters in the boxes.

- | | |
|-------------------------------------------|------------------------------------------------|
| 1 INTRODUCTION <input type="checkbox"/> | 5 TIMING AND LOCATION <input type="checkbox"/> |
| 2 COURSE CONTENT <input type="checkbox"/> | 6 COURSE MATERIAL <input type="checkbox"/> |
| 3 ENROLMENT <input type="checkbox"/> | 7 TEACHER <input type="checkbox"/> |
| 4 LEVEL <input type="checkbox"/> | 8 FOLLOW-UP <input type="checkbox"/> |

Did you know ...?

Spanish is one of six official working languages of the United Nations and one of the most used global languages. It is spoken in most South American countries, as well as in certain parts of Europe, Asia, Africa and Oceania. Spanish is also the second most widely spoken language in the United States and the most popular foreign language for study in US schools and universities. It is estimated that the combined total of native and non-native Spanish speakers is 400–500 million, probably making it the third most spoken language by total number of speakers.

- 4 Skim Alejandro's report on the opposite page and check your answers to Exercise 3.
- 5 Read the report more carefully and check the answers to the questions in Exercise 2.
- 6 Read the report again. There are issues in three of the paragraphs which the Personnel Manager might need to discuss with the Managing Director. Tick ✓ the three paragraphs.
- | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 <input type="checkbox"/> |
- 7 What do you think of Alejandro's suggestions? Which ones are good and which would you change? How?
- 8 Imagine you work in an office environment and have been asked to give a course in your language. What difficulties would you have in setting it up? Consider the questions in Exercise 2.
- 9 Have you ever studied on an in-house course? What was it like?

LANGUAGE CLASSES REPORT

1 INTRODUCTION

I was asked by the Personnel Manager to investigate the feasibility of organising a course of Spanish language training for members of staff, and to make recommendations about the implementation of such a course. I have discussed this matter with two of my Spanish-speaking colleagues and we all feel that the company would benefit enormously from this development. We have discussed various aspects of such a course and would like to make the following suggestions.

2 COURSE CONTENT

The focus would be on the business world, rather than a general Spanish course. Our aim would be to prepare participants for dealing with Spanish-speaking visitors, and for dealing with telephone and email queries.

3 ENROLMENT

Places should be available to anyone in the company, but the course will be aimed at staff who need to use Spanish in their jobs. Twelve is an ideal group size, although the number could rise to 16 if there was such a demand.

4 LEVEL

The level of the course will be elementary and students will be either beginners or know only a little Spanish.

5 TIMING AND LOCATION

We propose two lessons per week, of an hour each. Taking into account the fact that the most popular days off during the week are Monday and Friday, we suggest Tuesday and Thursday for the classes. The course could be in lunchtime or after work, although our preference is that it takes place in work time. We feel that this would ensure a higher level of commitment from the participants. A register would be taken at the end of every lesson so that attendance feedback could be given to managers if necessary. The meeting room at the top of the stairs would be ideal since this room already has a whiteboard.

6 COURSE MATERIAL

We would suggest using Level 1 of the business course *Negocios*. This is divided into 20 short units, and it should be possible to complete a unit's work in a week. Participants can either buy their own copy of the book, or the company could buy a class set. These could then be re-used with further groups. The book is accompanied by a Teacher's Book and a CD, both of which are invaluable. We assume that the Company would purchase these on our behalf.

7 TEACHER

Esteban Hübner, who works in IT, would teach the class. He already has teaching experience, having taught Spanish in Salamanca for the Don Quixote chain of language schools. Esteban would appreciate one hour's preparation time to be built into his working hours every week. If the class(es) were to be given at lunchtime, then he would appreciate the time off in lieu.

8 FOLLOW-UP

If an initial course goes ahead, then we suggest appraising its success on an ongoing basis. The initial group could go on to a second course (the second half of the book), or if sufficient people were interested, we could repeat the course with a second group.

I look forward to your comments on this report.

Alejandro Mendoza
November 26th 20__

Class bonus

Discuss ways of improving your English – either at work or in your free time. Make a class list of all the things you can do. You will probably get some ideas from your classmates.

Extra practice

Find out about business English courses on the Internet. Are there any in-house courses on offer in your country?

Can-do checklist

Tick what you can do.

- ☐ I can understand the minutes of a meeting and act upon them.
- ☐ I can use headings to predict the content of a report.
- ☐ I can understand a report and consider its implications.

Can do

Need more practice

LESSON # 22

Theme # 22 **READING INSTRUCTION ABOUT TECHNICAL EQUIPMENT**

Here's what to do

Get ready to write

- o Write answers to these questions.
 - a Which situations can you think of where you have to write instructions for someone?
.....
 - b What do you think makes instructions effective?
.....

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A Instructions

Look at examples

- 1 Read these sets of instructions. Which set, 1, 2 or 3, is telling someone how to:

- a use something? ☐
- b get somewhere? ☐
- c make something? ☐

- 2 Which one would you probably find:

- a in an email to a friend? ☐
- b in a rented flat/house? ☐
- c on a website? ☐

2



GAS HEATER

First, make sure setting is on 0.

Then light pilot light by pressing PILOT LIGHT button (on left) and holding it down and pressing ignition button quickly.

When lit, keep PILOT LIGHT button down for 30 seconds and slowly release.

Next turn on HOT WATER and/or CENTRAL HEATING.

Finally, check all radiators are OPEN.

If any pipes spring leak, please turn off radiators and contact service engineer. (Phone no. on heater.)

1



3

When you come to the roundabout, you take the third exit and go straight on for about two kilometres. Stay on that road until you come to a post office on your left. That's where you need to turn off. As it's a bit complicated after that, I suggest you go into the post office and ask the way.

Write

- 5 Now write your email to the new organizer. Use some of the expressions from the **Learning tip** and the **Focus on** sections. Begin:

The first thing you do on Monday is join with the teachers and ...

Check

Reread your email and answer the following questions. Make any changes necessary to your answer.

- Have you included at least two instructions for each day of the week?
- Have you included all other necessary information? (You may want to check against the *Audioscript* on page 91.)
- Are your instructions clear?
- Is your style appropriate?

B Safety instructions

- 1 You have been asked to prepare a simple **Fire Safety poster** for your workplace, either on the computer or by hand. You need to make it clear and visually attractive.

Read this extract from a letter from a Health and Safety adviser. Highlight the key information.

The first priority if you discover a fire is to raise the alarm by operating the nearest alarm call point, then dial 999 and ask for the fire brigade. If it's just a small fire then you might be able to tackle it yourself by using some of the available appliances, but don't take any unnecessary risks. If you hear an alarm, obviously the first thing you do is to clear the building immediately by the quickest route, without stopping to collect personal belongings – instructions are posted in each room about the best route to take – and report to the assembly point. After that, it's very important you don't re-enter the building until the fire officers say it's safe to do so.

- 3 This is a draft answer, which has not been edited. Read and answer the questions below.

- a Which important information is missing?
b What changes could you make
- to make the presentation clearer?
 - to make the order of information more logical?
 - to improve the style? (Look at phrases like *don't forget to*, *get out quick*, *don't bother*.)

FIRE INSTRUCTIONS

*If you discover a fire
you must sound the alarm
don't forget to phone the fire brigade*

*If you hear the fire alarm
get out quick (quickest route) and
report to the assembly point
don't bother about personal belongings*

Did you know ...?

Public signs sometimes use the imperative.

KEEP FIRE DOOR SHUT!

However, *please* is often added to 'soften' the instruction.

PLEASE DRIVE CAREFULLY

When signs are used to prohibit something, we often prefer more polite forms of address.

~~DON'T WALK ON THE GRASS~~ ✗

PLEASE DON'T WALK ON THE GRASS ✓

NO WALKING ON THE GRASS ✓

THANK YOU FOR NOT WALKING ON THE GRASS ✓✓

Write

- 4 Design your poster. Include the necessary information and make it as attractive as possible.

FIRE INSTRUCTIONS

If you discover

If you hear

Class bonus

- 1 Look at a local map and locate a place which is important to you (e.g. your friend's address).
- 2 Write an email or letter inviting another student to a party. Give directions how to get there, but do not give the street name or number.
- 3 Give the invitation to another student and ask them to follow your directions on the map. Can they find the correct location?

Check

- 5 Read it through and answer the questions in Exercise 3. Make any necessary changes.

Can-do checklist

Tick what you can do.

- I can write instructions saying how something works.
- I can use imperative forms to give instructions.
- I can present instructions clearly.
- I can use sequence words to show the order things happen.

Can do



Need more practice

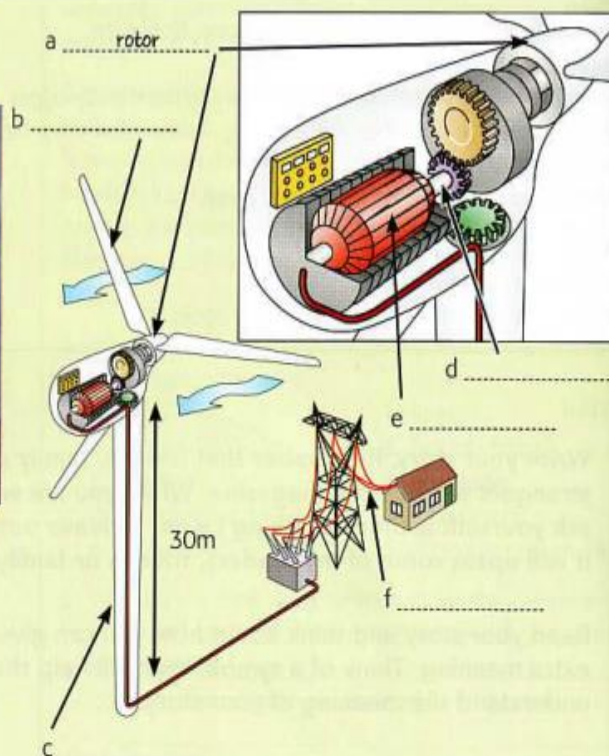


How it works

Get ready to write



- Are there any wind turbines near where you live?
- Which continent do you think uses most wind energy?
☒ one answer.
 a America b Europe c Asia
- Use these words to label the parts of the wind turbine.
 blade cable generator ~~rotor~~ shaft tower



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Describing a process

Look at an example

- You work for a company that makes environmentally-friendly products. This is part of a page from the company's website. Read it and find out if you labelled the diagram correctly in *Get ready to write*.

How does a wind turbine work? ▼

¹Wind turbines use wind to make electricity. They are normally put on towers 30 metres or more above the ground to get the most energy from faster winds. ²The energy in the wind turns three blades around a rotor at 10–30 revolutions per minute. Inside the turbine, the rotor spins a shaft which is connected to a generator. This generates electricity. ³Wind turbines can be used to produce electricity for a single home or building or they can be connected to an electricity grid. Electricity is then sent through cables to homes, businesses, schools and so on.

Did you know ...?

- Wind has been used to power ships for thousands of years.
- The Chinese first used wind-power to pump water over 4,000 years ago.
- Wind is now the fastest growing energy source worldwide.
- There are wind turbines in the Arctic.
- Modern wind turbines can work for over 20 years without stopping once.

2 Match these explanations to information from the webpage. Write the blue number from the webpage.

- a What happens to the electricity ☐ 3
- b How wind turbines make electricity ☐
- c What a wind turbine is ☐

3 Decide if these statements are true (T) or false (F).

- a The writer explains why they like wind turbines. ...F...
- b The writer explains why they dislike wind turbines.
- c The writer explains the facts about how wind turbines work.
- d The company has designed the webpage for experts in wind-power.
- e The company has designed the webpage for people who do not know very much about wind-power.

4 Look at the language in this description from a personal website. It is very different from the language used in the business website on page 58.

Wind turbines are cool! They're normally put on great big towers but I've got one on my house. I use it to power my TV. Only problem, when the wind stops ... no TV!

Decide if these rules are true for business/scientific descriptions or personal descriptions. Put each rule (a-f) in the correct box below.

- a Use neutral language
- b Use slang, e.g. *cool*
- c Use contractions, e.g. *They're*
- d Do not use contractions
- e Use complete sentences
- f Shorten sentences (for example: *The Only problem is that when the wind stops there is no TV.*)

Business/scientific descriptions

Personal descriptions

Focus on ... the passive form

Wind turbines make electricity.

↑

Subject

(The writer focuses on **what** wind turbines **do**.)

Are you interested in **what the subject does**?

Yes → Use an active verb form

The turbine is connected to a generator. (The writer focuses on **how** the turbine **works**.)

↑

Subject

Are you more interested in **what happens to the subject**?

Yes → Use a passive verb form (*am/are/is* + past participle)

The turbine is connected to a generator by a shaft. (The writer focuses on **how** the turbine and generator **are connected**.)

Is it important to understand **what/who makes something happen to the subject**?

Yes → Use a passive verb form + *by*

1 Look at the pairs of sentences below. Circle the sentences which are written in the passive form.

- a ① Wind turbines are normally mounted on towers.
2 Electricity companies normally mount wind turbines on towers.
- b 1 The wind turns three blades.
2 Three blades are turned by the wind.
- c 1 People can use them to generate electricity for a single home.
2 They can be used to produce electricity for a single home.

2 Put the verb in the active or passive form in these sentences. Use the verb in brackets.

- a Wind turbines can be connected to the national grid by electricity companies. (*connect*)



- b Radios electricity. (*use*)



- c Batteries electricity. (*store*)



- d Some batteries can at home. (*recharge*)



- e You can some old clocks with a key. (*wind up*)



Plan

5 When do you think it might be useful to have a wind up radio? **Circle** the best answers.

- a when you go camping
- b when you go diving
- c when you travel or live in a remote area
- d when there is an emergency situation and you have no electricity

6 **Circle** the handle in the picture on the right.

7 What do you think the handle does? **Circle** the best answer.

- a recharges the battery
- b turns the radio on
- c makes music

8 Write two questions about wind-up radios that you would like to know the answers to.

.....

9 A colleague has written these notes on wind-up radios. Try to find the answers to the questions you wrote in Exercise 8.

What a wind-up radio is

- uses hand-power to generate electricity
- developed to help people in places where there isn't an electricity grid
- some wind-up radios are also torches

How it works

- turn the handle to wind it up
- handle connects to a small generator
- turning the handle turns the generator, makes electricity
- battery stores electricity
- to recharge battery wind for 30 seconds = 30 minutes music



Did you know ...?

- The wind-up radio was invented by Trevor Baylis in 1993 and developed by a company in South Africa.
- A \$100 wind-up laptop computer was invented by Nicholas Negroponte from MIT in 2005. It is designed to help children's education in the developing world.

Learning tip

Wind has two different meanings and two different pronunciations, /wind/ and /waɪnd/.

1 Listen to the pronunciation of *wind* in these sentences.

- a Wind turbines use wind to make electricity. /wind/
- b 35,000 wind-up radios were given to the people of Aceh after a tsunami in 2005. /waɪnd/

2 Decide how you pronounce the word *wind* in these sentences: 1 /wind/ or 2 /waɪnd/. Write 1 or 2 in the boxes.

- a Your watch has stopped. You need to wind it up.
- b Can you hear the wind in the trees? ☐
- c I was cold in the back of the car, so I asked the driver to wind his window up. ☐
- d A hurricane is a very fast wind. ☐

3 Listen and check your answers.

Focus on ...

linking ideas and thoughts

In sentences, we use *and*, *or* and *but* to show how our ideas and thoughts are linked. In complete pieces of writing, we show how ideas and thoughts are linked in different ways. Here are three of the most common ways.

1 General → Specific → More specific

What a wind turbine is

→ How wind turbines make electricity

→ What happens to the electricity

2 Noun → Pronoun

Wind turbines use wind to make electricity. **They** are normally put on towers 30 metres or more above the ground to get the most energy from faster winds.

3 Full name → Abbreviation

The **Massachusetts Institute of Technology** (MIT) is one of America's leading colleges. **MIT** is a world leader in many areas of technological research.

Look at these sentences from a webpage about a different kind of process. They are about how students can apply to study at a university in the UK. Put the sentences in the best order (1–4) to make a complete text. Use the linking patterns above to help you. Each word in **green** links to an idea in **pink** in another sentence.

Applying to a University in the UK

- Applications** have to be made before mid-January. ☐
- There are 329 different **universities** and colleges in the UK. ☐
- For most full-time courses you can **apply** online through the **UCAS** website. ☐
- Applications to study at **them** are organized by the **University and Colleges Admissions Service** (UCAS). ☐

Write

- You have been asked to add a page to your company's website. Use the notes from Exercise 9 to write a description of how wind-up radios work.

Check

- Does your description make sense?
- Does it follow the patterns for linking ideas and thoughts?
- Have you used active verb forms where the reader is interested in what something does?
- Have you used passive verb forms where the reader is interested in what happens to something?

Extra practice



- Choose one of these subjects.
 - How solar-powered torches work
 - How tumble dryers work
 - How to get a driving licence in your country
- Write one fact you already know about the subject.

Write two questions about the subject that you would like to find the answers to.

- Look up the answers in books or on the Internet.
- Write a description of the process for a company or government website.
- Use the Check questions to check your description of the process.
- Ask a teacher or an English-speaking friend to check that your description is logical and clear.

Can-do checklist

Tick what you can do.

I can describe a business or scientific process.

I can use present simple passive forms.

I can link ideas and thoughts in complete pieces of writing.

Can do

Need more practice

LESSON # 23

Theme # 23 REPORT ON EVENT

UNIT 14 News Reports

- 1** Read the following table, then listen to the cassette and fill in the missing information. Listen again, then retell the event in your own words.



Time:	early 1)
Place:	East Bristol
People involved:	one 2)
Events:	<ul style="list-style-type: none"> • fire started on the 3) floor of an abandoned 4) • a passing 5) spotted flames and 6) the fire services • firemen fought the 7) • firemen found a 8) unconscious • he was taken to 9) Hospital
Cause(s):	10)
Consequence(s):	fire 11) the house
Comments:	"I've never seen a fire like this. The man's just 12) to be alive."
Action taken:	the house will be 13) next month



- A news report describes a particular event or topic which is of interest to the public. It is always written in a formal impersonal style and gives accurate facts only, not chatty descriptions. A good news report should consist of:
 - a **short eye-catching headline** which introduces the subject of the report;
 - an **introduction** which summarises the event giving information about the time, place and the people involved;
 - a **main body** consisting of two or more paragraphs in which the event is developed in detail. Information about the cause(s) and result(s) of the incident should also be included; and
 - a **conclusion** in which action to be taken or people's comments on the event are given.

Such pieces of writing can be found in newspapers, magazines and newsletters.

Points to consider

- Give all necessary information accurately and in detail.
- Do not write about your feelings or your point of view concerning the incidents.
- Use passive voice and direct/reported speech to include people's comments and make the news report more interesting.

Introduction

Paragraph 1

summary of the event — time, place, people involved

Main Body

Paragraphs 2. 3. 4

description of the main events and people involved — give detailed facts

Conclusion

Final Paragraph

comments, reference to future developments

- 2** Read the news report below and write down the topic of each paragraph, then underline all the words related to a car crash.

Two seriously injured in car crash

Two people were seriously injured in a collision at the junction of Mill Road and Wrights Lane, Westbridge, early yesterday morning.

Jackie Hill, 22, was driving a yellow Nissan Cherry when she approached the junction and crashed into a delivery van coming out of Wrights Lane. A local resident who witnessed the accident said that it was obvious that Mrs Hill had not seen the stop sign at the junction as she had not even slowed down.

Mrs Hill was on her way home from her job as a night nurse when the accident happened. She is said to be in a serious but stable condition at St Michael's Hospital. The driver of the van, William Stephens, 27, is being treated for head and back injuries.

A neighbourhood association spokesman commented later: "This is the fourth accident to happen at the crossroads in the past month. We have been lobbying for a set of traffic lights there for months, but so far nothing has happened." According to city councillor David Wilkins, plans are being made to put up traffic lights at the junction in the near future.



Headlines are an important feature of news reports. They should both catch the reader's attention and inform the reader about the subject of the report. Since headlines must be short, words such as articles, parts of tenses, etc. are omitted. For example, instead of writing SOME ILLEGAL WEAPONS WERE FOUND IN AN ABANDONED FACTORY, the headline would read: ILLEGAL WEAPONS FOUND IN ABANDONED FACTORY.

- 3** Write headlines for the following opening sentences of news reports. What do you think the reports go on to say?

- 1 A bridge collapsed last Monday as a result of an earthquake which hit Southern California.
- 2 Last night's blackout has been traced to a mistake made by an employee at Peterville's central power plant. Engineer Harold Petty, 27, admitted having pushed the wrong button on a control panel.
- 3 Medical researchers in Britain say they may have found a cure for the common cold. In a series of controlled tests a combination of certain vitamins has been found to reduce symptoms dramatically.
- 4 It was announced yesterday that the planned motorway extension outside Peterfield will go ahead despite protests from environmental groups.
- 5 Two brothers who had gone missing three days before were found last night by a farmer, David Jones. They had been hiding in an abandoned barn on his property.



The style in which news reports are written differs in a number of ways from the style used in narratives (stories). A **narrative** is normally written in an informal, chatty style and calls for detailed descriptions, including the characters' feelings and sensations. Descriptive techniques can be employed to make the story more vivid. You can begin or end a narrative:

- a) by describing weather, surroundings, people, etc. using the senses;
- b) by using direct speech;
- c) by addressing the reader (usually asking a question);
- d) with a dramatic sentence creating mystery or suspense; or
- e) by referring to your feelings or moods.

A **news report** is normally written in a formal style and deals only with detailed accurate facts. The writer's feelings are not mentioned. A news report starts with a summary of the event which is then developed in detail. To end a news report, we can mention people's comments using direct speech.

- 4 Match the beginnings with the endings, then decide which belong to news reports and which to stories, justifying your answers.**

BEGINNINGS...

- 1 A hurricane hit northern Scotland yesterday morning, causing thousands of pounds worth of damage to buildings and littering the area with debris.
- 2 Underground workers remained on strike yesterday as negotiations with transport bosses broke down for the third time in two months.
- 3 "I don't know what we're going to do!" Cathy cried as she watched their boat drift further and further away. "Do you think anyone will find us?"

...ENDINGS

- A As they sat by the fire, shivering with fear, they suddenly heard the distant sound of a motor. Bob jumped up, took a lighted branch from the fire and ran towards the beach. Help had come at last!
- B "This is one of the worst natural disasters to hit the area for a long time," said the mayor of Thurso, one of the worst hit towns. Clean-up operations are already under way in an attempt to reduce the disruption caused by the damage.
- C Transport authorities announced that they would be providing alternative means of transport for commuters, but long delays are expected at peak hours today.

- 5 Rewrite the following sentences in the passive.**

- 1 Police finally caught convicted arsonist Thomas Wells early last Sunday morning. Prison guards found that Wells had escaped ten days earlier. Investigators believe that he has set two warehouses on fire since his escape.



- 2 The Council is providing temporary housing for citizens of Newton after Tuesday's flood damaged hundreds of homes. The location of the shelters is the nearby town of Holbrook, and authorities will allow the residents to stay in them until the Council rebuilds their homes.

- 3 Late Monday morning the police arrested two men who were selling stolen car stereo systems to unsuspecting customers. They seized all the stolen goods and are holding the men in custody.



- 6** Read the following models, then decide which is a narrative and which is a news report, justifying your answers. Who was each model written by? Which person is each model written in? Give the paragraph plan, and suggest a headline/title for each model.

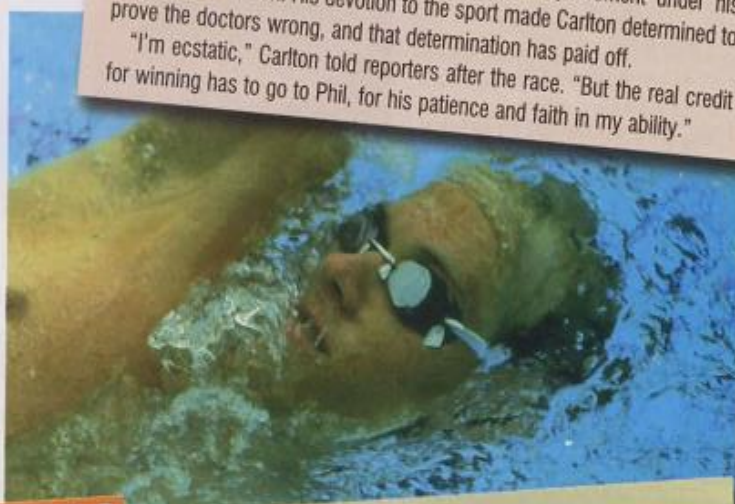
MODEL A

Disabled swimmer Peter Carlton raced ahead of his opponents to take the gold medal in an incredible moment at yesterday's World Championship Watersports in Sydney. Carlton, a paraplegic, established a firm lead at the start of the race, his powerful arms more than making up for his weak legs. His final time was an impressive 1 minute 53 seconds which gave him the gold.

Carlton who was badly injured in a car crash in 1992, is a former world champion. The accident, however, left him in a wheelchair with almost no feeling or movement in either of his legs. Following three major operations, he was told by doctors that he would never swim competitively again.

Since that time Carlton has made amazing improvement under his trainer, Phil Stretton. His devotion to the sport made Carlton determined to prove the doctors wrong, and that determination has paid off.

"I'm ecstatic," Carlton told reporters after the race. "But the real credit for winning has to go to Phil, for his patience and faith in my ability."



MODEL B

I heard the roar of the crowd, saw the constant flashing and clicking of cameras, felt water dripping down my back, and then I was being turned around and pushed towards the podium. On this slow motion journey, I began thinking about how familiar, and at the same time strange, all this was.

This time the faces weren't my manager's or trainer's - they were ambulancemen and nurses; the flashing wasn't cameras but police car lights; the liquid dripping was not from the swimming pool but blood from my own legs, and I was being carried on a stretcher towards the waiting ambulance.

Strangely enough, the worst moment wasn't the car accident itself, nor the pain, but when the doctor told me I wouldn't be doing very much swimming in the future. "What do you mean? What are you trying to tell me?" I yelled, knowing from his expression exactly what he meant. My resentment against that doctor - a man who didn't have the courage to tell me clearly that I would never swim or walk again - was such that I was determined to prove him wrong. And so I spent the next five years struggling against the odds, learning how to swim again with just my arms, fighting with those who said I couldn't and with myself when my body said I couldn't.

And now I'd done it. I'd won the World Championship, and I'd broken my own record. When I received the medal, I heard a voice from behind saying, "Congratulations! I suppose you don't remember me. I was your doctor about five years ago."

- 7** Put the words listed below under the appropriate headline. Can you think of other related words? Now write a short news report about each one of the events.

gun, security guard, flashing lights, country lane, silver spacecraft, hover above, cashier, staff, threaten to shoot, activate the alarm, strange whirring sound

A

BANK ROBBED OF MILLIONS

B

UFO SIGHTED

- 8** Choose any two of the topics below and write in the appropriate style using 120 - 180 words.

- 1 You work for a newspaper as a reporter. Write a news report about a missing child who was safely returned home. Now write the same topic as a narrative.
- 2 You work for a shipping newspaper. Write a news report about a ship that sank recently.
- 3 You have been asked to write a report on a car crash which cost the driver his life.

LESSON #24

Theme #24 READING ENCYCLOPEDIA ENTRIES 1.

Length: 80 minutes	Number of Students: 12
Lesson Outline Warm-up Activity 1. Activity 2. Activity 3. Case study	
The aim: To give general information about internet blocks and social network. To make a sense an influence of those network to our life, to enlarge students vocabulary range on this sphere and to teach some reading strategy. To develop students' critical thinki Students will have an information about encyclopedia	
Objectives: to check students' reading comprehension skills to allow students to express their points of views concerning to the topic. to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

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

BBC Learning English: News about Britain

British Oscar success

News about Britain © British Broadcasting Corporation 2009

Page 1 of 6

bbclearningenglish.com

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

The list of Oscar winners is usually **dominated** by American films and actors but 2009 has seen a more **international flavour** to the ceremony. British actors and actresses have long awaited such **global recognition**. Kate Winslet was nominated six times for an Oscar before she eventually won the Best Actress award at this year's ceremony.

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

show, has definitely helped to **raise the profile** of the British film industry.

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

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

Lead-in

Time: 5 min

► Procedure:

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

Wikipedia

The online encyclopaedia Wikipedia challenges our preconceptions about factual information.

Before Wikipedia, it was (1) as read that encyclopaedias were written by paid experts. In other (2) , before Wikipedia, the 'reader' of an encyclopaedia had no control over the content. Wikipedia has changed all that, as anyone is allowed to edit and add content. The idea has certainly (3) on and, for millions of people, Wikipedia (4) a vital need.

Wikipedia's founders (5) that, on the whole, the information on the site is no less accurate than more traditional encyclopaedias. Despite this, critics have (6) the site for its inaccuracies. Articles on the site have certainly (7) things which are not in fact true. However, although these have received wide media (8) , they essentially (9) the problem. Most people have little (10) how many inaccuracies there are in traditional printed encyclopaedias too.

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

(1 mark per answer)

Possible answers:

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

Pre-reading part: Explanation

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

Time: 5 min

4 Short-answer questions

for this task

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

For each question:

- ▶ First, decide what kind of information you need to answer the question. Is it a *where*, *when*, *what*, *which* or *who* question? Then look for keywords (most important words) in the question, for example, personal names,

places and dates.

- ▶ Scan the headings in the passage to help you find the relevant part of the text. Then scan that section of the passage for possible answers (or to confirm your predicted answer).
- ▶ Check that your answer fits the maximum word count. Remember to use words taken directly from the passage. Don't change the form of the words or use different words.



Questions 1–5

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

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

for this task

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

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

Activity1: matching task based activity

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

Time: 15min

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

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

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

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

Possible answers:

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

Activity 2 Exploring newspaper-based tasks I

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

Time: 20 min

Materials: page 71 from successful writing proficiency .

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

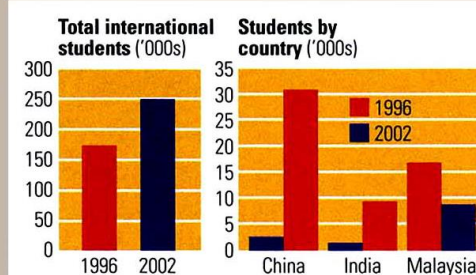
GOING GLOBAL

how international students are changing western university life

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

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

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



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

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

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

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

Possible answers:

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

Activity 3 Exploring article tasks II

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

Time: 22 min

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

► Procedure:

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

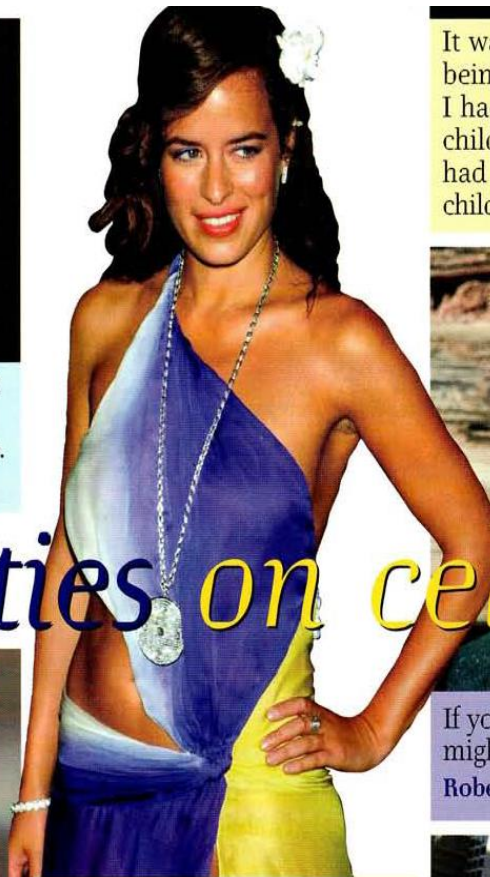
What do you think?

1 Discuss the questions.

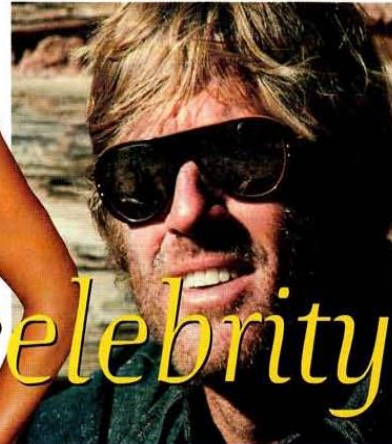
- Why do we want to hear bad news about famous people more than good news? In what ways are celebrities unreal?
- What do you understand by 'reality TV'? Are there TV programmes in your country like the ones described in the article? What are they like?
- What is the mentality of stalkers? What makes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



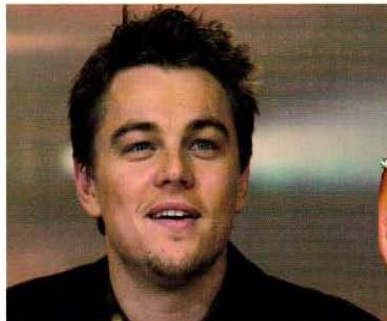
For years I've been popular in America – not because of my talent, but because I'm famous.
Cher *singer and actor*



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



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



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

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



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

Suggested answer:

A good leader is:

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

Summary

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

LESSON #25

Writing

Theme #25.	<u>Report on research.</u>
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Length: One hour and twenty minutes	NumberofStudents: 12
LessonOutline Warm-up. PPT Activity 1. Introducing with capitalization Activity 2. General information of capitalization Activity 3. General rules of punctuation Activity 4. Case study	
The aim: To crop up clear command on “Problem Solution” essay so that the students can make a discrepancy covering both in structure and meaning from other types of essays. by the end of the lesson students will be able to demonstrate knowledge of basic capitalization and punctuation skills.	
Objectives: to provide students with capitalizing and punctuating structure to give students an opportunity to proofread, recognize, and correct capitalization and punctuation marks to prepare students to correct the mistakes	
ActivityType:	Individual, small group, whole class (teacher-students)

Writing a research report

A research report can be based on practical work, research by reading or a study of an organisation or industrial/workplace situation.

1. Preparing

Identify the **purpose**/the aims of the research/research question.

Identify the **audience** – lecturer/supervisor/company/organization management/staff. The amount of background included will vary depending on the knowledge of the “audience”.

2. Collecting and organising information

There are two main sources of information depending on the research task:

1. Reading – theory and other research
2. Research – experiments, data collection - questionnaires, surveys, observation, interviews.

Organise and collate the information in a logical order. Make sure you record the bibliographic information of your reading as you go along.

See Quick Tips on mind mapping techniques.

3. Planning

Before writing the report, prepare a detailed plan in outline form.

Consider the following:

Logical organisation

Information in a report must be organized logically. Communicate the main ideas followed by supporting details and examples. Start with the more important or significant information and move on to the least important information.

Headings

Use headings and suitable sub headings to clearly show the different sections. In longer reports the sections should be numbered.

4. Writing the report

1. Draft the report from your detailed plan.
2. Do not worry too much about the final form and language, but rather on presenting the ideas coherently and logically.
3. Redraft and edit. Check that sections contain the required information and use suitable headings, check ideas flow in a logical order and remove any unnecessary information.
4. Write in an academic style and tone.
 - Use a formal objective style.
 - Generally avoid personal pronouns; however, some reports based on your own field

LESSON #26

Reading

Theme #26.	<u>Reading encyclopedia entries 2.</u>
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Length: 80 minutes	Number of Students: 12
Lesson Outline Warm-up Activity 1. Activity 2. Activity 3. Case study	
The aim: To accelerate students' reading comprehension and check how well they are capable to understand the content of the text Students will have an information about encyclopedia	
Objectives: to check students' reading comprehension skills to allow students to express their points of views concerning to the topic. to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in (5 min) – Group work

- Write or glue “Internet Websites” - Brainstorm
Ss ideas about the term (the students are asked some questions on the topic such as what kind of websites they use in everyday life, advantages and disadvantages of them which create a heated discussion) - Elicit random answers

Pre-reading part: group work

Objective: To enhance Ss vocabulary range related to the topic

Time: 10 min

Materials: Board

Procedure: Introduce what we are covering in the lesson

Extended explanation of proper usage of new words

Lists of new vocabulary:

1. Accessing news, downloading films, Internet shopping, online banking, searching for information, social networking
2. Distinctive, main, noticeable, significant, underlying, widespread

Activity1. Checking how well they have gained new vocabulary

Time: 5 min

Objective: Configure students' ability of memorizing and urge them to remember new words

Materials: Handout

Instruction: Complete the sentences 1-5 with the best adjective from List 2. Notice how they form common collocations with the nouns in italics.

Example: *There was a significant correlation between age and number of hours spent gaming online.*

1. At first glance, the most _____ change was in the growing popularity of social networking, however, on closer examination, it is clear that other changes were more fundamental.
2. The graph shows that the spread of wireless technology has a _____ regional pattern. In fact, this pattern is characteristic of the spread of new technology generally.
3. While there was some variation in the use of online auction sites, the _____ trend has been upward.
4. Although price is undoubtedly a factor, the _____ reason customers chose the newer mobile devices is because of their wide range of applications.
5. The _____ distribution of towns in that region made investment in telecommunications infrastructure worthwhile. Less populated regions attracted less investment.

While-reading part: individual work

Objective: Familiarization with the structure of the complicated reading passage

Cropping knowledge on approaching from general idea to detailed

Time: 25 min

Procedure: In this part the teacher intends to give them some tips how to get the meaning from the difficult passage and distribute the extracts of the whole passage separately to each person, for example the passage A for the first student, passage D for another one, different passages should be allocated to each student. Then they will have time to skim information for the content and try to retell them one by one.

You will read an article about telecommuting.

- A) If you had your choice, would you rather sit in an office all day to make a living or work from the comfort of your own home? Nowadays, more and more businesses are allowing employees to work at least part of the week from home. The idea of "telecommuting" isn't that new and for many it has been

technically possible since the Internet became widely accessible. Some employers, however, have been less willing to allow the practice for fear that employees who were not being watched would become lazy and undisciplined. Actually, recent evidence has shown that these fears are mostly unwarranted and that businesses can actually save a lot of money on rent by converting more of their staff over to telecommuters.

- B) In a normal telecommuting situation, a worker will be given assignments and asked to complete them or report on them, as in any other office job. The major difference is that most communication is done using the telephone, email and instant messaging. Some employers allow workers to choose which hours they will work, others require them to be online during a normal work day. Either way, most telecommuters have the freedom to work from home or wherever else they would like.
- C) Yet, telecommuters often find that their freedom comes with a cost. Those who work outside the office may discover that their employers are more willing to ask them to work long or strange hours. In situations where there are other family members at home, it can be difficult to keep work life and home life separate. Other chores around the house can also serve as distractions, and there is the matter of getting office supplies like printers and desks. Working at a coffee shop or a library may be a solution, but some locations put time limits on Internet use. Sometimes employees actually take a room in their house and convert it over to a home office-this can be quite helpful in creating an ideal working environment and provides the added benefit of a few dollars back in the bank when tax time comes around.
- D) The benefits to employer and employee seem clear-surveys show that the ability to work from home is interesting to possible employees. The one thing that has not been perfected yet is the work meeting. Holding a meeting on the phone or over the computer is not as effective as meeting in person because it can be difficult to converse with a group without seeing the people you are talking to. Still, who wouldn't want to be able to work in their pajamas?
- E) However, not everyone is converted that telecommuting flexibility makes for good business performance. Very soon after assuming the CEO role at Yahoo in 2013, Marisa Mayer made telecommuting a thing of the past at the multinational Internet Company. Known for its flexible employment rules, the decision came as a shock to most staff members. Mayer explained her decision in a memo to all employees that said, in part.
- F) To become the absolute best place to work, communication and collaboration will be important, so we need to be working side-by-side. That is why it is critical that we are all present in our offices. Some of the best decisions and insights come from hallway and cafeteria discussions, meeting new people and impromptu team meetings. Speed and quality are often sacrificed when we work from home. Some industry analysts have pointed out Yahoo's confused strategy and less than stellar stock performance over the past five years. Maybe Mayer is suggesting a path out of the woods for Yahoo.

Activity 2. Multiple Choices

Time: 5 min

Objective: Checking the students' comprehension skills according to the passage given above

Materials: Handout

Instruction: Read and choose a suitable answer basing on the text.

1. Which ONE of the following is the passage mainly about?
 - A) Why people can telecommute more easily today than in the past
 - B) Why more companies are choosing to allow employees to telecommute
 - C) The benefits for companies who have telecommuters
 - D) The practical implications of working as a telecommuter
 - E) The way telecommuters do their jobs from home using the Internet

2. Which TWO of the following accurately restate information in the passage?
 - A) Employees cannot handle the distractions that come with working from home
 - B) The possibility of telecommuting may be useful in recruiting employees
 - C) Telecommuters may have assignments and hours that closely resemble those of on-site employees
 - D) Telecommuting provides more cost and time benefits to employers than employees
 - E) Employers sometimes prefer telecommuting because it affects work quality
 - F) Those who telecommute have more freedom but less flexibility than office co-workers

3. Which TWO of the following are mentioned as negative aspects of telecommuting?
 - A) Employees are required to obtain their own supplies for home offices
 - B) Employers often force employees to work strange hours from home
 - C) Employees and employers find it difficult to hold productive meetings
 - D) Telecommuters often find it difficult for their employers to trust them
 - E) Telecommuters can find it challenging to manage the tax implications of a home office
 - F) Telecommuters struggle to find a balance between work and home life

4. Which TWO options accurately describe elements of telecommuting as it is described in the passage?
 - A) Employees are requested to make regular trips to the office
 - B) Employers often send documents by email and post to telecommuters
 - C) Employers often tell employees where they can and cannot work

- D) Employees are often asked to do work as if they were in the office
- E) Employees are expected to use telephones and computers to communicate
- F) Employers typically require employees to keep regular office hours
5. Based on the passage, which TWO of the following might be economic effects of the growth of telecommuting?
- A) Furniture manufacturers increase sales of home office suites
- B) Coffeehouses compete on the basis of free Internet use offers
- C) Commercial property developers rent smaller and smaller office spaces to companies
- D) The concept of a “work week” is disappearing from many people’s lives
- E) Businesses are hiring more and more part-time workers and job sharers
- F) Employees accept lower pay for more flexible hours when they take new jobs
6. Which TWO of the following describe changes a company is likely to make in response to telecommuting trends?
- A) Advertising for new employees on more Internet websites than in newspapers
- B) Changing benefits for employees who work normal hours from home
- C) Investing in remote computer-use monitoring systems for all employees
- D) Giving out holiday bonuses instead of holding holiday parties for employees
- E) Allocating less of the cost budget to office supplies and equipment purchases
- F) Permitting new employees to visit telecommuters in their homes for training
7. Which TWO of the following assertions would Marissa Mayer be likely to support, based on information in the passage?
- A) Online collaboration is not as productive as face to face collaboration
- B) Good business decisions can influence company policies
- C) People waste time socializing when they work in a single location
- D) Stock performance is connected to the work culture of a company
- E) Communication among work colleagues is harder when they are physically separated.

Answers:

1=D

2=B, C

3=C, F

4=D, E

5=A, C

6=C, E

7=A, F

Post-reading part: Guess the meaning

Time: 15 min

Objective: Gaining a skill to guess the meaning from the context if there are unknown words

Procedure: The teacher is supposed to give some hints to deal with unknown words and distribute a handout related to the issue

Activity 3.

Time: 10 min

Instruction: Read the text and match the words in italics a-f with the definitions 1-6.

1. Arrival
2. Development
3. Gradual change
4. Make possible
5. Speed/sped up
6. Tools

It is often said that the technological [a] *advance* that had the greatest impact on everyday life in the early twentieth century was the telephone. This is not surprising given the effect [b] *devices*, such as the telephone, have had on social relationships. When first developed, the telephone was marketed as a practical tool for conducting business; however within a few decades, it was being increasingly used to meet people's emotional and social needs. This [c] *trend* has [d] *accelerate* with the [e] *advent* of a new generation of wireless devices, which [f] *enable* users to stay in touch with friends and family virtually twenty-four hours a day.

Answers: 2, 6, 3, 5, 1, 4

Conclusion: Revising and feedback for mistakes

Objective: Checking whether the students have had clear understanding of the item, as well as aiding them to dispose of mistakes.

Time: 5 min

Procedure: At the end if students have any questions referring to the matter the teacher clarifies them.

Bibliography

7. Successful Reading strategies (by Virginia Evans)
8. Improve your reading skills (Sam McCarter Norman Whitby)
9. www.geogle.com

LESSON #27

Writing

Theme #27.	<u>Report on scientific discovery.</u>
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Length: One hour and twenty minutes	NumberofStudents: 12
LessonOutline Warm-up. PPT Activity 1. Introducing with capitalization Activity 2. General information of capitalization Activity 3. General rules of punctuation Activity 4. Case study	
The aim: by the end of the lesson students will be able to demonstrate knowledge of basic capitalization and punctuation skills.	
Objectives: to provide students with capitalizing and punctuating structure to give students an opportunity to proofread, recognize, and correct capitalization and punctuation marks to prepare students to correct the mistakes	
ActivityType:	Individual, small group, whole class (teacher-students)

The structure of a report

The main features of a report are described below to provide a general guide. These should be used in conjunction with the instructions or guidelines provided by your department.

Title Page

This should briefly but explicitly describe the purpose of the report (if this is not obvious from the title of the work). Other details you may include could be your name, the date and for whom the report is written.

Geology of the country around Beacon Hill, Leicestershire

Angus Taylor

2 November 2004

Terms of Reference

Under this heading you could include a brief explanation of who will read the report (audience) why it was written (purpose) and how it was written (methods). It may be in the form of a subtitle or a single paragraph.

A report submitted in fulfillment of the requirements for Course GL456, Department of Geology, University of Leicester.

Summary (Abstract)

The summary should briefly describe the content of the report. It should cover the aims of the report, what was found and what, if any, action is called for. Aim for about 1/2 a page in length and avoid detail or discussion; just outline the main points. Remember that the summary is the first thing that is read. It should provide the reader with a clear, helpful overview of the content of the report.

Exposure of rocks belonging to the Charnian Supergroup (late Precambrian) were examined in the area around Beacon Hill, north Leicestershire. This report aims to provide details of the stratigraphy at three sites - Copt Oak, Mount St. Bernard Abbey and Oaks in Charnwood. It was observed that at each of these sites, the Charnian Super group consists mainly of volcanic sediments (air-fall and ash-flow tuffs) interbedded with mudstones and siltstones. These rocks show features that are characteristic of deposition in shallow water on the flanks of a volcano (e.g. welding and alteration of ignimbrites). Further studies are required to understand depositional mechanisms and to evaluate the present-day thickness of individual rock units.

Contents (Table of Contents)

The contents page should list the different chapters and/or headings together with the page numbers. Your contents page should be presented in such a way that the reader can quickly scan the list of headings and locate a particular part of the report. You may want to number chapter headings and subheadings in addition to providing page references. Whatever numbering system you use, be sure that it is clear and consistent throughout.

Introduction

The introduction sets the scene for the main body of the report. The aims and objectives of the report should be explained in detail. Any problems or limitations in the scope of the report should be identified, and a description of research methods, the parameters of the research and any necessary background history should be included.

In some reports, particularly in science subjects, separate headings for **Methods** and **Results** are used prior to the main body (**Discussion**) of the report as described below.

Methods

Information under this heading may include: a list of equipment used; explanations of procedures followed; relevant information on materials used, including sources of materials and details of any necessary preparation; reference to any problems encountered and subsequent changes in procedure.

Results

This section should include a summary of the results of the investigation or experiment together with any necessary diagrams, graphs or tables of gathered data that support your results. Present your results in a logical order without comment. Discussion of your results should take place in the main body (**Discussion**) of the report.

Discussion

The main body of the report is where you discuss your material. The facts and evidence you have gathered should be analysed and discussed with specific reference to the problem or issue. If your discussion section is lengthy you might divide it into section headings. Your points should be grouped and arranged in an order that is logical and easy to follow. Use headings and subheadings to create a clear structure for your material. Use bullet points to present a series of points in an easy-to-follow list. As with the whole report, all sources used should be acknowledged and correctly referenced. For further guidance check your departmental handbook and the Student Learning Centre guide: **Referencing and Bibliographies**.

Conclusion

In the conclusion you should show the overall significance of what has been covered. You may want to remind the reader of the most important points that have been made in the report or highlight what you consider to be the most central issues or findings. However, no new material should be introduced in the conclusion.

Appendices

Under this heading you should include all the supporting information you have used that is not published. This might include tables, graphs, questionnaires, surveys or transcripts. Refer to the appendices in the body of your report.

In order to assess the popularity of this change, a questionnaire (Appendix 2) was distributed to 60 employees. The results (Appendix 3) suggest the change is well received by the majority of employees.

Bibliography

Your bibliography should list, in alphabetical order by author, all published sources referred to in your report. There are different styles of using references and bibliographies. Refer to the study

guide **Referencing and Bibliographies** and check your departmental handbook for guidelines. Texts which you consulted but did not refer to directly could be grouped under a separate heading such as 'Background Reading' and listed in alphabetical order using the same format as in your bibliography.

Acknowledgements

Where appropriate you may wish to acknowledge the assistance of particular organisations or individuals who provided information, advice or help.

Glossary of Technical Terms

It is useful to provide an alphabetical list of technical terms with a brief, clear description of each term. You can also include in this section explanations of the acronyms, abbreviations or standard units used in your report.

You will not necessarily be required to use all of the headings described above, nor will they necessarily be in the order given here. Check your departmental guidelines or instructi

Writing a scientific report

A scientific report should conform to the following general arrangement:

Title

Abstract

Introduction

Materials and Methods

Results

Discussion

References

The **TITLE** should clearly and briefly indicate what the report is about. The title is never a complete sentence, and articles (a, an, the) are usually omitted. Use maximal capitalisation.

The **ABSTRACT** should be no longer than 200 words and should include the main objectives, findings (i.e. results) and the conclusions. A reader should be able to grasp the full scope and significance of the work reported without having to read the entire report.

The **INTRODUCTION** discusses the theoretical background to the investigation and places the present work in context. Relevant references should be cited and the reader's attention moved from the general to the specific. The aims of the present study should be clearly stated at the end of the introduction.

The **MATERIALS AND METHODS** section should include all information required for an exact repetition of the work performed. Since you are reporting on work already done, it is customary to use the **PAST PASSIVE** tense. Compare the following:

PAST ACTIVE: We performed the experiment over three weeks.

PAST PASSIVE: The experiment was performed over three weeks.

The **methods** should not be written as instructions to the reader, nor presented as an itemised list. Subheadings may be appropriate. For work conducted in class, a reference to the appropriate practical manual may be enough in this section.

The **RESULTS** consist of data and some comment which draws attention to the most significant aspects of the results. The data are usually presented in tables or graphs, but do not present the data in more than one format. Any comment on the results should be quantitative, not just qualitative; that is, any comments should be backed up with data.

LESSON # 28

Theme # **READING PROFESSIONAL ARTICLES ON METHODOLOGY.**

The Skill You Can Build

You're nervous, right?

Stepping out onto a public stage and having hundreds of pairs of eyes turned your way is terrifying. You dread having to stand up in a company meeting and present your project. What if you get nervous and stumble over your words? What if you completely forget what you were going to say? Maybe you'll be humiliated! Maybe your career will crater! Maybe the idea you believe in will stay buried forever!

These are thoughts that can keep you up at night.

But guess what? Almost everyone has experienced the fear of public speaking. Indeed, surveys that ask people to list their top fears often report public speaking as the most widely selected, ahead of snakes, heights—and even death.

How can this be? There is no tarantula hidden behind the microphone. You have zero risk of plunging off the stage to your death. The audience will not attack you with pitchforks. Then why the anxiety?

It's because there's a lot at stake—not just the experience in the moment, but in our longer-term *reputation*. How others think of us matters hugely. We are profoundly social animals. We crave each other's affection, respect, and support. Our future happiness depends on these realities to a shocking degree. And we sense that what happens on a public stage is going to materially affect these social currencies for better or worse.

But with the right mindset, you can use your fear as an incredible asset. It can be the driver that will persuade you to prepare for a talk properly.

That's what happened when Monica Lewinsky came to TED. For her, the stakes couldn't have been higher. Seventeen years earlier, she had been through the most humiliating public exposure imaginable, an experience so intense it almost broke her. Now she was attempting a return to a more visible public life, to reclaim her narrative.

But she was not an experienced public speaker, and she knew that it would be disastrous if she messed up. She told me:

Nervous is too mild a word to describe how I felt. More like . . . Gutted with trepidation. Bolts of fear. Electric anxiety. If we could have harnessed the power of my nerves that morning, I think the energy crisis would have been solved. Not only was I stepping out onto a stage in front of an esteemed and brilliant crowd, but it was also videotaped, with the high likelihood of being made public on a widely viewed platform. I was visited by the echoes of lingering trauma from years of having been publicly ridiculed. Plagued by a deep insecurity I didn't belong on the TED stage. That was the inner experience against which I battled.

And yet Monica found a way to turn that fear around. She used some surprising techniques, which I'll share in [chapter 15](#). Suffice it to say, they worked. Her talk won a standing ovation at the event, rocketed to a million views within a few days, and earned rave reviews online. It even prompted a public apology to her from a longtime critic, feminist author Erica Jong.

The brilliant woman I am married to, Jacqueline Novogratz, was also haunted by fear of public speaking. In school, at college, and into her twenties, the prospect of a microphone and watching eyes was so scary it was debilitating. But she knew that to advance her work fighting poverty, she would have to persuade others, and so she just began forcing herself to do it. Today she gives scores of speeches every year, often earning standing ovations.

Indeed, everywhere you look, there are stories of people who were terrified of public speaking but found a way to become really good at it, from Eleanor Roosevelt to Warren Buffett to Princess Diana, who was known to all as “shy Di” and hated giving speeches, but found a way to speak informally in her own voice, and the world fell in love with her.

If you can get a talk right, the upside can be amazing. Take the talk that entrepreneur Elon Musk gave to SpaceX employees on August 2, 2008.

Musk was not known as a great public speaker. But that day, his words marked an important turning point for his company. SpaceX had already suffered two failed launches. This was the day of the third launch, and everyone knew failure could force the company's closure. The *Falcon* rocket soared off the launch pad, but right after the first stage fell away, disaster struck. The spacecraft exploded. The video feed went dead. Some 350 employees had gathered and, as described by Dolly Singh, the company's head of talent acquisition, the mood was thick with despair. Musk emerged to speak to them. He told them they'd always known it would be hard, but that despite what had happened, they had already accomplished something that day that few nations, let alone companies, had achieved. They had successfully completed the first stage of a launch and taken a spacecraft to outer space. They simply had to pick themselves up and get back to work. Here's how Singh described the talk's climax:

Then Elon said, with as much fortitude and ferocity as he could muster after having been awake for like 20+ hours by this point, “For my part, I will never give up and I mean never.” I think most of us would have followed him into the gates of hell carrying suntan oil after that. It was the most impressive display of leadership that I have ever witnessed. Within moments the energy of the building went from despair and defeat to a massive buzz of determination as people began to focus on moving forward instead of looking back.

That's the power of a single talk. You might not be leading an organization, but a talk can still open new doors or transform a career.

TED speakers have told us delightful stories of the impact of their talks. Yes, there are sometimes book and movie offers, higher speaking fees, and unexpected offers of financial support. But the most appealing stories are of ideas advanced, and lives

changed. Amy Cuddy gave a hugely popular talk about how changing your body language can raise your confidence level. She has had more than 15,000 messages from people around the world, telling her how that wisdom has helped them.

And young Malawian inventor William Kamkwamba's inspiring talk about building a windmill in his village as a fourteen-year-old sparked a series of events that led to him being accepted into an engineering program at Dartmouth College.

THE DAY TED MIGHT HAVE DIED

Here's a story from my own life: When I first took over leadership of TED in late 2001, I was reeling from the near collapse of the company I had spent fifteen years building, and I was terrified of another huge public failure. I had been struggling to persuade the TED community to back my vision for TED, and I feared that it might just fizzle out. Back then, TED was an annual conference in California, owned and hosted by a charismatic architect named Richard Saul Wurman, whose larger-than-life presence infused every aspect of the conference. About eight hundred people attended every year, and most of them seemed resigned to the fact that TED probably couldn't survive once Wurman departed. The TED conference of February 2002 was the last one to be held under his leadership, and I had one chance and one chance only to persuade TED attendees that the conference would continue just fine. I had never run a conference before, however, and despite my best efforts over several months at marketing the following year's event, only seventy people had signed up for it.

Early on the last morning of that conference, I had 15 minutes to make my case. And here's what you need to know about me: I am not naturally a great speaker. I say *um* and *you know* far too often. I will stop halfway through a sentence, trying to find the right word to continue. I can sound overly earnest, soft-spoken, conceptual. My quirky British sense of humor is not always shared by others.

I was so nervous about this moment, and so worried that I would look awkward on the stage, that I couldn't even bring myself to stand. Instead I rolled forward a chair from the back of the stage, sat on it, and began.

I look back at that talk now and cringe—a lot. If I were critiquing it today, there are a hundred things I would change, starting with the wrinkly white T-shirt I was wearing. And yet . . . I had prepared carefully what I wanted to say, and I knew there were at least some in the audience desperate for TED to survive. If I could just give those supporters a reason to get excited, perhaps they would turn things around. Because of the recent dot-com bust, many in the audience had suffered business losses as bad as my own. Maybe I could connect with them that way?

I spoke from the heart, with as much openness and conviction as I could summon. I told people I had just gone through a massive business failure. That I'd come to think of myself as a complete loser. That the only way I'd survived mentally was by immersing myself in the world of ideas. That TED had come to mean the world to me—that it was a unique place where ideas from every discipline could be shared. That I would do all in my power to preserve its best values. That, in any case, the conference had brought such

intense inspiration and learning to us that we couldn't possibly let it die . . . could we?

Oh, and I broke the tension with an apocryphal anecdote about France's Madame de Gaulle and how she shocked guests at a diplomatic dinner by expressing her desire for "*a penis*." In England, I said, we also had that desire, although there we pronounced it *happiness*, and TED had brought genuine happiness my way.

To my utter amazement, at the end of the talk, Jeff Bezos, the head of Amazon, who was seated in the center of the audience, rose to his feet and began clapping. And the whole room stood with him. It was as if the TED community had collectively decided, in just a few seconds, that it would support this new chapter of TED after all. And in the 60-minute break that followed, some 200 people committed to buying passes for the following year's conference, guaranteeing its success.

If that 15-minute talk had fizzled, TED would have died, four years before ever putting a talk on the Internet. You would not be reading this book.

In the next chapter, I'll share why I think that talk ended up being effective, despite its evident awkwardness. It's an insight that can be applied to any talk.

No matter how little confidence you might have today in your ability to speak in public, there are things you can do to turn that around. Facility with public speaking is not a gift granted at birth to a lucky few. It's a broad-ranging set of skills. There are hundreds of ways to give a talk, and everyone can find an approach that's right for them and learn the skills necessary to do it well.

THE BOY WITH THE LION-HEART

A couple of years ago, TED's content director, Kelly Stoetzel, and I went on a global tour in search of speaking talent. In Nairobi, Kenya, we met Richard Turere, a twelve-year-old Maasai boy who had come up with a surprising invention. His family raised cattle, and one of the biggest challenges was protecting them at night from lion attacks. Richard had noticed that a stationary campfire didn't deter the lions, but walking around waving a torch did seem to work. The lions were apparently afraid of moving lights! Richard had somehow taught himself electronics by messing around with parts taken from his parents' radio. He used that knowledge to devise a system of lights that would turn on and off in sequence, creating a sense of movement. It was built from scrapyard parts—solar panels, a car battery, and a motorcycle indicator box. He installed the lights and—presto!—the lion attacks stopped. News of his invention spread and other villages wanted in. Instead of seeking to kill the lions as they had done before, they installed Richard's "lion lights." Both villagers and pro-lion environmentalists were happy.

It was an impressive achievement but, at first glance, Richard certainly seemed an unlikely TED speaker. He stood hunched over in a corner of the room, painfully shy. His English was halting, and he struggled to describe his invention coherently. It was hard to imagine him on a stage in California in front of 1,400 people, slotted alongside Sergey Brin and Bill Gates.

But Richard's story was so compelling that we went ahead anyway and invited him to come give a TED Talk. In the months before the conference, we worked with him to

frame his story—to find the right place to begin, and to develop a natural narrative sequence. Because of his invention, Richard had won a scholarship to one of Kenya's best schools, where he had the chance to practice his TED Talk several times in front of a live audience. This helped build his confidence to the point where his personality could shine through.

He got on an airplane for the first time in his life and flew to Long Beach, California. As he walked onto the TED stage, you could tell he was nervous, but that only made him more engaging. As Richard spoke, people were hanging on his every word, and every time he smiled, the audience melted. When he finished, people just stood and cheered.

Richard's tale can encourage us all to believe we might be able to give a decent talk. Your goal is not to be Winston Churchill or Nelson Mandela. It's to be you. If you're a scientist, be a scientist; don't try to be an activist. If you're an artist, be an artist; don't try to be an academic. If you're just an ordinary person, don't try to fake some big intellectual style; just be you. You don't have to raise a crowd to its feet with a thunderous oration. Conversational sharing can work just as well. In fact, for most audiences, it's a lot better. If you know how to talk to a group of friends over dinner, then you know enough to speak publicly.

And technology is opening up new options. We live in an age where you don't have to be able to speak to thousands of people at a time to have an outsized impact. It could just be you talking intimately to a video camera, and letting the Internet do the rest.

Presentation literacy isn't an optional extra for the few. It's a core skill for the twenty-first century. It's the most impactful way to share who you are and what you care about. If you can learn to do it, your self-confidence will flourish, and you may be amazed at the beneficial impact it can have on your success in life, however you might choose to define that.

If you commit to being the authentic you, I am certain that you will be capable of tapping into the ancient art that is wired inside us. You simply have to pluck up the courage to try.

LESSON # 29

Theme # 29 REPORT BASED ON ANALYSIS OF POSITIVE & NEGATIVE SIDES 1.

UNIT 15 Assessing Good and Bad Points

1 A young couple has just returned from a package holiday and their travel agent has asked them to complete a questionnaire about the hotel they stayed at. Read the following questionnaire, then listen to the cassette and tick the appropriate boxes. Listen again and fill in the comments the couple made.

Assessment of *Seaview Hotel* Guest(s) *Mr & Mrs Dummind*
Please tick (✓) the appropriate box.

	Excellent ★★★★	Good ★★★	Average ★★	Poor ★
Location <i>close to shops on main road, a bit</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities <i>two swimming pool, no bars or</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rooms <i>comfortable beds, big sitting area, big</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service <i>room service: , reception and restaurant:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food <i>boring menu, food often and badly cooked</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Comments: <i>not class, for holiday-makers, good for money</i>				



A report assessing good and bad points is normally a formal piece of writing, and should consist of:

- an **introduction** in which you state the purpose and content of your report;
- a **main body** in which all information concerning the topic is presented in detail under sub-headings; and
- a **final paragraph** which summarises the information mentioned in the main body, and states your opinion/recommendation.

Points to consider

- Before starting to write your report, think of who you are supposed to be according to the topic and who the report is addressed to. This will help you decide on the style of the report.
- Decide on the heading of the report, then carefully plan the information you will include. Decide on what you will write about, giving sub-headings, and think of what specific information you will include in each section.
- Use linking words to join your ideas. If you feel there are negative aspects to be mentioned, present them under the relevant sub-headings, as well as the positive aspects. Join the positive and negative comments using appropriate words (**however, nevertheless, on the other hand, in contrast**, etc).
- Present tenses are normally used in this kind of report. However, past tenses are used for reports related to past events, e.g. *a report about a restaurant*.

Useful language

To introduce: As requested, The purpose/aim of this report is to ..., etc.

To make contrasting points: However, Although, Despite, But, While, Even though, etc.

To express the difference between appearance and reality: It may seem, On the surface, Apparently, etc.

To conclude/summarise: On the whole, In conclusion, To conclude, To sum up, etc.

Introduction

state the purpose and content of your report

Main Body

summarise each point under suitable sub-headings, giving both positive and negative points (if any)

Conclusion

general assessment and/or recommendation

Unit 15 Assessing Good and Bad Points

- 2** You have been asked to visit a place with a view to using it for receptions, and to write a report about it. Read the model report and answer the following questions: a) What information is given about the location, services and security? b) Is Oakley Hall recommended or not? c) What tenses have been used? Finally, list the good and bad points in the table below.

To: Mrs Rollins, Foreign Affairs Officer
From: David Stern, Administrative Assistant
Subject: Oakley Hall

Introduction

The purpose of this report is to assess the suitability of Oakley Hall for hosting formal receptions in honour of visiting foreign officials.

Location and Features

Oakley Hall is located on King Street, only three kilometres from the Embassy. The two-acre grounds are well-kept and attractive. The three-storey building consists of a large reception hall on the second floor and a smaller function room on the first floor. The larger hall can accommodate 300 people, while the smaller hall on the first floor can accommodate 150. Although there is a garden behind the building, outdoor receptions are not available.

Services

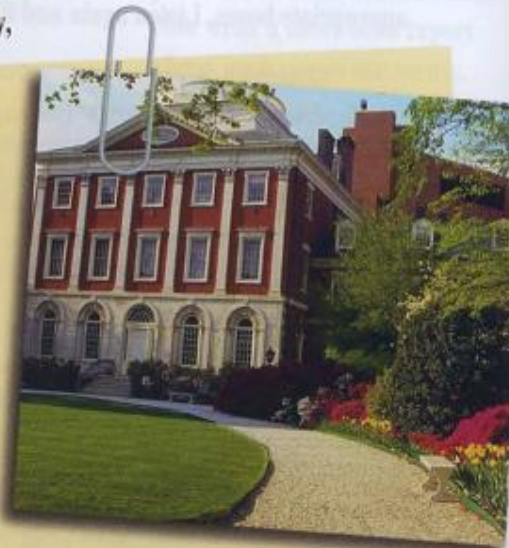
Oakley Hall has a staff of 100 and offers a wide range of services. The kitchen serves international cuisine and the bar includes a wide variety of wines. Waiting staff, bartenders and parking attendants are also available for receptions; please note that an extra fee will be charged for these services.

Security

Oakley Hall is surrounded by a high wrought-iron fence and all entrances are observed by security cameras. There are guards positioned at the main and rear gates. The car park, located outside the gates, is also guarded. Although this may seem adequate, the area along the fence must also be patrolled to prevent trespassers from entering the grounds.

Recommendations

In conclusion, it is recommended that Oakley Hall be used for our receptions. It satisfies all our requirements and as far as security measures are concerned, they can easily be improved to suit our needs.



3 Join the sentences with appropriate linking words.

- 1 The amusement park has several exciting rides which are included in the entrance fee. Some are not suitable for young children or the elderly.
- 2 There is a wide variety of shops in the airport terminal. They tend to charge extremely high prices.
- 3 The food served at the restaurant is healthy and reasonably priced. It can taste rather bland at times.
- 4 Classes at the language school are small and well taught. Many students feel that they are not given enough individual attention.

Good Points	Bad Points

- 4** As head of a department you have been asked by the company manager to comment on an *employee's performance as he is being considered for promotion*. Look at your draft notes and fill in the appropriate linking words from the lists. Then, using your notes, write your report.

To: Michael Adams, Manager
 From: John McDonald, Department Head
 Subject: Work performance of Peter Thompson

Introduction

The purpose of this report is to assess the work performance of Peter Thompson, who is currently being considered for promotion.



a) also - although - however

- usually polite and cheerful; has rarely been the subject of customer complaints
-, helpful and sociable; has a good approach when dealing with customers
- there have,, been times when he has been rather aggressive, this is not his usual manner

Customer Relations

.....

.....

.....

.....

.....

.....

b) in addition to - on the other hand - as well

- he has recently been assisting with the training of new personnel; has been the staff representative, so he knows how to deal with difficulties
- being highly motivated, he also motivates other employees
-, he can be stubborn and will stop at nothing to persuade others he is right
- he is respected and popular with the staff; works well with other people

Staff Relations

.....

.....

.....

.....

.....

.....

c) but also - not only - to sum up

- he would be valuable addition to management team; he knows all levels of business, relates well to other staff members
-, he is an excellent candidate for promotion

Conclusion

.....

.....

.....

.....

- 5** Read the following report and divide it into suitable paragraphs. What sub-headings could you use for each paragraph? How does this report finish?

To: Jane Hickson, Editor,
New Gourmet magazine
 From: James Ritchie, Staff Reporter
 Subject: Bailey's Restaurant,
 18 Spring Street

As requested, this is my assessment report on Bailey's Restaurant, where a friend and I had dinner on Saturday night. The restaurant occupies the ground floor of a beautiful Regency terraced house. With a seating capacity of 70 people, it has deep carpets, soft lighting from wall-mounted lamps, and rich oak panelling on the walls. The effect is both luxurious and welcoming. The menu offers traditional British cooking, as well as a few French and Italian dishes. I chose roast beef as a main course, and my companion had lamb. Although the food was well cooked and attractively presented, I felt the choice of starters and desserts was very limited. Despite the fact that the restaurant was completely full on Saturday, the service was reasonably quick. The waiters and waitresses were all polite and efficient. The bill, for a three-course meal for two people, with a bottle of wine, was £85. There are several dishes on the menu which are far more expensive than the ones we chose, and these prices are rather high for the quality of food served. To sum up, Bailey's Restaurant has an attractive décor and a pleasant atmosphere, as well as good food and service. However, the menu is limited and on the whole our dinner was certainly overpriced.

LESSON # 30

Theme # 30 **READING PROFESSIONAL ARTICLES ON METHODOLOGY.**

IDEA BUILDING

The Gift in Every Great Talk

In March 2015, a scientist named Sophie Scott stepped onto the TED stage, and within 2 minutes the entire audience was howling with uncontrollable laughter. Sophie is one of the world's leading researchers on laughter, and she was playing an audio clip of humans laughing and showing just how *weird* a phenomenon it is—"more like an animal call than speech," as she put it.

Her talk was 17 minutes of pure delight. By the end of it, everyone was basking in the warm glow of a deeply pleasurable experience. But there was something else. None of us would ever think of laughter in quite the same way again. Sophie's core *idea* about laughter—that its evolutionary purpose is to convert social stress into pleasurable alignment—had somehow entered our heads. And now, whenever I see a group of people laughing, I see the phenomenon through new eyes. Yes, I feel the joy, I feel the urge to join in. But I also see social bonding, and a strange and ancient biological phenomenon at work that makes the whole thing seem even more wondrous.

Sophie gave me a gift. Not just the pleasure of listening to her. She gave me an idea that can forever be part of me.³

I'd like to suggest that Sophie's gift is a beautiful metaphor that can apply to any talk. *Your number-one mission as a speaker is to take something that matters deeply to you and to rebuild it inside the minds of your listeners.* We'll call that something an *idea*. A mental construct that they can hold on to, walk away with, value, and in some sense be changed by.

That is the core reason that the scariest talk I ever had to give turned out to be effective. As I explained earlier, I had 15 minutes to try to convince the TED audience to support its new chapter under my leadership. There were many things wrong with that talk, but it succeeded in one key aspect: It planted an idea inside the minds of those listening. It was the idea that what was truly special about TED was not just the founder I was taking over from. TED's uniqueness lay in being a place where people from every discipline could come together and understand each other. This cross-fertilization really mattered for the world, and therefore the conference would be given nonprofit status and held in trust for the public good. Its future was for all of us.

This idea changed the way the audience thought about the TED transition. It no longer mattered so much that the founder was leaving. What mattered now was that a special way of sharing knowledge should be preserved.

LESSON # 31

Theme # 31 REPORT BASED ON ANALYSIS OF POSITIVE & NEGATIVE SIDES 2

Unit 15 Assessing Good and Bad Points

6 As a writer for a consumer advice magazine, you have been asked to write an assessment report on a local supermarket which is part of a large national chain.

i) Read the following comments which customers have made about the supermarket and use them to complete the table below.

Good Points	Bad Points
<p>They have lots of very cheap special offers.</p> <p>It's nice to be able to do all your shopping in one place.</p> <p>The way they've arranged the shelves makes it easy to find what you want.</p> <p>You can save a lot of money by buying their "own brand" of goods.</p> <p>There are lots of different sections — a meat counter, a bakery, a cosmetics counter and things like that — so you can get everything you need.</p>	<p>There isn't a very wide choice of different brands.</p> <p>Their normal prices aren't much cheaper than the prices at other supermarkets.</p> <p>It's quite a long way from the town centre, and it's hard to find a parking space.</p> <p>They have thousands and thousands of different products.</p>

ii) Choose three of the following headings to include in your report.

- Décor, atmosphere
- Prices
- Variety of products
- Comfort
- Facilities for children
- Convenience



iii) Now write your report in a formal style. Remember to include an introduction, conclusion, and linking words.

7 Go through the following topics and decide on appropriate headings and subheadings, then give the paragraph plan for each. Finally, write any two of them using 120-180 words.

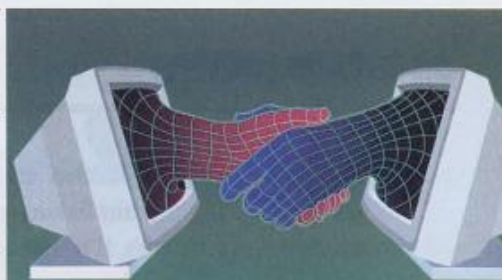
- 1 You are working for a travel agency and have been asked to visit the Hotel Belluncia to decide if it is appropriate for family holidays. Write a report for the company.
- 2 The kindergarten school you work for has asked you to visit a local leisure centre with a view to taking the children there for the day. Write a report for the school.
- 3 You are a teacher and you spent three weeks last summer accompanying students from your school on a language course at a British college. The Dean of the college has asked you to write a report assessing the course and the facilities on campus. Write a report for the college.

LESSON # 32

Theme # 32 OPINION ESSAY. RULES.

UNIT 11 Opinion Essays

- 1 Discuss the good and bad points of using the Internet.
- 2 Listen to the cassette and match the viewpoints with the reasons. Who speaks in favour of using the Internet and who speaks against it?



	Viewpoints	Reasons
Paul	A great way of communicating with people from all over the world	1 saves time going to libraries; is fast and cheap to send messages
Julie	B people should be more careful about how they use it	2 have conversations with people from different places
Joe	C great way of getting information quickly	3 some of the information you can access is not suitable, especially for children

- Opinion essays are formal in style. They require your opinion on a topic which must be clearly stated and supported by reasons. It is necessary to include the opposing viewpoint in another paragraph.

A successful opinion essay should have:

- a) an **introductory paragraph** in which you state the topic and your opinion;
- b) a **main body** which consists of two or more paragraphs. Each paragraph should present a separate viewpoint supported by your reasons. Another paragraph giving the opposing viewpoint and reasons may be included; and
- c) a **conclusion** in which you restate your opinion using different words.

Points to consider

- First decide whether you agree or disagree with the subject of the topic and make a list of your points and reasons.
- Write well-developed paragraphs consisting of more than one sentence.
- Begin each paragraph with a topic sentence which summarises what the paragraph is about.
- Linking words should be used throughout your composition.
- Use the techniques shown on p. 66 to begin and end your essay.

Useful Language

To express opinion: I believe, In my opinion, I think, In my view, I strongly believe, The way I see it, It seems to me (that)

To list points: In the first place, first of all, to start with, Firstly, to begin with

To add more points: what is more, another major reason, also, furthermore, moreover, in addition to this/that, besides, apart from this, not to mention the fact that

To introduce contrasting viewpoints: It is argued that, People argue that, Opponents of this view say, There are people who oppose, Contrary to what most people believe, As opposed to the above ideas

To introduce examples: for example, for instance, such as, in particular, especially

To conclude: To sum up, All in all, All things considered, Taking everything into account

Introduction

Paragraph 1

state the topic and your opinion clearly

Main Body

Paragraph 2

viewpoint 1 and reason

Paragraph 3 *

viewpoint 2 and reason

Paragraph 4

give the opposing viewpoint and reasons

Conclusion

Final Paragraph

restate your opinion, using different words

* you may include more viewpoints, and therefore more paragraphs in the main body

- 3** Read the model composition and write down the topic of each paragraph. Underline any linking words or phrases and replace them with other similar ones. How else could you start this essay?

state the topic
(summary of the topic
and your opinion)

"Are you in favour of or against exams being abolished?"

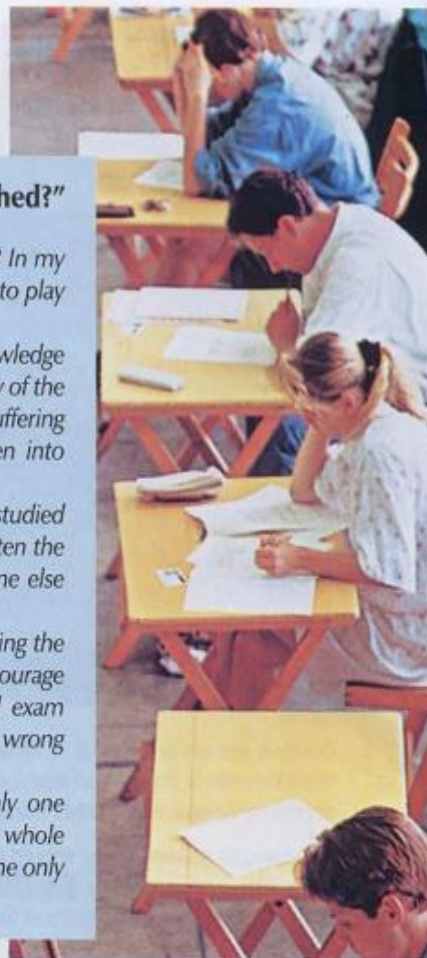
Is too much emphasis placed on examination results today? In my view, their role needs to be re-examined if they are to continue to play a part in the educational system.

In the first place, exams do not actually test a person's knowledge of a subject but rather how much they can remember on the day of the exam. In addition, facts such as students feeling unwell or suffering from a case of nerves on the day of the exams are not taken into consideration.

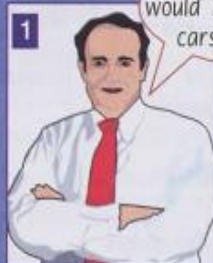
Furthermore, the exam system is unfair to people who have studied hard but have a poor memory for facts and figures. Also, it is often the case that people who have not studied can copy from someone else who has.

It is argued that exams are the most efficient way of comparing the abilities of a group of people and that an exam will often encourage people to compete to get better grades. Making grades and exam results the main point of learning though, gives students the wrong idea of what education is all about.

In conclusion, it seems to me unfair to give a person only one chance to show what they are capable of. I think that the whole educational system needs to be changed so that exams are not the only way of assessing a student's knowledge.



- 4** "Cars are the greatest danger to human life today." Give your opinion with reasons. Then read what these people think about cars and match their viewpoints with their reasons. Suggest various ways to begin and end this opinion essay as shown on p. 66. Finally, write a composition on this topic.



As I see it, cities would be less polluted if cars were banned.

a

It is people themselves who cause the greatest harm to society, not technology or machines as such. Cars are not at all dangerous if they're driven with care and attention.



2

b

Every day we hear about fatal car accidents. Increasingly often people are killed or seriously injured on the roads.



3

c

Exhaust fumes are one of the major causes of air pollution and as a result, our health is at risk as well as the environment.



4

d

We can decide for ourselves where and when we want to travel without having to rely on anyone else.

In my opinion, cars are responsible for thousands of deaths every year.

In my view, cars are by no means as life-threatening as wars or violent acts of crime.

I think that cars give us more personal freedom.

- 5** First give your opinions and reasons concerning the topic below, then read the model and give the topic of each paragraph. Next, replace the highlighted linking words with similar ones. Finally, underline the reason given for each viewpoint. Which quotation is included in this essay? Which techniques have been used to begin and end the essay?

People spend too much time and money on fashion.

Do you agree or disagree?

Every season, the great fashion houses of Europe and America present their new collections in the hope of persuading people to renew their wardrobes by purchasing the latest designs. *In my opinion*, one does not have to be a slave to fashion in order to look smart.

To start with, following the latest trends in fashion can be extremely expensive. This is especially true for those who buy costly designer clothing. There is also the risk of getting into debt in order to keep up with the latest fashions.

In addition to this, followers of fashion often give up their individuality for the sake of fashion. They choose clothes which suit neither their figures nor their personalities. This is unfortunate, as the way we dress should reflect who we really are.

On the other hand, some people argue that it is necessary to dress fashionably in order to create the correct image for their careers. This is particularly true of those who work with the public, as they reflect the image of their company. This does not mean that the latest fashions are the most appropriate, however. Simple but well-made clothes are almost always the best choice for business wear.

To conclude, I strongly believe that it is advisable to dress with style by choosing good quality clothes which suit you as an individual and have lasting elegance. As the famous designer Coco Chanel put it, "Fashion is made to become unfashionable." So instead of changing your wardrobe constantly, isn't it better to build up a collection of clothes which you can always wear?

- 6** Read the essay on the topic: *Will life be better in the future?* and answer these questions: Which paragraph(s) a) state the writer's opinion? b) give the other side of the argument? What tenses are used and why? Which are the topic sentences?

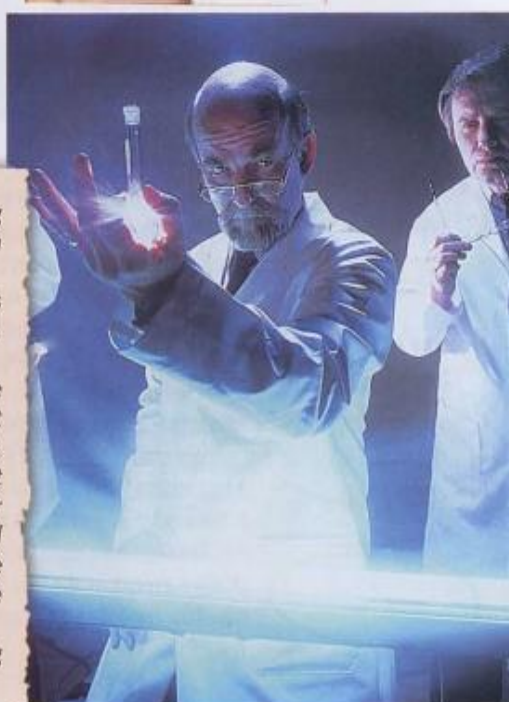
Can you imagine doing your shopping without having to leave the house, or working at home rather than going to the office? *In my opinion*, life in the future will be much more pleasant than it is today.

In the first place, there will be many improvements in the field of medicine. Scientists are confident that cures for diseases such as cancer and AIDS will have been found. Therefore, the lives of thousands of people will be saved.

Also, new technological breakthroughs will make our lives easier. Computers will be able to perform more time-saving functions, transport will be faster and more efficient and new inventions will continue to help us carry out daily tasks with ease and comfort.

On the other hand, there are those who believe that life in the the future will not be so trouble-free. We will have used up the world's natural resources, therefore our planet will be on the verge of destruction. What is more, some fear that pollution will have increased due to problems such as deforestation, and that acid rain will only have been made worse. They do not consider, however, that modern technology can solve environmental problems as well as less pressing ones.

All in all, I feel that life in the future will definitely be better. We are all searching for ways to improve our lives and we can only look ahead in order to do this.



Unit 11 Opinion Essays

- 7 Read the following models and answer these questions: a) Which is a “for and against” argumentative essay? b) Which are the “for and against” points mentioned? c) Which is an opinion essay? d) How is each viewpoint supported? Finally, write down the topic of each paragraph. In what ways do these models differ?

“The aeroplane is the most convenient means of travel.” Give your opinion on this statement.

MODEL A

Over the past few years, people have begun to travel to places they would only have dreamt of visiting thirty years ago, thanks to the possibilities offered by air travel. In my opinion, travelling by aeroplane cannot be compared with any other means of transport.

To start with, there really is no faster way to travel. You can go from one country to another in a matter of hours which gives you more time to enjoy the actual purpose of your trip, rather than waste time travelling and dragging your luggage around.

Furthermore, you always feel well looked after on an aeroplane. You are served drinks and meals and offered newspapers and blankets which all help to make the journey more comfortable and enjoyable.

Of course, there are people who argue that travelling by plane can be a nightmare, with airport delays, cramped seats and turbulence to put up with. What is more, aeroplanes and airports are often targeted by terrorists, which makes some people think that travelling by plane is unsafe. They forget, however, that the number of deaths caused by cars is larger than that caused by planes.

In my opinion, air travel will always remain popular. Its speed, comfort and convenience are hard to beat.

- 8 The techniques used to begin and end a “for and against” argumentative essay can also be used to begin and end an opinion essay. Remember that in a “for and against” essay your opinion is mentioned in the last paragraph only, whereas in an opinion essay your opinion should be mentioned in both the first and last paragraphs. Refer to the theory box on page 66, then write different beginnings and endings for Models A and B practising the techniques mentioned.

“Discuss the advantages and disadvantages of travelling by plane.”

MODEL B

The aeroplane is one of the most popular and widely used forms of transport today. However, it does have both its advantages and disadvantages, as outlined below.

To begin with, you always feel that you are well looked after when travelling by plane. Once you have checked your luggage in, you need not worry about it until you reach your destination. What is more, once you are on board the plane, you are made to feel comfortable and are served refreshments and meals by friendly, helpful cabin crew. Finally, the speed of an aircraft ensures that you will reach your destination in a matter of hours.

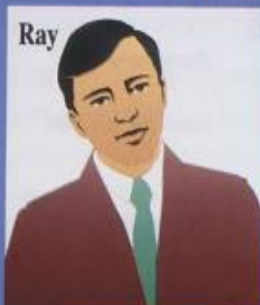
However, air travel can be expensive and there are often long delays in airports which can be irritating. Also, many people are afraid of flying, and the cramped seats and claustrophobic atmosphere of a plane can be frightening, especially if there is turbulence. What is more, travelling from one time zone to another within a few hours means that you are likely to suffer from jet lag. This can take up to a week to recover from, which is not a good way to start a holiday.

All things considered, it seems that although air travel does have its bad points, it has one overwhelming positive aspect — the fact that it is far quicker than any other means of transport. This means that most travellers are willing to ignore its drawbacks if it means that they are able to make their journeys shorter.



- 9 Match the viewpoints with the reasons in the boxes. Then write an essay of 120 – 180 words on the topic: *Has genetic science gone too far?*

Viewpoints

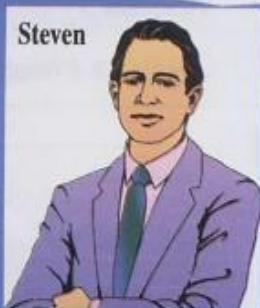


1

In my opinion, there are many good medical reasons for experimenting with genetic engineering.

2

The way I see it, genetic science is moving forward far too fast.



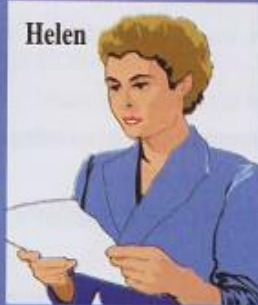
3

I think changing the way things happen naturally poses many risks.

4

I believe that genetic science is frightening, especially when it concerns human life.

Helen



5

It seems to me that genetic engineering is the key to solving the world's famine problems.

Reasons

- A Once scientists have perfected the technique of cloning prime sheep and cows for food, there will be plenty to eat for everyone.
- B We are working against nature, which is dangerous, and we have no idea what effect it will have on the natural order of things.
- C Scientists should stop and consider whether their experiments will benefit mankind or not before it is too late.
- D Imagine if scientists find a way to create human beings in a completely artificial way.
- E It can help to trace diseases and may help to save the lives of millions of people around the world. Eventually, we may be able to eliminate all terminal illnesses.

- 10 Give your viewpoints with reasons on the topic: *Was life better in the past?* Now listen to the cassette and check which of your viewpoints have been mentioned. Are there any viewpoints you had not thought of?

- 11 Read the following topics and say a) which is a “for and against” essay and which is an opinion essay, b) what plan should be followed for each topic? Then suggest possible beginnings and endings for each topic.

- 1 Your teacher has asked you to write a composition on the topic: *Cinema will soon be a thing of the past.* Write a composition for your teacher.
- 2 Your school newspaper needs an article about the *advantages and disadvantages of being a professional sportsman.* Write an article for the newspaper.
- 3 Your local newspaper is investigating the question: *Are newspapers necessary nowadays?* Write an essay on the topic.
- 4 Your teacher has asked you to write a composition discussing the *advantages and disadvantages of keeping animals in zoos.* Write a composition for your teacher.

Extra practice

- 1 You have been asked by your teacher to write an essay comparing beach holidays with holidays in large cities. Make notes on:
 - a The major differences between the two types of holiday.
 - b Your preference, with reasons.



- 2 Organize your notes into an essay plan.
- 3 Think of a good opening sentence which focuses the attention of the reader.
- 4 Write your composition in about 200 words.

Class bonus

- 1 In pairs, brainstorm ideas on the following essay title: *In the twenty-first century we are too protective towards children. Do you agree?*
- 2 Organize your notes into paragraphs.
- 3 Draft your composition.
- 4 Move to your right and edit the other students' version. Consider:
 - paragraph construction
 - introduction and conclusion
 - sentence construction
 - linking expressions
 - vocabulary
 - spelling
 - punctuation
 - grammar (including verb forms)
 - word order.
 If you don't understand something, write ?
- 5 Then move to your right once again and look at the edited version of an essay. Does it need editing further? Make improvements if necessary.

Can-do checklist

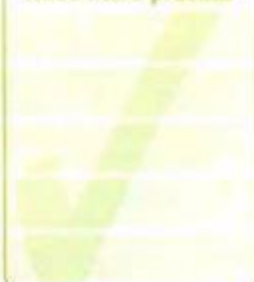
Tick what you can do.

- ☐ I can organize a paragraph plan for an essay.
- ☐ I can focus attention at the beginning of a paragraph.
- ☐ I can write clear, logical sentences.
- ☐ I can use reference words to avoid repetition.
- ☐ I can write a clearly argued and well-balanced essay.

Can do



Need more practice



LESSON # 33

THEME # 33 OPINION ESSAY. EXAMPLES.

- 1 Listen to a discussion about free healthcare and match the viewpoints with the reasons. Then, say which points you agree with and which ones you disagree with.

Viewpoints	Reasons
A free healthcare is a basic human right 2	1 people would learn to have healthier lifestyles, so fewer people would be ill
B people who can afford it should pay for their treatment 3	2 everyone deserves free medical treatment when they are ill
C more time and money should be spent on health education 1	3 more money could be spent on treating those who really need it



Opinion essays are discursive essays in which you present your personal opinion on a particular topic. Your opinion must be stated clearly and supported by justifications. You should also present the opposing viewpoint(s) in a separate paragraph.

An opinion essay should consist of:

- a) an **introduction**, in which you introduce the subject and state your opinion clearly;
 - b) a **main body**, consisting of two or more paragraphs (each presenting a separate viewpoint supported by reasons/examples), including a paragraph giving the opposing viewpoint supported by reasons/examples; and
 - c) a **conclusion**, in which you restate your opinion using different words.
- You normally use **present tenses** in this type of writing, and phrases such as *I believe*, *In my opinion*, *I think*, *It seems to me that*, *I strongly disagree with*, etc to express your opinion. You should list your viewpoints with *Firstly*, *Furthermore*, *Moreover*, *Also*, etc, and introduce the opposing viewpoint using *However*, *On the other hand*, etc.
 - Opinion essays are normally written in a **formal style**, therefore you should avoid using colloquial expressions, short forms or personal examples. You can find this type of writing in the form of an article in newspapers, magazines, etc.

- 2 Read the rubric and underline the key words, then answer the questions.

You have had a class discussion about the following statement:

English and Maths are more important subjects than Art and Music.

Now your teacher has asked you to write an **essay** giving your opinion and reasons to support your view(s).

- 1 Who is going to read your essay? *teacher*
- 2 Should you use colloquial expressions and short forms? Why (not)? not
- 3 What does the statement in the rubric mean? Tick (✓)
 - A Art and Music are easier than English and Maths. ☐
 - B Art and Music are not as important as English and Maths. ☒
- 4 Which of the following should you include in your essay? Tick (✓).
 - A reasons why Art and Music can be boring ☐
 - ✓ B your views about whether English and Maths are important ☐
 - ✓ C reasons or examples to support your views ☐
 - ✓ D opposing views and supporting arguments ☐

Introduction

Paragraph 1

introduce the subject and state your opinion clearly

Main Body

Paragraph 2

first viewpoint and reasons/examples

Paragraph 3*

second viewpoint and reasons/examples

Paragraph 4*

opposing viewpoint and reasons/examples

Conclusion

Final Paragraph

restate your opinion, using different words

- The number of paragraphs in the main body depends on the number of viewpoints included.

5 Which of the four subjects mentioned in the rubric do/did you study at school? Which is/was your favourite, and why?

6 What are the benefits of studying these subjects? Use the notes to complete the table. You can add further ideas of your own.

tools to deal with everyday matters
help you communicate clearly

provide well-rounded education
necessary in order to find a job

English & Maths

Art & Music

7 Do you agree or disagree with the statement in the rubric? Give reasons.

3 a) Read the essay and label the paragraphs with the headings below.

• second viewpoint & examples

• restate opinion

• first viewpoint & examples

• subject & opinion

• opposing viewpoint(s)

English and Maths are more important subjects than Art and Music

Introduction

Isn't it unfortunate that in today's society there are so many people who cannot read, write or even do arithmetic? I strongly believe that, although subjects such as Art and Music are important, English and Maths are the most fundamental part of our education.

Para 1

subject & opinion

Main Body

In the first place, when you know how to read, write and do simple calculations, you have the tools required in order to deal with everyday matters. For example, being able to read and write can help you communicate and express yourself clearly. Moreover, you need basic maths for such daily chores as doing your shopping, paying your bills and managing your money.

Para 2

first viewpoint

Furthermore, it is essential to have a good knowledge of English and Maths in order to find even the simplest job. Reading, writing and mathematical skills are the minimum requirements that most employers demand.

Para 3

second viewpoint

On the other hand, it can be argued that Art and Music are just as significant as English and Maths. For instance, learning how to draw or play an instrument can introduce a child to a whole new world. In addition to this, subjects such as Art and Music can provide children with a well-rounded education rather than just basic skills.

Para 4

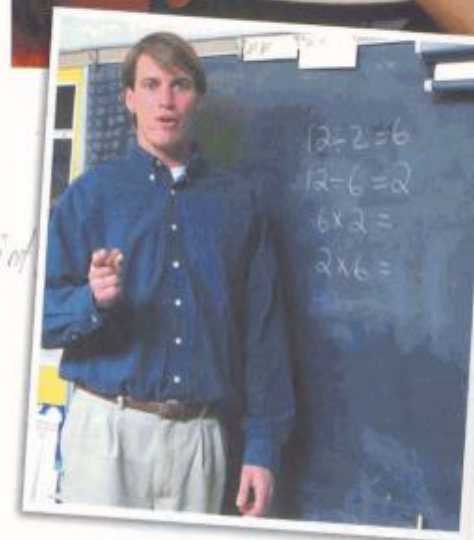
opposing viewpoint

Conclusion

All things considered, though, it seems to me that English and Maths are vital subjects. Without learning to read, write or do arithmetic, people may have difficulties coping with even the simplest tasks in daily life.

Para 5

restate opinion



b) Read the essay again and underline the viewpoints the writer mentions. What reasons/examples are given to support each viewpoint? What linking words/ phrases are used to introduce the writer's viewpoints and the opposing viewpoint? What is the writer's opinion? Do you agree or disagree with this opinion?

- 4 Use the linking words/phrases from the list below to fill in the table that follows, as in the example.

in the first place, also, for example, to sum up, moreover, firstly, although, to begin with, all things considered, such as, therefore, on the other hand, however, apart from this, in other words, in particular, for instance, in addition, because, taking everything into account, furthermore, for one thing, since, lastly, secondly, nonetheless, while

1 To list points:	<i>in the first place, firstly, to begin with, lastly, for one thing</i>
2 To add more points:	<i>also, for example, although, such as, in addition, moreover, furthermore</i>
3 To introduce opposing viewpoints:	<i>on the other hand, therefore, although, however, furthermore, another, nonetheless, on the other hand, while</i>
4 To introduce examples/reasons:	<i>on the other hand, such as, because, for one thing, for example, for instance, in particular, to sum up, all things considered, in other words, in particular, taking everything into account, lastly</i>
5 To conclude:	

- 5 Read the extracts and replace the linking words/phrases with suitable ones from Ex. 4. Which paragraph is each extract from?



- A 1) *However* **On the other hand**, computers save us time and energy and make our daily lives easier. 2) *For one thing* **For one thing**, most of us are grateful to be able to withdraw money from cash machines rather than wait in long queues inside the bank. 3) *What is more* **What is more**, computers have made many people's jobs easier by doing routine tasks that in the past were tiring and time-consuming.

- To sum up*
B 1) **All in all**, I don't believe that theatre is an outdated form of entertainment. 2) **since** new ideas are often presented on the stage. 3) **While** television may be more convenient, it is theatre that offers quality entertainment.



- 6 Underline the correct word/phrase, as in the example.

- 1 It is argued/One reason that testing new drugs on animals is necessary before giving them to humans.
2 In my view, we can all do something to protect the environment. For example/In addition, we can recycle newspapers and magazines.
3 Taking holidays abroad is usually no more expensive than taking them in your own country. What is more/However, it gives you the opportunity to experience other cultures.
4 Secondly/Especially, regular exercise helps you to stay in good health.
5 On the other hand, it can be argued that what individuals do to protect the environment makes very little difference. in particular/since it is factories and power stations which create the most pollution.

Each main body paragraph should start with a **topic sentence** which clearly states the main idea of the paragraph. This should be followed by appropriate **supporting sentences** which justify the main idea and/or give examples.

7 Read the extract below and answer the following questions.



On the other hand, there are certain disadvantages to having your own car. Firstly, cars have to be maintained and repaired on a regular basis. Therefore, you need to spend a considerable amount of money to keep the car in good condition. Moreover, driving can sometimes be extremely stressful. For example, being caught in a traffic jam is not only irritating but also time-consuming.

- What is the main idea of the paragraph? Which sentence is it in?
- What supporting sentences does the writer give?
- Which linking words/phrases has the writer used? Suggest other suitable words/phrases which could replace these.

8 Read the topic sentences and suggest suitable supporting ones.

- Television may have a harmful effect on young people.
- Looking after a pet from an early age develops a person's character.
- Life in a large city is very interesting.

Useful expressions for giving opinions

- | | |
|-------------------------------------|------------------------------------------|
| • I believe/think/feel (that) ... | • My opinion is that ... |
| • I strongly believe ... | • As far as I am concerned, ... |
| • In my opinion/view, ... | • I (completely) agree that/with ... |
| • The way I see it, ... | • I (strongly) disagree that/with ... |
| • It seems/appears to me (that) ... | • I am totally against ... |
| • To my mind, ... | • I couldn't agree more that/with ... |
| • I (do not) agree that/with ... | • I couldn't disagree more that/with ... |

9 Use the prompts below to write sentences, as in the example.

1 we / help / elderly → their lives be easier
e.g. *I strongly believe that we should help the elderly. If we were to do this, then their lives would be easier.*

2 all students / learn / foreign language → have better career opportunities

3 people / give up smoking → have fewer health problems

4 teenagers / get / part-time job → learn to be more responsible

5 we / all do / voluntary work → our community be a better place to live

10 Use appropriate expressions to expand the prompts below to make sentences expressing an opinion, as in the example.

1 in order to / protect / environment / people / stop use / plastic bags

It seems to me that, in order to protect the environment, people should stop using plastic bags.

2 spending money / set up / space stations / be / completely / unjustified

3 in order to reduce / pollution / traffic / be / ban from / enter / city centre

4 organic vegetables / be / much / healthy / than / vegetables / grown with chemical fertilizers

5 children / be encouraged / participate in / after-school activities

- 11** a) Read the sentences below. Then, use appropriate words/expressions to give your opinion, as in the example.

- 1 A part-time job is the best option for someone who is a working parent.
I completely agree that a part-time job is the best option for someone who is a working parent.
- 2 Package holidays are ideal for people who do not like to travel alone.
I agree that package holidays
- 3 Becoming more aware of environmental concerns is the only way to help save our planet.
- 4 Educational standards in private schools are usually higher than those in state schools.
- 5 Boxing is an extremely violent sport and should be banned.



- 12** a) Imagine you have had a class discussion about the following question: "Should more people give up meat and become vegetarians?" Read the viewpoints (1-5) and match them to the reasons (A-E), as in the example.

- 1 Eating meat is bad for you **B**
- 2 There are many healthy and tasty alternatives available **A**
- 3 Eating meat is cruel to animals **D**
- 4 Meat is an essential part of our diet; we cannot do without it **C**
- 5 Vegetarian food is often boring and tasteless **E**

A Soya beans and lentils are delicious and are good sources of protein.

It has been linked to heart disease and even cancer. **B**

D Animals are kept in terrible conditions just so they can be killed and eaten.

Meat provides us with the protein and vitamins that we need. **C**

There aren't many vegetarian dishes that actually taste nice. **E**

- b) Read the viewpoints again and say which you agree with and which you disagree with. Make sentences using appropriate linking words/phrases.

- c) Complete the parts of the essay below, using your answers from parts a) and b) as well as your own ideas.

Nowadays, we are often told what we should or should not eat. However, I personally believe

To begin with,

In addition,

On the other hand,

LESSON # 34

THEME #34 OPINION ESSAY. WRITING.

13 Read the extracts below and say which are beginnings and which are endings. Which writing techniques have been used in each?

- A addressing the reader directly
- B asking a rhetorical question
- C using direct speech/a quotation

1 Every day we hear of more and more violence at sports events because ☐ fans become enraged when their team loses. Don't you think that the most effective way to control such incidents would be to teach people how to handle defeat?

2 To sum up, competition has a negative effect on children, as the only ☐ thing that really matters is winning. Imagine how you would feel if you were always expected to be the best.

3 In conclusion, I strongly believe that taking part in sports is more ☐ important than victory itself. After all, as our coach always says, winning is just "the icing on the cake."

4 Has the importance placed on winning increased in recent years? For ☐ many people, this seems to be the main aim of sport. However, I believe that simply taking part is far more important than winning.

14 Read the rubric and underline the key words, then answer the questions.

You have had a class discussion about the following statement:

Fast food is a good alternative to cooking for yourself.

Now your teacher has asked you to write an **essay** expressing your opinion and giving reasons for your point of view.

1 What does the statement in the rubric mean?

- A Fast food is cheap, delicious and good for you.
- B Fast food is a good solution for those who have no time to cook.
- C Cooking is easier than ordering takeaway.

2 Which points *must* you include in the essay?

- A your opinion
- B your friend's opinion
- C reasons to justify your points of view

3 Which style is *not* suitable for this essay — formal or informal?

15 a) Read the rubric in Ex. 14 again and match the viewpoints (A - C) to their reasons/examples (1 - 6). There are two justifications for each viewpoint.

Viewpoints

- A fast food easy solution for people with busy lives
- B fast food unhealthy
- C fast food expensive for consumer and environment

☒ 1 ☒ 8

☐ 2 ☐ 3

☐ 4 ☐ 6

Reasons / Examples

- 1 high in fat and salt; not fresh
- 2 packaging non-biodegradable, damages environment
- 3 many ingredients are genetically modified
- 4 ordering fast food saves time and energy
- 5 people who work long hours can pick up phone and order takeaway
- 6 money spent on fast food for a week is enough to buy groceries for two weeks

b) Which of the viewpoints agree with the statement in the rubric? Which disagree?

c) Use the notes in part a) to talk about fast food, as in the example.

e.g. *In the first place, fast food is very unhealthy. ...*

16 Read the rubric in Ex. 14 again, then write your essay (120 - 180 words). Use your answers from Ex. 14 and your notes from Ex. 15 to help you. You can use the essay in Ex. 3 as a model.

LESSON #35

Reading

Theme #35.	REVIEW - Encyclopedia Entries
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Length: 80 minutes	Number of Students: 12
Lesson Outline Warm-up Activity 1. Activity 2. Activity 3. Case study	
The aim: Students will have an information about encyclopedia	
Objectives: to check students' reading comprehension skills to allow students to express their points of views concerning to the topic. to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

Procedure:

- ask students about encyclopedia
- brainstorm different answers on the board

Activity 1 Discussing

Objective: to develop students understanding intelligently strategies.

Time: 30 minutes

Materials: Handout 1

Procedure:

- distribute handout 1
- students read the given material
- ask what did they understand from the material

Activity 2 Discussing

Objective: to check students' comprehension skills

Time: 20 minutes

Material: posters, markers

Procedure:

- divide students into two groups
- distribute posters and markers
- students write about pros and cons of Wikipedia and Encyclopedia
- after finishing every group should present their writings.

Activity 3 Case Study

Read the title and bi-line under the title and try to predict the material. Read and discuss with a whole group.

Work, sweet work

Some companies are cherishing their employees like never before, creating the kind of workplace that you may never want to leave ...

Is the only good thing about your office the dodgy old fridge in what is laughingly referred to as the kitchen? Are you still wearing a suit and tie on Fridays? Is the only vegetation in your office a rather desperate-looking cactus? If the answer to these questions is yes, you need to move jobs, preferably to an office with a permanent dress-down policy, an in-house bar and a bubbling stream in the foyer.

Some employers are cherishing their employees as never before. If trends continue, our much-maligned places of work could become venues we actively look forward to being in, and our domestic environment – with difficult partners, screaming kids, rubbish TV and endless bills – could become the place we choose to avoid.

Companies around the country are starting to realise that employees who actually enjoy their work surroundings are likely to perform better too, and are making changes to help make this happen. Pubs and 'chill out' areas are appearing in place of the drab meeting rooms and out-of-order coffee machines we're used to, while perks are getting more and more inventive.

Take the advertising agency St Luke's. This was founded as a co-operative; everyone in the company, whatever position they hold, owns an equal share. And the office is run along the same lines. You can work anywhere: the in-house café, on the sofa, or at any hot-desk available throughout the five floors of open-plan space. At the café you can lunch on subsidised pub food while listening to tunes from the café jukebox. Yoga and tai chi classes are paid for by the company, and the Culture Club organises weekly trips to exhibitions. You also get the chance to take part in the 'Make yourself more interesting' scheme. People have used the fund to go scuba diving, learn massage and even how to drive ... 'We're currently buying a holiday home, somewhere in the sun but easily accessible, that will be available to all co-owners at a low rate. This must be fairly rare if not unique!' says Belinda Archer from St Luke's. The result? An energetic atmosphere in which company loyalty leads to better performance and service.

Toy-design company Origin Products is moving in the same direction. Everyone gathers around a large table to enjoy a free lunch. There's a state-of-the-art sound system, with a large CD library covering everything from Eminem to Mozart. In the summer, staff take turns to have Friday afternoons off.

But the best thing about a job must be not going to work at all. Companies like magazine publisher Cabel Communications have introduced mental health days, or 'duvet days'. These are really legalised sick days, intended to release pressure in the work environment. You simply phone and tell your boss that you can't face a day at work and, hey presto, you're free to spend the day in your dressing gown watching Oprah and reruns of Quincy – that will get you back to work as soon as possible!

The recently-opened BA headquarters at Heathrow represents the cutting edge of the modern, user-friendly office block. The building is intended to be a covered microcosm of a city – only without the pollution and the pavement rage. At the centre of the development is a cobbled street with olive trees and a stream. There are shops, cafés and a supermarket. At one end is a restaurant overlooking a tranquil lake, and bridges criss-cross the street, linking the various offices. There's hardly any reason to leave the work environment at all ...

So things are moving on from the occasional staff outing and a bit of corporate art on the walls. What will companies have to offer potential employees in the future? When the builders start creating an 'office bedroom' for late night workers, you'll know things have gone just a little too far!

Handout 1

Difference between Wikipedia and Encyclopedia

Students of today may not be aware of encyclopedias because of a sea of knowledge and information available to them on the internet for free, but not much time has passed when parents bought encyclopedias for their kids to help them in their quest for knowledge. The world is full of encyclopedias; some of them belonging to a particular subject matter, while some running in volumes and being a treasure house of knowledge of many subjects. With the advent of internet, many websites tried to take on the mantle of encyclopedias, but none succeeded to a great extent other than Wikipedia, which is one site that take pride in running without the help of any advertisement, and providing reliable and up to date information on anything under the sun. Let us see how Wikipedia fares against an encyclopedia.

Wikipedia is a non profit organization that is totally dependent upon contributions from readers as they are the creators of all that is there on the website. All information inside Wikipedia is for everyone, and people have the liberty to edit and put updated information on any webpage of the site. This is enough to put doubts in the minds of readers as to the extent up to which they can rely on such information. But, Wikipedia tries to put to rest all such doubts by saying that there are editors that verify the information submitted and thus, the information is not wrong at all.

On the other hand, are encyclopedias of the world, of which the one people have heard the most about is Britannica, which though compiled in 1911, is still regarded as final, authoritative, and unmatched in terms of knowledge that it imparts. Many of us who have been privy to Encyclopedia Britannica remember the reverence in which it was held and how much importance, even teachers attached to the information contained in it.

However, there is no denying the facts that in today's world, where internet is the best medium for dissemination of knowledge, to even think of encyclopedias getting the kind of readership that Wikipedia is enjoying (2.5 billion page views per month) is ridiculous. And the fact that Wikipedia is growing by the minute and today contains more than 873,000 articles which is much more than what Britannica has to offer to the readers. Though Britannica is trying hard to fight a battle of readership with an online version and even CD's and DVD's of Britannica being available apart from the regular hard copy, it is a foregone conclusion that Wikipedia is going to emerge victorious. It is also a fact that Wikipedia is the easiest of sources to look up for information on anything under the sun than try to find in any other encyclopedia.

In brief:

Difference between Wikipedia and Encyclopedia

- Wikipedia is a sea of information that is being contributed by readers present in all parts of the world, and the content on the site is growing by the minute.
- Encyclopedias are literary works that are definitive and authoritative, which cannot be said about Wikipedia

Literature:

1. Liz Driscoll, Reading Extra, Cambridge University Press 2004. P-67.

Glossary

AVAILABLE – ready for use

ADVERTISE – promote, draw attention to

DOUBT - misgiving

VOLUME – degree of loudness

LESSON #36

Writing

Theme #36	REFLECTIVE WRITING
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Length: One hour and twenty minutes	NumberofStudents: 12
LessonOutline Warm-up. PPT Activity 1. Introducing with capitalization Activity 2. General information of capitalization Activity 3. General rules of punctuation Activity 4. Case study	
The aim: Reading survey report. To develop students' comprehensive skill of reading. To develop students reading skills by encouraging them to get involved in a variety of survey reports – provoking activities. To develop students' outlook and vocabulary. by the end of the lesson students will be able to demonstrate knowledge of basic capitalization and punctuation skills.	
Objectives: to provide students with capitalizing and punctuating structure to give students an opportunity to proofread, recognize, and correct capitalization and punctuation marks to prepare students to correct the mistakes	
ActivityType:	Individual, small group, whole class (teacher-students)

Warm up (5 min)

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

Answers may vary:

survey report, vocabulary, check comprehension, world out-looking, and authentic material, descriptions.

Lead-in

Time: 5 min

► Procedure:

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

~ *Do you have any opinion about survey reports?*

~ *Have you ever read any kinds of survey reports?*

~ *What's their opinions getting news from Internet then newspapers or radio ?*

Possible answers:

A survey report is a formal piece of writing presenting and analyzing the results/findings of research concerning reactions to a product, plan, etc., including general assessment, conclusions and/or recommendations.

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

Pre-reading part: Points to consider:

The information presented may have been gathered in a survey/ opinion poll or compiled from official statistical data, and may reflect opinions/preferences, etc. the general public, a particular group of people, a random sample of population. The information may be presented in the form of facts or generalizations.

Activity 1. Answering questions with own words.

Aim: practice using of transitive words while expressing personal viewpoints

Time: 15min

Materials: Distribute handout **1a** to each pair.

► **Procedure** ☐☺☺☺ (15 min) Divide students into two pairs. Give following questions and discuss then ask to answer them.

1. How could you find out information or daily news you need?
 2. If you have an option to choose Internet, newspaper, television or radio for getting news to information class, which one do you select?
 3. What kind of news do you usually search by internet?
- ☐ Elicit a few random answers. Add your own examples and comments if necessary.

Writing Reflection Papers

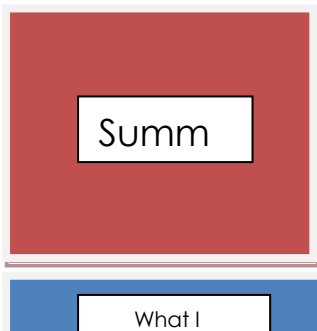
When it comes to a movie, food choices, the right girl or guy for a friend, the best accessory for an outfit, or perhaps the right club for a golf shot we're ready and willing to say "Let me tell you what I think." Yet when it comes to writing reflection papers, students often feel that they have nothing to say.

How can that be? If you've done the reading, or the experiment, or the interview, or seen the movie or the show...or done whatever it is you are meant to be reflecting upon you are bound to have some opinions. You may even have learned something. Ideally, it will be something about the course material and/or about you personally. Really think about it. What insights do you have after having completed the activity assigned? That is what the professor wants to read.

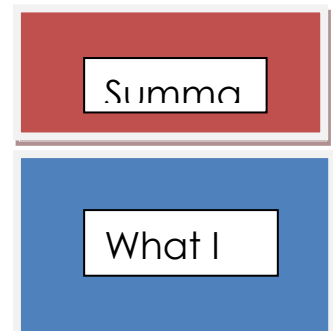
A reflection paper is not about venting, telling your secrets, or simply detailing what you did that day. It's about sharing a discovery of something significant. These papers can: foster greater understanding of an experience, help you apply concepts and course learning, make the ideas more concrete and prove to faculty that you understand and can integrate the course material.

The "So What" you attach to an activity, a reading, or event is what makes all the difference. When writing your paper, first hone in on a thesis. What is the significance of the experience you are reflecting on? *Why* is it important? *Why* is it worth writing about? *Why* is it worth reading about?

Once you have your focus, be sure you write for your intended audience, honestly, in depth, citing sources and finishing strong. Try to write as vividly as you can about the people, events, places, readings you did and how they relate to the course material. Write actively. Organize your thoughts. Proofread carefully.



The illustration on the left represents a typical student reflection. Lots of summary, a little original thought. Why not follow the model on the right? Incorporating a little summary into a paper



This handout is based on the Let Me Tell You What I Think...Writing Effective Reflections presentation offered by the Center for Academic Success. If you have any questions, or would like assistance with writing

REFLECTIVE WRITING



When you write a **reflection**, you write your thoughts about something, rather than writing a summary or description of that something itself.

If you want to get a deeper understanding of what you read or what you see, write a reflective paper. ("Writing a reflection" and "writing a reflective paper" mean the same thing.)

It's easier to do than you think, because anything that comes into your mind is OK to write about, as long as it's related to the subject of the paper (the book, the movie, the event, etc.)

A reflection gives the reader a good understanding of **how you feel** or **what you think about** the subject.

WHAT should you write?

Don't spend too much time describing or summarizing. The person reading your essay has read the same book or seen the same movie.

First, think about the subject. Then, write about how it makes you feel, how it relates to your life, what you think will happen next, what you would have done if you were there, etc. Here are some ways to start reflective sentences:

Reflective sentence starters

- ✓ I was surprised that...
- ✓ I can't believe that _____ acted the way she did, because...
- ✓ The scene where _____ reminded me of when I was younger. I also found out _____...
- ✓ The scene with the _____ gave me the creeps. How could...
- ✓ I agree with Mr. _____, because...
- ✓ Mrs. _____ was foolish to _____ because now she won't be able to ever...
- ✓ Later in the book, I think that Mr. _____ is going to...
- ✓ If I were there, I would have stopped the...
- ✓ The beginning of the book made me think that _____, but now I'm wondering whether or not...

Name: _____

Date: _____

14

8
tasks**SHOW
THAT
YOU KNOW**

Complete all these tasks and show that you know what it means to write something reflective.

First, read this:

- 1 Mrs. Danvers tapped her foot, staring down at her nephew Jerome who had just spilled grape juice on the carpet. Jerome started crying loudly, knowing what was coming next. He backed away from his aunt, shaking his head and saying, "No! No! It was an accident!" He tripped on a purple-splashed toy, sprawling across the floor on his back, crying, and Mrs. Danvers took a terrible step toward him.

For each sentence, circle YES if it's reflective and NO if it isn't.

- | | | | | | |
|---|-----|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------|
| 2 | YES | NO | Someone needs to call the police on Mrs. Danvers, because she obviously mistreats Jerome. | 2 | <input type="checkbox"/> |
| 3 | YES | NO | This paragraph upsets me, because I can't stand it when people are unkind to little children. | 2 | <input type="checkbox"/> |
| 4 | YES | NO | Where in the world are Jerome's parents? I hope he tells them about what his aunt did to him. | 2 | <input type="checkbox"/> |
| 5 | YES | NO | Jerome spilled grape juice on the carpet, and it made his aunt, Mrs. Danvers, very mad. | 2 | <input type="checkbox"/> |
| 6 | YES | NO | Mrs. Danvers taps her foot when something happens that gets her irritated. | 2 | <input type="checkbox"/> |
| 7 | YES | NO | Grape juice is purple. | 2 | <input type="checkbox"/> |
| 8 | YES | NO | Jerome tripped on a toy and fell on his back. I know this sounds weird, but I hope he gets a little bump or cut from that, so his parents will see it later, ask him what happened, and hopefully Jerome will tell them everything that happened with his horrible, horrible aunt. | 2 | <input type="checkbox"/> |

Theme # 37 READING SCIENTIFIC LECTURES 1.

History of text linguistics. Language and speech. Steintal's, Gabelenz's, Potebnea's approaches to text linguistics. Saussure and text linguistics. Relation between language and speech. Text construction, text building, composing Elements. A.Boguslavsky's definition of textology. Main Reasons for text linguistics appearance.

Text linguistics is a relatively new sphere of science prepared and stipulated for the need of principal speech and language definition. The idea is known in linguistics since the times of Gumbold, it is reflected in the works of Steintal, Gabelenz, Potebnea and is formulated by Saussure who represented language and speech as "two polar forms of diverse and inconsistent in their totality language phenomenon existence.

Text drew the researchers attention and earlier. It served the subject of textology which dealt with philological study of ancient texts. Stylistics also turned to texts – the object served, as a rule works of art and they are studied from the point of view of stylistic(expressive) effects achieved as a result of skillful use of lexical and grammatical elements of language by the authors.

"Text linguistics" examines the text from the other angle. The subject of its study serves the text construction, text building, its composing elements from the point of view of both its formal and substantial structure and from the point of view of its sense formation.

The researchers proposed various definitions of a text as an object of linguistic study. But they all are reduced to the thing that they look upon a text as a structured unity consisting of language units- sentences, united and forming bigger units – superphrase units – thematical pieces of the text, paragraphs, chapters, parts, etc... that serve for a definite finished contents transmission that answers the purpose of communication.

Different scientists define textology differently. For example, A.Boguslavsky defines it as " a statement consisting of several sentences". The main thing he considers is not what the author says, not the content of the statement but the way this statement is built and which elements it is composed of".

Back in the 1960s and 1970s "text linguistics" was a modest field concentrated at research centers across Eastern and Western Europe. The political situation and the cold war between the socialist and capitalist worlds prevented from doing research collectively. The academic divisions in conventional universities were unfavorable too, wherever the dominant approach in linguistics drew a firm opposition between language and discourse (e.g. "langue" and "parole" or "competence" and " performance").

Perhaps the greatest difficulty was the uncritically accepted principle that the sentence constitutes the largest unit of linguistic research. In descriptive linguistics this principle was boldly asserted, and accorded quite well with the emphasis upon the segmentation of data into the levels of units – "Phoneme – Morpheme – lexeme – Syntagmeme " which do not appear to extend across sentence boundaries. In generative linguistics language was centrally defined in theory to be a set of sentences, and studied in practice

sentence by sentence. Since “observed use of language “ was dismissed in favor of invented data, this restriction did not seem problematic.

Research aiming to build text linguistics directly on top of sentence linguistics predictable viewed the text merely as a sequence of sentences. The descriptive outlook would postulate the texteme as a theoretical unit placed above the other –“emes” and corresponding to the text as the practical unit. The generative outlook would construct a text syntax or a text grammar along the same theoretical lines as “syntax” and “grammar” of the sentence. The practical implications included the usage of artificial or invented data and attempted to determine the features which make a text either “grammatical” or “ungrammatical”.

But these projects were not successful because they failed to conceptualize the text as a system. They only viewed it as an –“eme” or a “syntactic” or “grammatical” entity at improper degrees of abstraction, admitting only selective “distinctive features” or “syntactic structures” and ignoring most of the systemic features of the particular text or text type. Besides, texts are not meaningfully judged whether they are grammatical, but rather how far they are appropriate, efficient and effective.

Text linguistics would eventually undergo an inevitable shift of emphasis from theoretical toward practical concept of the text. During this period of time text linguistics naturally attracted an unconventional range of people. They came from neighboring disciplines such as philosophy, anthropology, ethnography, cognitive psychology, semiotics, and computer sciences as well as such interdisciplinary fields as structuralism, phenomenology, aesthetics, poetics, cybernetics, systems theory, artificial intelligence, cognitive science and discourse processing.

Out there it is found some impressive opportunities for a progress. Semiotics is broadening the concept of a “text” to include every representation of knowledge and culture; not just recorded language events, but gestures, facial expressions, clothing, painting, music, architecture and so forth. Ethnography is exploring texts as evidence for the organization of such cultural practices as handicrafts, festivals and rituals. Cognitive psychology is enlisting texts in experiments on such mental processes as recognition, comprehension and recall. Computer science is seeking to discover how texts could be automatically processed for such purposes as summarizing, abstracting, or translating. It can be clearly seen that text linguistics has become not simply one of the interdisciplinary sciences but an important discipline which can in itself serve multiple disciplines.

For “text linguistics” at least three perspectives are vitally relevant: a) the text itself as a process and a product with mainly “linguistic” qualities; (b) the participants usually the producer and the receiver of the text; (c) the broader context of situation wherein the text and the participants are situated. To address these three perspectives there appear seven standards of textuality.

For the text itself cohesion subsumes the means of connection of units and patterns; e.g. for joining two or more sentences; coherence subsumes the means for connecting meanings and concepts within the sentence; Intentionality is very important for the participants because it designates the condition that the text producer intends to perform an event as a text; the acceptability designates the condition that the text receiver accepts the event as a text; For the context of situation informativity concerns the

degrees to which the text or some of its aspects are unexpected, interesting or stimulating; situationality concerns the connections between the text and the context of situation; intertextuality concerns the connotations between the current text and previously experienced texts.

Since these seven standards are for describing texts, further design criteria would be needed for evaluating texts. Three of these may serve: how far the text is efficient in getting readily produced and received, effective in promoting intentions and goals; and appropriate to the context, the participants and the situation.

Lesson # 38

Theme # 38 TEST ON READING SKILLS.

READING 1

When all the people had assembled, the king, surrounded by his court, **xx1xx** a signal. Then a door beneath him opened, and the accused man stepped out into the arena. Directly opposite him were two doors, exactly **xx2xx** and side by side. It was the duty and the privilege of the person on trial to walk directly to these **xx3xx** and open one of them. He **xx4xx** open either door he pleased; he was subject to no guidance or influence but that of impartial and incorruptible chance. If he opened the one, there came out of it a hungry tiger, the fiercest and most cruel that could be found, which **xx5xx** sprang upon him and tore him to pieces as a punishment for his guilt. But, if the accused person opened the other door, out of it came a **xx6xx** lady, and to this lady he was immediately married, as a reward of his innocence. This was the **xx7xx** method of administering justice. Its perfect fairness is obvious. The criminal could **xx8xx** know out of which door would come the lady; he opened either he pleased, without having the slightest **xx9xx** whether, in the next instant, he was to be devoured or married. So the accused person was instantly **xx10xx** if guilty, and, if innocent, he was rewarded on the spot.

1. **xx1xx**

- a) give
- b) gives
- c) gave
- d) given

4. **xx4xx**

- a) should
- b) would
- c) must
- d) could

- b) angry

- c) beautiful
- d) old

- a) interest

- b) belief
- c) idea
- d) reason

2. **xx2xx**

- a) alike
- b) different
- c) big
- d) closed

5. **xx5xx**

- a) immediatel
- y
- b) usually
- c) sometimes
- d) frequently

7. **xx7xx**

- a) criminal's
- b) king's
- c) lady's
- d) tiger's

10. **xx10xx**

- a) punish
- b) punishing
- c) punishes
- d) punished

3. **xx3xx**

- a) door
- b) doors
- c) people
- d) signals

6. **xx6xx**

- a) suddenly

8. **xx8xx**

- a) even
- b) also
- c) especially
- d) not

9. **xx9xx**

11. How many doors could the person choose from?

- a) 1
- b) 2

- | | | | |
|------------------|-----------------|------------------|-----------------|
| c) 3 | c) religious | b) the people | c) expected |
| d) 4 | observation. | in the arena | d) opened |
| | d) to get | c) the king | |
| 12. The main | money. | d) the lady | 15. The word |
| purpose of the | | | innocent in the |
| custom discussed | 13. Who decided | 14. The word | last sentence |
| was | which door was | assembled in the | means |
| a) | to be opened? | first sentence | a) not happy |
| entertainm | a) the | means | b) not angry |
| ent. | criminal | a) lifted | c) not usual |
| b) justice. | | b) gathered | d) not guilty |

READING 2

The most extraordinary dream I ever **xx1xx** was one in which I fancied that, as I was going into a theater, the cloak-room attendant stopped me in the lobby and insisted on my **xx2xx** my legs behind. I was not surprised; but I was considerably annoyed. I said I had never heard of such a rule at any respectable theater **xx3xx**, and that I considered it a most absurd regulation. The man replied that he was very **xx4xx**, but that those were his instructions. People complained that they could not get to and from their **xx5xx** comfortably, because other people's legs were always in the way; and it had, therefore, been decided that **xx6xx** should leave their legs outside. It seemed to me that the management, in making this order, had gone **xx7xx** their legal right; and, under ordinary circumstances, I should have disputed it. However, I didn't want to **xx8xx** a disturbance; and so I sat down and meekly prepared to comply with the demand. I had never before **xx9xx** that the human leg could be unscrewed. I had always thought it was more securely fixed. But the man showed me how to undo them, and I found that they came off quite easily. The discovery did not surprise **xx10xx** any more than the original request that I should take them off. Nothing does surprise one in a dream.

- | | | | |
|-----------------|-----------------|-----------------|--------------------|
| 1. xx1xx | d) so | b) everybody | 9. xx9xx |
| a) was | | c) anybody | a) know |
| b) saw | 4. xx4xx | d) nobody | b) known |
| c) had | a) angry | 7. xx7xx | c) knowing |
| d) wanted | b) sorry | a) beyond | d) knows |
| | c) friendly | b) from | |
| 2. xx2xx | d) helpful | c) to | 10. xx10xx |
| a) leave | 5. xx5xx | d) around | a) him |
| b) leaves | a) homes | 8. xx8xx | b) them |
| c) leaving | b) jobs | a) understand | c) me |
| d) left | c) arms | b) know | d) us |
| | d) seats | c) make | |
| 3. xx3xx | 6. xx6xx | d) learn | 11. The word |
| a) before | a) somebody | | extraordinary in |
| b) after | | | the first sentence |
| c) during | | | means |

- | | | | |
|--------------|--------------|----------------|-------------|
| a) wonderful | b) scared | b) was not | a) True. |
| b) unusual | c) surprised | able to do it. | b) False. |
| c) terrible | d) happy | c) did it. | |
| d) funny | | d) ran away. | 15. True or |
-
- | | | | |
|-------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------|
| 12. How did the writer feel about being asked to leave his legs behind? | 13. When the writer was asked to leave his legs behind, he | 14. True or False: The writer was the only person who had to remove his legs. | False: The writer had never removed his legs before. |
| a) angry | a) did not do it. | | a) True. |
| | | | b) False. |

READING 4

In Ancient Greece lived a young man called Narcissus, who was greatly **xx1xx**, for he was very handsome. Narcissus was very proud of his perfect face and graceful body, and never lost the chance to **xx2xx** his reflection in any body of water he happened to pass. He would lie for hours admiring his gleaming dark eyes, slender nose, slim hips and the mop of curly **xx3xx** that crowned the perfect oval of his face. You would think a sculptor had come down **xx4xx** heaven to carve such a faultless body as a living image of mankind's love of beauty. One day, Narcissus was walking close to a precipice where the clear waters of a cold mountain pool mirrored his beautiful face. "You are handsome, Narcissus!" he told **xx5xx** as he bent down to admire his reflection. "There's nobody **xx6xx** handsome in the whole world! I'd love to kiss you." Narcissus was suddenly seized by the desire to kiss his own reflection and he bent down closer to the water. But he lost his balance and toppled into the pool. Narcissus could not **xx7xx** and so he drowned. But when the gods discovered that the **xx8xx** beautiful being on earth had died, they decided that such beauty could not be **xx9xx**. The gods turned Narcissus into a scented flower which, to this day, blossoms in the mountains in spring, and which is **xx10xx** called Narcissus.

- | | | | |
|-----------------|-----------------|-----------------|-------------------|
| 1. xx1xx | d) ears | b) such | 9. xx9xx |
| a) admire | | c) more | a) forget |
| b) admires | 4. xx4xx | d) too | b) forgot |
| c) admiring | a) from | 7. xx7xx | c) forgotten |
| d) admired | b) to | a) stay | d) forgetful |
| | c) of | b) help | |
| 2. xx2xx | d) by | c) swim | 10. xx10xx |
| a) look | 5. xx5xx | d) jump | a) only |
| b) look at | a) him | | b) still |
| c) look out | b) himself | 8. xx8xx | c) just |
| d) look up | c) them | a) best | d) finally |
| | d) myself | b) first | |
| 3. xx3xx | | c) greatest | 11. Which word |
| a) hat | 6. xx6xx | d) most | describes the |
| b) hair | a) so | | character of |
| c) hill | | | Narcissus? |

- a) modest
- b) dishonest
- c) careful
- d) proud

12. The word admired in the first sentence means

- a) hated and feared
- b) ridiculed or made fun of

- c) loved and respected
- d) misunderstood and unappreciated

13. Which job would Narcissus probably have if he were alive today?

- a) teacher

- b) doctor
- c) actor
- d) gardener

14. TRUE or FALSE: Narcissus thought himself handsome but others did not think he was.

- a) TRUE
- b) FALSE

15. The gods turned Narcissus into a flower

- a) to memorialize him.
- b) to punish him.
- c) because that is what he wanted.
- d) as a joke.

PRACTICAL LESSONS SPRING TERM - VI

CONTENTS

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37. Writing feedbacks.
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LESSON # 1

Theme # 1 **DESCRIBING TABLES.**

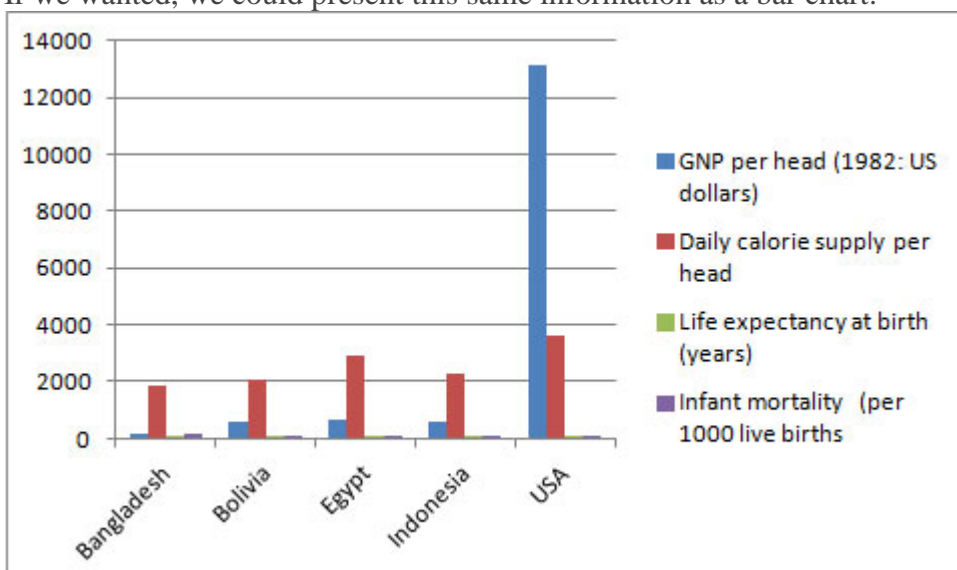
A table is just another way to present information.

It does not require that you learn a new type of language or a new way to organize things.

For example, take a look at this table showing the quality of life in four countries presented in a table:

Country	GNP per head (1982: US dollars)	Daily calorie supply per head	Life expectancy at birth (years)	Infant mortality (per 1000 live births)
Bangladesh	140	1877	40	132
Bolivia	570	2086	50	124
Egypt	690	2950	56	97
Indonesia	580	2296	49	87
USA	13160	3653	74	12

If we wanted, we could present this same information as a bar chart:



However, as you'll notice, it is better presented as a table because of the huge difference between the USA and the others - this is not very clear on a bar chart.

So a table looks better, but they would both be described in exactly the same way.

Analysing the IELTS Table

As with all graphs and charts, when describing tables:

- Do not describe all the data presented - present the main points of each feature (you should make sure you mention each feature though)
- Look for significant data; e.g. the highest, the lowest etc

- Try and group the data. This may require you to use some general knowledge about the world, such as recognising developed and developing countries
- Practice

Look at the IELTS table that you looked at above and answer the questions that follow:

You should spend about 20 minutes on this task.

The following table gives statistics showing the aspects of quality of life in five countries.

Summarize the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.

Table: The Quality of Life in Four Countries

Country	GNP per head (1982: US dollars)	Daily calorie supply per head	Life expectancy at birth (years)	Infant mortality (per 1000 live births)
Bangladesh	140	1877	40	132
Bolivia	570	2086	50	124
Egypt	690	2950	56	97
Indonesia	580	2296	49	87
USA	13160	3653	74	12

- What is the table measuring?
- What type of language do you need to use (Change? Comparing and contrasting?)
- What tense would you use?
- Which country has the best quality of life and which has the worst?
- What information could you use for an overview / conclusion?
- How could you group the information?
- How many paragraphs would you have and what you would write about in each one?

Making a Plan

You should always ask yourself these kind of questions before you write your task one. You can then use the answer to these questions to make yourself a quick plan.

Here are some notes made by a student during the planning stage:

PLAN

Topic – standard of living, 5 countries

Language – comparison

Time / tense – 1982 = past

Overview – USA far higher

Groups –

USA = highest
Egypt, Indo, Bol = similar
Bangladesh = very low

Now, take a look at this IELTS table model answer and notice how the organization matches the plan. The groups chosen that are similar are grouped together into paragraphs. The language is focused on the language of comparison and contrast as the table is not over time. The compare and contrast structures have been highlighted so you can see how they are used. Is it similar to the way you would have organized the information?

Model Answer

Country	GNP per head (1982: US dollars)	Daily calorie supply per head	Life expectancy at birth (years)	Infant mortality (per 1000 live births)
Bangladesh	140	1877	40	132
Bolivia	570	2086	50	124
Egypt	690	2950	56	97
Indonesia	580	2296	49	87
USA	13160	3653	74	12

The table uses four economic indicators to show the standard of living in five selected countries in 1982. Overall, it can be seen that the quality of life in the USA was **far higher than** the other four countries.

To begin, the USA, which is a developed country, had **the highest** GNP at 13,160 dollars per head. It also had a **much higher** daily calorie intake and life expectancy, and **the lowest** rate of infant mortality.

The other developing countries had quality of life ratings that were **significantly lower**. The range of indicators for Egypt, Indonesia and Bolivia were **similar**, with Egypt having **the highest** quality of life amongst the three. However, the infant mortality rate in Egypt's was **slightly higher than** Indonesia's at 97 deaths per 1000 **compared to** 78 in Indonesia.

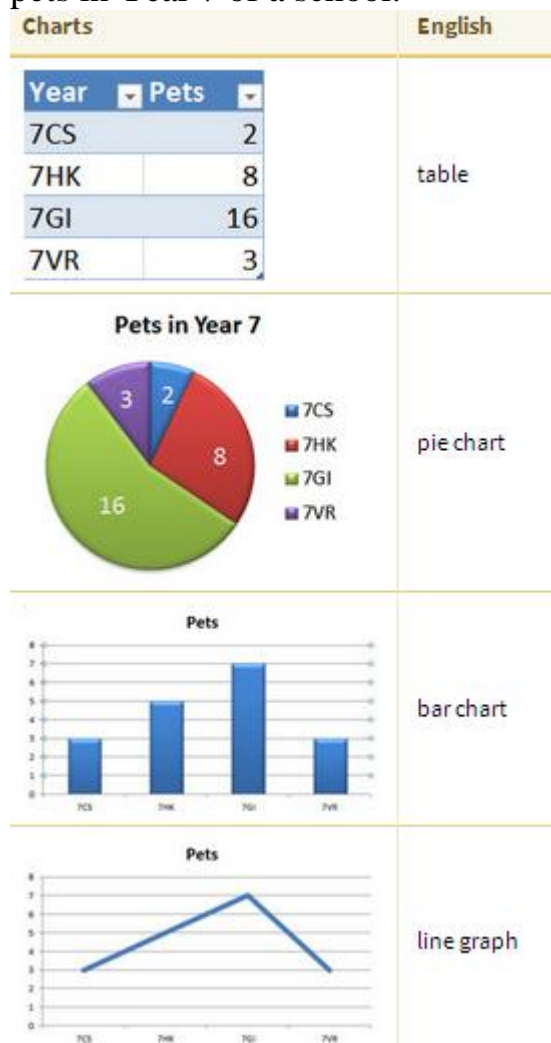
Bangladesh had **by far the lowest** quality of life in all the indicators. Its GNP was **one hundred times smaller than** the USA's. Its calorie intake and life expectancy were **about half those of** the USA, and its infant mortality rate was **10 times greater**.

Words 178

LESSON # 2

Theme # 2 **DESCRIBING Charts.**

There are various types of charts. In the following example we show the numbers of pets in Year 7 of a school.



List with phrases to describe charts

- The pie chart is about ...
- The bar chart deals with ...
- The line graph (clearly) shows ...
- The slices of the pie chart compare the ...
- The chart is divided into ... parts.
- It highlights ...
- ... has the largest (number of) ...
- ... has the second largest (number of) ...
- ... is as big as ...
- ... is twice as big as ...
- ... is bigger than ...
- more than ... per cent ...
- only one third ...
- less than half ...

- The number ... increases/goes up/grows by ...
- The number ... decreases/goes down/sinks by ...
- The number ... does not change/remains stable
- I was really surprised/shocked by the ...
- So we can say ...

Use of Tenses

Mind the correct use of tenses when describing a chart. If the chart deals with facts in the present (as in our example), use the [Simple Present](#), if the facts are the past, then use the [Simple Past](#). If there is a connection between the past and the present, use the [Present Perfect](#).

How to describe a chart

With the following example we would like to show you how charts are described. Mind the three parts and do not repeat the global message in the conclusion.

A Pets in Year 7 at a school

We have chosen the pie chart because we think it shows the number of pets in Year 7 best.

Pets in Year 7



1 Introduction

Here you say what the diagram is about. Mind the title of it and do not forget to include the source.

The pie chart is about the pets in Year 7. The chart is divided into 5 parts. It is taken from ...

2 Message of the diagram

The largest number of pets are in form 7GI. There are 16 pets.

The second largest number of pets are in form 7HK. There are 8 pets.

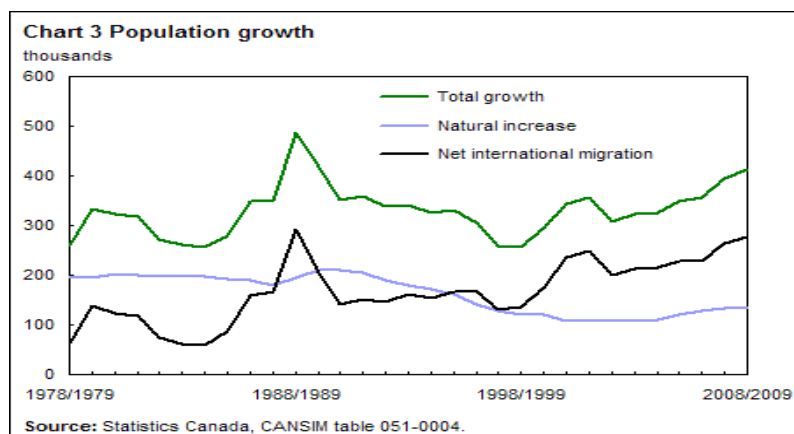
So there are more than twice as many pets in form 7GI.

The chart shows that there are only 2 pets in form 7CS and 3 in form 7VR.

3 Conclusion

So we can say that the most pets of Year 7 are in form 7GI and the least in form 7CS. There are more than 50 per cent of all the pets in one form - form 7GI.

B Population growth in Canada



This graph shows the growth of the population in Canada from 1978 to 2009. It is taken from the website about [Statistics in Canada](#).

There are three graphs in the chart. The green graph shows the total growth of the population, the black one deals with the migrated people in Canada and the blue graph shows the natural increase of the population. In 1988/89 there was an enormous growth. In the following years the total growth went down to about 250,000 in 1998/99. From that time on the Canadian population has been gradually growing again although the natural increase slows down. So we can say that the growth of the population in Canada is based on migration.

LESSON # 3

THEME #3 DISCURSIVE ESSAY.

A **discursive essay** thoroughly investigates an argument by offering two opposing perspectives. It's a practical method of establishing the writer's opinion on a topic and persuading one's stance by exploring the reasons why each view may or may not be valid. The author usually maintains a calm and neutral stance throughout the text to establish an unbiased and informative argument.

1. Define your topic

Before you begin your essay you need to define what the topic is. Discursive essay topics can be about anything, but they are primarily used to argue ideas about controversial topics such as gun control or abortion. You should decide at this point which side you are supporting.

2. Outline

The foundation of any well structured essay is an outline. A discursive essay should have:

- **Introduction:** The Introduction clearly states the topic and explains why it is important.
- **Body:** The Body contains the arguments and logic for both sides.
- **Conclusion:** The Conclusion is where you establish your personal stance on the argument and explain why.

Here you explain why it is difficult to establish a solid stance on the topic.

3. Write 4-6 different points to include in body

"Discursive writing does not argue for or against a point throughout the essay".

Knowing in advance which points you will discuss will help during the actual writing process. Make sure that each point has a counterargument. For example, if you have 3 points for one side, you should have 3 points against it to balance it out. This ensures your argument is unbiased as well as thorough.

Hint: Try to choose strong and valid points that would be difficult to argue against. This makes it more exciting and informative to the reader when you DO introduce its counter-argument.

The points should descend in order from strongest argument to least supportive argument. Alternate back and forth between each perspective to illustrate the argument. Think of it like a "ping-pong" match. The body of the outline should appear as follows:

Body:

-Point A)

-Point B)

-Point A)

-Point B)

-etc..

Each individual argument is a paragraph. The amount of paragraphs is up to your discretion, but if this is for a class there should be at least 4.

4. Fill in the content

Now that you've fully outlined your essay, it's time to flesh it out. Establish credibility by citing valid sources. Don't believe everything you read. Look for scientific studies or valid statistics. Hard facts enrich any argument.

Your tone should be neutral throughout the body, giving each point its turn to truly speak. Try to be as thorough and unbiased as possible.

5. Write a conclusion

In the last paragraph you will wrap up the argument by stating your personal stance on the issue. Try to explain why you feel the way you do, and if you don't actually have an opinion, try to define as to why that is. Mention again why the issue is important and should be evaluated further.

Tips:

- Stay in formal third person perspective throughout the body.
- Before you begin writing, you should create a "spider-diagram", or "mind-map" to help clearly relate your points.
- When writing the separate arguments, try to pretend as though a person from that specific viewpoint "has the floor". Pretend as though you are trying to convince another person of that viewpoint, even if you don't necessarily agree with it. Make sure to keep a third person writing style, though.

For further information and tasks please refer to the students book named Successful writing – upper intermediate on page 79.

LESSON # 4

Theme # 4 ESSAYS SUGGESTING SOLUTIONS TO PROBLEMS.

Essays suggesting solutions to problems, in which the problem(s) associated with a particular issue or situation are analysed and possible solutions are put forward, together with any expected results/consequences. The writer's opinion may be mentioned, directly or indirectly, in the introduction and/or conclusion.

An essay discussing problems and suggesting solutions is a formal piece of writing. You should state the problem and its causes clearly, then present your suggestions and the expected results or consequences these might have

A successful essay of this type should consist of:

- a) an introductory paragraph** in which you clearly state the problem, what has caused it, and the consequences.
- b) a main body** in which you present several suggested solutions, each in a separate paragraph together with its consequences/results and

c) a conclusion in which you summarise your opinion.

Points to consider

- Each paragraph should start with a topic sentence which summarises what the paragraph is about.
- Appropriate linking words and phrases should be used to show the connection between paragraphs as well as to link sentences within a paragraph.
- Use the techniques given in [Beginning and ending discursive essays](#)

Useful Language

• **To express cause:** since/because, in view of/because of/owing to/ due to (the fact that)...., The reason that .../why .../for... is that...

To express effect: thus/therefore/so/consequently, as a result/consequence, the result of ... would be ..., ... would result in ...

To express purpose: so that..., so as/in order (not) to ..., with the purpose of/intention of (+ing)

To express possibility/probability: It can/could/may/might..., It is possible/probable/(un)likely/foreseeable/certain that..., ... is (un) likely to/bound to/certain to/ possible/probable..., The likelihood/possibility/probability of (-ing/noun) is...

Introduction

Paragraph 1

state the problem and its cause(s)/consequence(s)

Main Body

Paragraph 2

suggestion 1 & result

Paragraph 3

suggestion 2 & result

Paragraph 4

suggestion 3 & result

Paragraph 5

suggestion 4 & result*

Conclusion

Final Paragraph

summarise your opinion

Most of the students did not get good essay writing guidelines from the essay writing services. SO they cannot complete or start the essay. Genuine dissertation writing service like is providing the high quality essay writing materials for the academic works.

** You may include more suggestions, and thus more paragraphs in the main body*

Exercise 1

1 Read the model below and complete the paragraph plan below. Then identify which aspects of the Discussion Clock have been mentioned. Finally, underline the linking words/phrases and replace them with synonymous ones.

“What could be done to improve the lives of the elderly?”

For many elderly people the latter part of their life is not a time to relax and enjoy retirement, but rather a difficult and unhappy period, owing to financial worries, failing health and loneliness. As life expectancy increases, the average person lives well beyond the age of retirement. As a result, the elderly make up an ever-increasing percentage of society, which makes it more important than ever for a real effort to be made in improving the lives of senior citizens.

One way to deal with the situation would be to ensure that the elderly have enough money on which to live. Obviously, when a person stops working, they still require a source of income to cover their basic needs such as food, accommodation and heating. A clear solution to the problem is for the government to make sure that the state pension is adequate for these needs. Furthermore, free financial advice should be made available to retired people so that the stress of worrying about money could be reduced as far as possible. Steps should also be taken to overcome problems the elderly face as a result of deteriorating health due to

old age, and inadequate health-care provisions. Again, the responsibility should fall to the government to provide access to the best health care available, which may necessitate paying for residential homes where the elderly can have round-the-clock nursing, or, at the very least, providing medication free of charge to all people over a certain age. As a result, old people would enjoy not only better health, but also peace of mind from the knowledge that they need not fear falling ill and being unable to pay for treatment.

The lives of old people could also be improved if attempts were made to address the problem of social isolation which so many of them face. If we organised trips for the elderly to community centres, visits from social workers or free bus passes to allow pensioners greater mobility, the effect would be to alleviate the problem of loneliness which marks the lives of so many old people living alone and far from their families.

One final suggestion, which would help enormously, is to change the attitude of the community towards its older members, who are all too often seen as a burden on society and dismissed as having little to do with modern life. We need to be taught from an early age to respect the views of old people, and appreciate their broader experience of life. This would help society as a whole, and encourage appreciation of the role that old people can still play today.

To sum up, there are several measures which could be taken to improve the lives of old people. If the government and individuals alike were to help, it would make retirement and old age a time to look forward to, rather than dread.

1. Introduction - *state problem, reasons and consequences*
2. Main body -

.....

.....

.....

.....

3. Conclusion -

.....

Further information you can find from the students book Successful writing – upper intermediate on page 76.

LESSON # 5

THEME # 5 REFLECTIVE ESSAY.

It sounds obvious, but the reflective process forms the core of writing this type of essay, so it's important you get it right from the outset. You need to really think about how the personal experience you have chosen to focus on impacted or changed you. Use your memories and feelings of the experience to determine the implications for you on a personal level.

Once you've chosen the topic of your essay, it's really important you study it thoroughly and spend a lot of time trying to think about it vividly. Write down everything you can remember about it, describing it as clearly and fully as you can. Keep your five senses in mind as you do this, and be sure to use adjectives to describe your experience. At this stage, you can simply make notes using short phrases, but you need to ensure that you're recording your responses, perceptions, and your experience of the event(s).

Once you've successfully emptied the contents of your memory, you need to start reflecting. A great way to do this is to pick out some reflection questions which will help you think deeper about the impact and lasting effects of your experience. Here are some useful questions that you can consider:

- What have you learned about yourself as a result of the experience?
- Have you developed because of it? How?
- Did it have any positive or negative bearing on your life?
- Looking back, what would you have done differently?
- Why do you think you made the particular choices that you did? Do you think these were the right choices?
- What are your thoughts on the experience in general? Was it a useful learning experience? What specific skills or perspectives did you acquire as a result?

These signpost questions should help kick-start your reflective process. Remember, asking yourself lots of questions is key to ensuring that you think deeply and critically about your experiences – a skill that is at the heart of writing a great reflective essay. Consider using models of reflection before, during, and after the learning process to ensure that you maintain a high standard of analysis. For example, before you really get stuck into the process, consider questions such as: what might happen (regarding the experience)? Are there any possible challenges to keep in mind? What knowledge is needed to be best prepared to approach the experience? Then, as you're planning and writing, these questions may be useful: what is happening within the learning process? Is the process working out as expected? Am I dealing with the accompanying challenges successfully? Is there anything that needs to be done additionally to ensure that the learning process is successful? What am I learning from this? By adopting such a framework, you'll be ensuring that you are keeping tabs on the reflective process that should underpin your work.

The plan

Here's a very useful tip: although you may feel well prepared with all that time spent reflecting in your arsenal, do not, do NOT start writing your essay until you have worked out a comprehensive, well-rounded plan! Your writing will be so much more coherent, your ideas conveyed with structure and clarity, and your essay will likely achieve higher marks. This is an especially important step when you're tackling a reflective essay – there can be a tendency for people to get a little 'lost' or disorganised as they recount their life experiences in an erratic and often unsystematic manner. But if you develop a thorough outline (this is the same as a 'plan') and ensure you stick to it like Christopher Columbus to a map, you should do just fine as you embark on the ultimate step of writing your essay. If you need further convincing on how important planning is, we've summarised the key benefits of creating a detailed essay outline below:

An outline allows you to establish the basic details that you plan to incorporate into your paper – this is great for helping you pick out any superfluous information, which can be removed entirely to make your essay succinct and to the point.

Think of the outline as a map – you plan in advance the points you wish to navigate through and discuss in your writing. Your work will more likely have a clear through

line of thought, making it easier for the reader to understand. It'll also help you avoid missing out any key information, and having to go back at the end and try to fit it in. It's a real time-saver! Because the outline essentially serves as the essay's 'skeleton', you'll save a tremendous amount of time when writing as you'll be really familiar with what you want to say. As such, you'll be able to allocate more time to editing the paper and ensuring it's of a high standard.

Now you're familiar with the benefits of using an outline for your reflective essay, it is essential that you know how to craft one. It can be considerably different from other typical essay outlines, mostly because of the varying subjects. But what remains the same, is that you need to start your outline by drafting the introduction, body and conclusion. More on this below.

Introduction

As is the case with all essays, your reflective essay must begin within an introduction that contains both a hook and a thesis statement. The point of having a 'hook' is to grab the attention of your audience or reader from the very beginning. You must portray the exciting aspects of your story in the initial paragraph so that you stand the best chances of holding your reader's interest. Refer back to the opening quote of this article – did it grab your attention and encourage you to read more? The thesis statement is a brief summary of the focus of the essay, which in this case is a particular experience that influenced you significantly. Remember to give a quick overview of your experience – don't give too much information away or you risk your reader becoming disinterested.

Body

Next up is planning the body of your essay. This can be the hardest part of the entire paper; it's easy to waffle and repeat yourself both in the plan, and in the actual writing. Have you ever tried recounting a story to a friend only for them to tell you to 'cut the long story short'? The key here is to put plenty of time and effort into planning the body, and you can draw on the following tips to help you do this well:

Try adopting a chronological approach. This means working through everything you want to touch upon as it happened in time. This kind of approach will ensure that your work is systematic and coherent. Keep in mind that a reflective essay doesn't necessarily have to be linear, but working chronologically will prevent you from providing a haphazard recollection of your experience. Lay out the important elements of your experience in a timeline – this will then help you clearly see how to piece your narrative together.

Ensure the body of your reflective essay is well focused, and contains appropriate critique and reflection. The body should not only summarise your experience, it should explore the impact that the experience has had on your life, as well as the lessons that you have learned as a result. The emphasis should generally be on reflection as opposed to summation. A reflective posture will not only provide readers with insight on your experience, it'll highlight your personality and your ability to deal with or adapt to particular situations.

Conclusion

In the conclusion of your reflective essay, you should focus on bringing your piece together by providing a summary of both the points made throughout, and what you have learned as a result. Try to include a few points on why and how your attitudes and


behaviours have been changed. Consider also how your character and skills have been affected, for example: what conclusions can be drawn about your problem-solving skills? What can be concluded about your approach to specific situations? What might you do differently in similar situations in the future? What steps have you taken to consolidate everything that you have learned from your experience? Keep in mind that your tutor will be looking out for evidence of reflection at a very high standard.

Congratulations – you now have the tools to create a thorough and accurate plan which should put you in good stead for the ultimate phase indeed of any essay, the writing process.

LESSON # 6

Theme # 6 ASSESSMENT REPORTS.

Q. Assessment Reports

- 1  You will hear two business people discussing an employee who they may recommend for promotion. Look at the table below, then listen to the cassette and fill in the missing information. Finally, use the notes to talk about the employee's strengths and weaknesses.

Purpose of report	• to evaluate suitability of Sylvia Wells for promotion to position of Manager	
Assessment	POSITIVE FEATURES	NEGATIVE FEATURES
Personal Qualities	reliable, hard-working and	sometimes tends to be overly
Customer/Staff Relations	polite & friendly, wins trust	a little too competitive on occasions
Achievements	top salesperson for last years	once lost an important sales account
Conclusion	recommended <input type="checkbox"/>	not recommended <input type="checkbox"/>



An assessment report is a formal piece of writing written on request, presenting and evaluating the positive and/or negative features of a person, place, plan, etc. It can include your proposals/suggestions as well as your general assessment, opinion and/or recommendation. An assessment report should consist of:

- an **introduction** in which you state the purpose and content of your report;
 - a **main body** in which you present positive and/or negative aspects in detail, under suitable sub-headings, which show the topic of each paragraph. Positive and negative features of the same aspect should be presented in the same paragraph, using linking words/phrases showing contrast (*however, although, despite, but, while, even though, etc.*); and
 - a **final paragraph** in which you summarise the information presented in the main body and state your opinion and/or recommendation.
- Present tenses are normally used in assessment reports. Past tenses can also be used for reports related to past events. e.g. *a report about a summer camp.*

Useful Language

- To begin reports:** The purpose/aim/intention of this report is to examine/assess/evaluate the suitability of ... for .../the advisability of (+ ing)/the performance of ... As requested, this is a report concerning/regarding the matter/subject of ... This report contains the assessment of ... which you requested/asked for. This report outlines the advantages and disadvantages of ...
- To end reports: Summarising:** To conclude/To sum up/In conclusion..., On the basis of the points mentioned above/On the whole, it would seem that ... The only/obvious conclusion to be drawn from these facts is that ...
Recommending: It is (therefore) felt/believed/apparent/obvious (that) ... would be ideal for ... It would (not) be advisable/advantageous/practical/wise to ... I (strongly) recommend/would suggest (that) ... My/Our recommendation is that ... should be ... I recommend that the best course of action would be ...

To:
From:
Subject:
Date:

Introduction

Paragraph 1

state the purpose and content of your report

Main Body

Paragraphs 2-3-4*

present each aspect of the subject under suitable sub-headings (positive/negative points of each aspect are presented in the same paragraph)

Conclusion

Final Paragraph

general assessment and/or opinion/recommendation

* The exact number and division of paragraphs will depend on the specific instructions for each report task.

- 2** Read the model below and insert the following words and phrases in the appropriate spaces. Then list the positive and negative aspects of the sports centre in the table at the bottom of the page.

*also, especially, furthermore, However, In addition,
On the other hand, particularly, To sum up, therefore*

A local sports team in your town needs new facilities where they will train for national competitions. As assistant coach of the team, you have been asked to visit a new sports centre and to write a report assessing the suitability of the centre. Write your report.



To: The Chairperson, Dersley Swimming Club
From: Jim Bowen, Assistant Coach
Subject: Rotheroe Sports Centre
Date: 10th May 1997

INTRODUCTION

The purpose of this report is to assess the suitability of Rotheroe Sports Centre as a possible future training base for the Dersley Swimming Club.

LOCATION AND ACCESS

Rotheroe Sports Centre is conveniently located just off the Ring Road to the south of Dersley, next to the Marston Industrial Estate. It is (1) easily accessible by private transport from most parts of the city and has ample free parking. Buses run between the sports centre and the city centre every 15 minutes from 6 am to 11 pm. (2) direct services from other areas may be limited, (3) early in the morning or late at night.

FACILITIES

The Rotheroe Centre offers an excellent range of facilities. The swimming pool is of Olympic size and is fully heated. It has a large spectator area and changing rooms with ample locker space and showers. (4) the Centre has a large, well-equipped gym.

(5) there is no cafeteria; (6) there are no restaurants within walking distance of the centre, which means that team members would have to bring packed lunches.

AVAILABILITY AND COST

The pool could be available for sole use by the club on weekday mornings from 7 to 8 am or on Monday and Wednesday nights after 9 pm. There is (7) the possibility of booking the pool for galas on occasional Saturday evenings. The gym is available from 8 am to 10 pm every day. The cost of hiring the pool at special club rates would be £40 per hour, compared to the £30 currently paid by the club for the City Baths.

RECOMMENDATION

(8) Rotheroe Sports Centre would be able to provide the facilities necessary for the Dersley Swimming Club to train. Most importantly, it has an excellent 50-metre pool of the type used in top-level competitions. The slight increase in the cost of hiring the pool is acceptable, (9) in view of the fact that charges at the City Baths are due for revision in a month's time.

POSITIVE

.....

.....

.....

.....

.....

NEGATIVE

.....

.....

.....

.....

.....



3 Look at the sentences below and identify which present positive aspects and which negative ones. Then, match each positive point with the corresponding negative one, and join them into one sentence using linking words expressing contrast (e.g. although, however, in spite of/despite the fact that, even though, on the other hand, but, in contrast).

- This car is cheaper than others of the same size and performance.
- Service is slow and the menu is not very imaginative.
- It is by far the best sports centre in the area.
- Service and spare parts are expensive, and its fuel economy is poor.
- It is only open to the public in the evenings.
- Commercial breaks can cause people to switch channels.
- The waiters at this restaurant are very pleasant and extremely polite.
- Commercial TV channels usually choose popular, entertaining shows.

e.g. 1 : a) - positive d) - negative

Although this car is cheaper than others of the same size and performance, service and spare parts are expensive, and its fuel economy is poor.

4 a The Personnel Manager at the factory where you work has received several complaints from workers. Read the comments some workers have made and list them in the table, as in the example.

Workers' comments

- The prices at the factory canteen are reasonable and the quality of the food is usually good.
- There should be a trained nurse at the First Aid station. Accidents happen to workers all the time.
- Not enough shift rotation, and the new workers have to do all the night/weekend shifts.
- I take the company bus to get to the plant and never have to worry about transport.
- I am not required to work night or weekend shifts because I have a small child at home.
- Some of the workers don't pull their weight, but the overseers hardly ever seem to notice.
- The supervisors and overseers are usually fair, and get on well with most of the workers.
- All the parking spaces are reserved for management staff. Some of us have cars too!

	POSITIVE	NEGATIVE
• Facilities	a	b
• Transport	.....	.....
• Shift Work	.....	.....
• Worker/Management Relations	.....	.....

b Using the information in the table, complete the following brief report assessing the work-related conditions at the factory. You should also write a final paragraph drawing conclusions and/or making your recommendation.

1 Purpose

The purpose of this report is to assess work-related conditions at the factory, following a number of complaints received from workers.

2 Facilities

A number of facilities, such as the factory canteen, provide a service which satisfies workers' needs. On the other hand, it must be pointed out that workers' complaints about poor safety and the lack of a trained nurse at the First Aid station are justified in view of the large number of accidents at the factory.

3 Transport

On the whole, arrangements concerning transport are adequate, since most workers ...



- 5** Read the model below, and fill in the appropriate sub-headings (Purpose, Recommendation, Leadership, Qualities, Personal Qualities, Achievements). Then list the good and bad points mentioned. Finally, underline the most suitable word or phrase in bold.

As supervisor of a children's summer camp, you have been asked by the managing director to write an assessment of one of the group leaders who is being considered for promotion to group coordinator. Write your report, describing the employee and saying whether you would recommend him/her for the position.

To: John Wood, Managing Director
From: Amanda Hall, Camp Supervisor
Subject: Assessment of Victoria Collins
Date: 14th August 1997



A.

As requested, this report is an assessment of the suitability of Victoria Collins for promotion to group coordinator. The report summarises her personal qualities, leadership qualities and work-related achievements, on the basis of which her suitability depends.

B.

Victoria is a very enthusiastic member of staff who is always pleasant and considerate and whose punctuality record is commendable. She has proved herself to be reliable and helpful with a positive attitude towards all aspects of her work. For this she is admired and respected by her colleagues. **(1) In addition/As well as** she has a wonderful rapport with children. **(2) Nevertheless/Despite the fact** that she has a tendency towards timidity, this does not seem to have affected the quality of her work.

C.

(3) Besides this/Although Victoria has only been employed here for a short time, she has already demonstrated good leadership qualities. **(4) In spite of/Moreover** her shyness, she has **(5) despite/nonetheless** shown that she possesses the ability to assert herself over her group in a constructive way whenever the need arises. Her organisational skills are outstanding; **(6) to sum up/furthermore**, she is able to work in a calm and methodical manner to achieve the desired results quickly and efficiently, even under pressure.

D.

Over the course of this summer, Victoria has voluntarily taken on many extra responsibilities involving the planning and organisation of new entertainment. **(7) For instance/Therefore**, she recently helped to plan a series of new activities which proved extremely successful and also very popular with the children. **(8) For example/Moreover**, many of her innovative ideas have been added to our existing programme, **(9) despite/thus** providing group leaders and camp guests with a much wider variety of activity options to choose from.

E.

(10) Additionally/In conclusion, I strongly recommend that Victoria should be promoted to the position of group coordinator. I feel she is an excellent candidate for the job and would be a valuable addition to the team.

DISCUSS & WRITE

- 6** Look at the following writing task instructions and then answer the questions below. The questions apply to both tasks.

- a) *You work for a large travel agency and have just spent a week on a small island to see if it would be a suitable destination for package holidays. Write a report for your employer describing such things as the place itself, how to get there, available accommodation, restaurants, transport, tourist attractions and so on, and state your recommendation concerning its suitability.*
- b) *As a senior assistant in the Personnel Department of your company, you have been asked by the Managing Director to submit a report on one of the temporary employees. The report should include comments on the employee's performance, and state whether you would recommend him/her for a permanent position in the company.*

- What information would you give before stating the purpose of the report?
- What is the purpose of each report?
- What information would you include in the report?
- In what order would you present this information, and under which sub-headings?
- What would your recommendation be?
- What useful expressions could you use in the introductory and final paragraphs?

- 7** Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then write the report in about 300 words.

LESSON # 7

Theme # 7 INFORMATIVE REPORTS.

b. Informative Reports

- 1** You will hear two teachers who are organising a school fête, discussing the progress report they are writing on the arrangements which *have already been made*. Look at the table below, then listen to the cassette and tick the correct box. Finally, explain in your own words what progress has been made with the arrangements and what has not yet been done.

Reason for writing	<ul style="list-style-type: none"> • At request of Headmaster • Outlining arrangements and plans for school fête 	
Activities & Entertainment	<input type="checkbox"/> sports competitions	<input type="checkbox"/> sideshows
	<input type="checkbox"/> talent contest	<input type="checkbox"/> magician
Venue & Catering	<input type="checkbox"/> gymnasium	<input type="checkbox"/> sports field
	<input type="checkbox"/> sandwich stalls	<input type="checkbox"/> tea tent
Advertising & Prizes	<input type="checkbox"/> posters	<input type="checkbox"/> radio announcement
	<input type="checkbox"/> book tokens	<input type="checkbox"/> donations from shops
Conclusion	<input type="checkbox"/> ahead of schedule	<input type="checkbox"/> behind schedule

An informative report is a formal piece of writing, usually to one's superiors, colleagues or members of a committee. It presents information concerning the progress which **has been made** on a project, a meeting that **has taken place** or decisions which **have been made** concerning future action. An informative report should consist of:

- an **introduction** in which you state the purpose and content of your report;
- a **main body** in which you present various aspects of the subject under suitable sub-headings; and
- a **final paragraph** in which you summarise all points mentioned before.

Useful Language

● To begin reports:

The purpose/aim/intention of this report is to outline/present/discuss the meeting held on .../the progress of .../the decision of the committee ...

As requested, this is a report concerning/regarding the matter/subject of ...

This report contains the (relevant) information/details of/concerning ... which you requested/asked for ...

This report outlines recent investments in .../changes made to club rules and procedures/the company's achievements in .../concerning ...

The information below summarises the events which took place ...

● To end reports:

To conclude/To sum up/In conclusion, the current state of affairs is that ...

On the whole, it would be fair to conclude that ...

I am pleased, etc to announce/inform members (that) arrangements are progressing smoothly/according to schedule/faster than anticipated... /ahead of schedule ...

Unfortunately, progress has not been as fast as expected/a number of difficulties have been encountered/the issue has not been resolved ...



To:
From:
Subject:
Date:

Introduction

Paragraph 1

state the purpose and content of your report

Main Body

Paragraphs 2-3-4 (5)*

present each aspect of the subject under suitable subheadings

Conclusion

Final Paragraph

general assessment/summary of points

* The exact number and division of paragraphs will depend on the specific instructions for each report task

- 2** Read the task instructions and the model below, and identify the topic of each paragraph then fill in the following sub-headings in the appropriate spaces.

Performing Artists/Groups	Conclusion
Catering and Ticket Sales	Venue, Facilities and Equipment
Purpose	Projected Costs

You are organising a music concert, on behalf of a local charity which is going to take place in three weeks. Write a progress report for the next meeting of the charity committee, explaining what arrangements have been made and what remains to be done.

To: The Chairperson, Crowtree Care Group
 From: Charlotte Morris, Events Organiser
 Subject: Summer Concert
 Date: July 29th 1997

1. _____
 The purpose of this report is to outline the progress of arrangements for the concert to be held on Sunday 17th August to raise funds for the Terminal Illness Research Fund.

2. _____
 Auditions were held on 15th July to select local performers. In addition, two professional groups have agreed to appear in the concert free of charge. Unfortunately, another band we had hoped would appear is unavailable. However, our Director of Music, Ms Foxe, is confident that the standard will be more than satisfactory, and states that rehearsals are progressing smoothly.

3. _____
 The concert will be held in the main area of Crowtree Park, which is easily accessible both by private and public transport and has good public toilet facilities. Seating will be hired from a local company, and a covered stage, to be erected in the centre of the park, has already been constructed by volunteers under the supervision of Mr Wilson.

4. _____
 Refreshments will be provided by local restaurants, who will make their own arrangements regarding stalls and vendors. Mr Wilson's group of volunteers have agreed to sell tickets at the Town Hall, as well as undertaking crowd control and ticket inspection during the concert itself.

5. _____
 Permission has been granted by the council authorities for us to use the park free of charge, and Harrison Rentals have agreed to a reduced price of £100 for the hire of chairs. Excluding the cost of printing tickets and posters, the cost of the concert will be approximately £550.

6. _____
 I am delighted to inform the committee that arrangements have proceeded faster than anticipated, and the concert promises to be of a higher standard than last year's. However, it must be pointed out that no arrangements have yet been made concerning publicity and printing, which is now a matter of some urgency.



DISCUSS & WRITE

- 3** Look at the following writing task instructions and then answer the questions below.

As secretary of the school/college photography club, write a report for the club's annual meeting. You should report on such matters as membership, special projects and activities during the past year, and what has already been proposed for next year.

- What information would you give before stating the purpose of the report?
- What is the purpose of the report?
- What information would you include in the report?
- In what order would you present this information, and under which sub-headings?
- What useful expressions could you use in the introductory and final paragraphs?

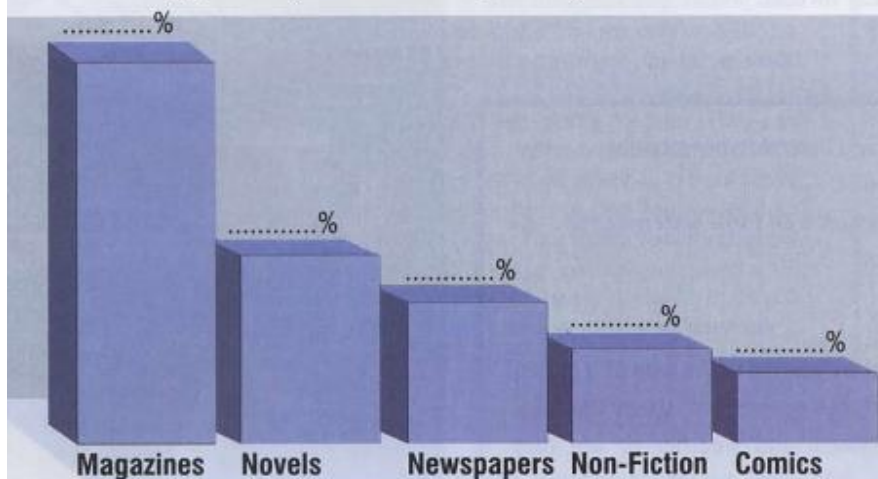
- 4** Now write a complete paragraph plan, with notes, for the task above. Then write the report in about 300 words.

LESSON # 8

Theme # 8 SURVEY REPORTS.

UNIT 16 Survey Reports

- 1** Listen to these two people talking about a survey and fill in the missing percentages. What are they talking about?



A survey report is normally a formal piece of writing based on research. It may be less formal depending who it is addressed to, e.g. a friend. A good survey report should consist of:

- an **introduction** in which you state the purpose and content of your report;
- a **main body** in which all information collected on the topic is presented in detail. You can use sub-headings, numbers or letters to separate each piece of information; and
- a **conclusion** in which you summarise all points mentioned before. Your recommendation or suggestion(s) can be included as well.

Points to consider

- Before starting your report, consider who you are supposed to be, according to the topic, and who the report is addressed to. This will help you decide on the style of the report. e.g. *You work for a travel agency. Your boss has asked you to write a report ...* This means you are an employee in a travel agency and that your report will be addressed to your boss; therefore it should be formal in style.
- Decide on the main heading of the report, then carefully plan the information you will include in your report and divide it into sub-headings.
- Present tenses should be used in survey reports to introduce generalisations. Use a variety of reporting verbs such as: *state, report, agree, claim, complain*, etc., to introduce reported speech.
- Use expressions such as: *one in five, seven out of ten, thirty per cent of the people questioned, the majority of those questioned, a large proportion of, a minority of*, etc. to report the results of the survey.
- Facts may be supported by generalisations. e.g. *Fifty-five per cent of young people go to the cinema at least twice a month. (fact)* This indicates that the cinema is still quite a popular form of entertainment among young people. (generalisation)

Useful Language for Survey Reports

To introduce: The purpose/aim of this report, As requested, This survey was carried out

To generalise: In general, Generally, On the whole

To introduce other people's opinions: Many people consider, Some people argue/believe/ claim

To conclude/summarise: In conclusion, All things considered, To sum up, All in all

Introduction

.....
state purpose and content of your report

Development

.....
summarise your information under suitable sub-headings

Conclusion

.....
end with a general conclusion and, if necessary, make recommendations or suggestions

- 2 Read the following report and write down the topic of each paragraph. Is the style formal or less formal? What questions do you think were asked in the survey?

To: James Lawton, Council Representative
From: Jane Sigmund
Subject: Public satisfaction with local underground railway system

purpose
- content (500
people questioned
about local
underground
system)

Purpose

The aim of this report is to analyse the results of a survey in which 500 residents were questioned about the local underground railway system and whether or not they were satisfied with it.

Convenience

Many people do not find the system convenient. This is illustrated by the fact that more than fifty per cent complained that stations are too far from their homes and that there are not enough trains. There were also complaints that the system can only be used to reach a few areas of the city, forcing many customers to use other means of public transport to complete their journeys.

Cost

Seventy per cent of those questioned had no complaints about the cost of the service. This shows that the majority of passengers consider the cost reasonable, and that a slight increase would be considered acceptable.

Comfort

A large number of people who participated in the survey stated that they felt the trains are insufficiently heated in cold weather. There were also comments on the hardness of the seats and that trains are not always as clean as they might be. This indicates that passengers are not entirely satisfied as far as comfort is concerned.

Recommendation

All points considered, some improvements evidently need to be made if passengers are to be satisfied with the service. Perhaps a slight increase in the fare would make it possible for the service to be improved in the areas mentioned in this report.



- 3 Look back at the diagram on page 91. Use the expressions below to complete the sentences about the results of the survey regarding young people's reading preferences.

minority, a small number, a reasonable number, majority, per cent, by far the largest, two in four

- 1 Slightly more than of those surveyed prefer reading magazines.
- 2 A of young people surveyed read comics in their free time.
- 3 of young people choose to read non-fiction.
- 4 of those surveyed read fiction.
- 5 Only eight of the people surveyed prefer to read nonfiction.
- 6 The of the young people surveyed read magazines.
- 7 number of those surveyed read magazines.

Survey reports include facts and generalisations.

- **Facts** can be presented in the form of **percentages** (*ten per cent, two in ten, three out of ten, etc*) or **proportions** (*the majority/minority, a significant number, a large/the largest proportion, by far, a small number, etc.*)
- **Generalisations** are statements which help clarify the facts. They can either precede or come after facts. Depending on this position, facts and generalisations can be linked by using verbs either in their active or passive form, as shown in the examples: e.g. *Only twenty per cent of students take post-graduate courses. This indicates/illustrates/implies/shows that most students prefer to pursue a career rather than to continue their studies. or Most students prefer to pursue a career rather than continue their studies. This is indicated/illustrated/ implied/shown by the fact that only twenty per cent take postgraduate courses.*

4 Read the extracts and decide which sentences present facts and which present generalisations. Then link them using one of the ways mentioned above.



- 1 Fifty-eight per cent of those who go on tropical holidays are high-earning professionals. They are able to spend more on their holidays than the average person.

- 2 Young people enjoy holidays which involve outdoor activities. A significant number of students spend their money on adventure holidays.



- 3 Two in three families with young children take package holidays. Parents like to take advantage of the fact that they do not have to organise their holidays themselves.

- 4 Older people like to go on holidays that are quiet and relaxing. Sixty-three per cent of holiday-makers who go on cruises are over the age of fifty.

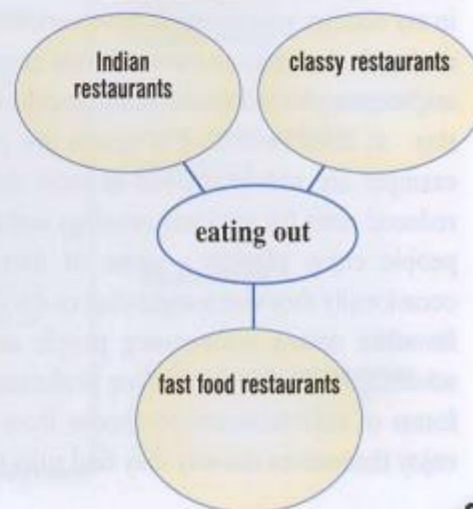


- 5 A small proportion of people prefer camping holidays. Few people wish to spend their holidays without basic facilities.

5 Read the following sentences which talk about eating out. Which belong to a formal report?

- 1 Fifteen per cent of those surveyed stated that they did not mind how much they spent on a good meal out.
- 2 Lots of young people go to fast food places because the atmosphere's lively and they can meet their friends there.
- 3 Nearly half of those questioned said they ate at Indian restaurants because it is a convenient alternative to cooking at home.
- 4 It's great to be waited on hand and foot – the waiters treat you like a king.
- 5 The majority of those surveyed chose to eat fast food because of the wide variety of food to choose from.
- 6 The curries are excellent – the whole family enjoys having a meal there.

6 Fill in the diagram with information from Ex. 5, then, using your notes write a report in a formal style. Use your own ideas as well.



7 Read the following report and fill in suitable headings. What style is it written in?

From: Carol Sullivan
To: Paul Barnes
Subject: Children's Toys

The aim of this report is to outline the results of a survey which was carried out to assess the popularity of the various types of toys sold at Toy City. Five hundred children aged between five and fourteen were questioned.

Currently only twenty per cent of stock consists of computer and electronic games; however, the survey indicated that these were by far the most popular purchases. This is shown by the fact that over forty per cent of those questioned were buying such items.

Traditional toys aimed specifically at boys or girls make up fifty per cent of stock at the moment, but our survey suggests a fairly significant decrease in the popularity of such toys. This is demonstrated by the fact that only thirty per cent of those surveyed were buying these kinds of toys.

A further thirty per cent of those surveyed were purchasing miscellaneous items ranging from board games to rubber snakes. The fact that such toys constitute approximately thirty per cent of stock suggests that there has been little change in their popularity.

To sum up, it seems that the most popular items in Toy City are computer and electronic games. For this reason, it is suggested that we increase our stock of these games while reducing the percentage of traditional toys aimed specifically at boys or girls.

8 *Your pen-friend has asked you to write a report about how young people in your country entertain themselves. Read the report and punctuate it. Is it formal or less formal? Into which sections can it be divided?*

in my country young people have various options for entertaining themselves during the holidays and at weekends many young people relax with friends or might even go window-shopping on cold days they usually go to the cinema or stay at home watching tv sports are popular football and swimming for example are widely enjoyed as most districts have excellent facilities with reduced rates for students evenings out are often spent at a bar most young people enjoy playing a game of darts and chatting with their friends occasionally they visit a night club or disco attending a rock concert is another favourite outing some young people are also keen on the arts and take advantage of theatre and dance performances since there is a great variety of forms of entertainment to choose from it seems that everyone decides to enjoy themselves the way they find suits them the most




9 Write one of the topics below in the appropriate style using 120-180 words.

- 1 Your teacher has asked you to conduct a survey into the reasons why people decide to learn a foreign language. Write a report analysing the results of the survey.
- 2 You work for a fitness magazine which has recently conducted a survey into the popularity of various forms of exercise. Write a report analysing the results of the survey.
- 3 Your pen-friend has asked you to write a short report on the eating habits of young people in your country to include in his report for his school project. Write a report for your pen-friend.

LESSON # 9

Theme # 9 PROPOSAL REPORTS.

d. Proposal Reports

1  You will hear two students discussing a proposal they are writing to their university Students' Union. Read the questions, then listen to the cassette and answer the questions below.

- What is the purpose of the proposal?
- What are the sub-headings of the report?
- Which location do they suggest?
- Who do they recommend should be employed as staff?
- What do they suggest about prices?
- What further suggestion(s) do they make concerning sales?
- Why do they feel the Students' Union should give their proposal serious consideration?



A proposal report is a formal, informative piece of writing which outlines plans and/or suggestions for a future course of action, and is submitted for approval by a bank manager, superiors at work, a business customer, relevant authorities, etc.

- A good proposal report should consist of:
 - an **introduction** in which you state the purpose and content of your report;
 - a **main body** in which each aspect should be presented under separate subheadings; and
 - a **conclusion** in which you summarise all points mentioned above and, if necessary, express your own opinion.

Useful Language

- To begin a proposal report:**

The purpose/aim/intention of this report is to outline/present/discuss the future plans/the intended course of action...

This report is submitted in support of our request for approval of .../ for permission to .../for a loan to allow us to ...

This report contains the (relevant) information/details of/concerning ... which you requested/asked for

This report contains details of/outlines our plans/intentions concerning ...
- To end a proposal report:**

To conclude/To sum up/In conclusion, our intention is to ...

The advantage(s) of the approach proposed would be that ...

I feel certain/believe that the course of action proposed above will achieve .../meet with success/answer the needs of the company.

I hope/trust that the plan/scheme outlined/presented in this report meets with your approval/will receive your serious consideration.

To:
From:
Subject:
Date:

Introduction

Paragraph 1

state the purpose and content of your proposal report

Main Body

Paragraphs 2-3-4 (5)*

present each aspect under separate subheadings

Conclusion

Final Paragraph

general assessment/conclusion/opinion

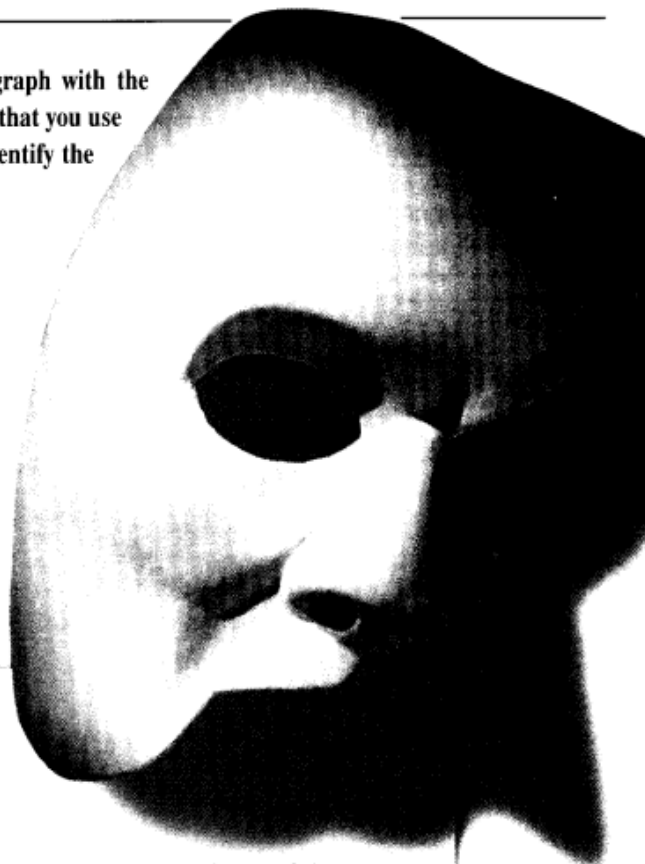
* The exact number and division of paragraphs will depend on the specific instructions for each report task.

- 2** Read the model below and fill the spaces in each paragraph with the appropriate verb from the boxes on the right, making sure that you use the correct tense/form. Then, read the model again and identify the specific proposals which the writer makes.

You represent the 'Players' drama company and have submitted a request to the council asking to rent an old disused theatre. Write a proposal report in support of your request, outlining what you intend to do.

You could include the following points:

- lack of and need for a theatre in the town
- plans to renovate the interior and/or exterior of the building
- the theatre's proposed programme for the season
- projected profits and suggested terms of payment



To: Mr Edwin Hobbes, Chairman, Lansborough Town Council
 From: Sarah Hinds, Director, Players Drama Company
 Subject: Request to rent the Foley Theatre
 Date: 6th March, 1997

Purpose

As 1) I 2) a formal proposal 3) the possible use of the Foley Theatre building by the Players Drama Company. This proposal 4) the company's plans and intentions, and our reasons for wanting 5) the building.

concern - outline - rent -
request - submit

Need for theatre

Since the Foley Theatre 6) five years ago, Lansborough 7) a suitable venue for drama productions. We 8) to make the theatre available to theatrical groups in the area, of which there are a great number and variety, in addition to staging performances 9) by our company.

close - intend -
lack - produce

Renovation of the Building

If our request is 10), we do not 11) to alter the exterior in any way other than to repair and paint it. The interior, on the other hand, would 12) from extensive renovation. We also plan to install additional seating and create a further exit in order to 13) with recently 14) safety regulations.

benefit - comply - grant -
introduce - propose

Proposed Programme

Should the Players re-open the Foley Theatre, the programme would 15) productions by a range of companies. As well as the Players' usual choice of light classics or comedy, performances of many different types would be 16) by those groups which 17) keen interest in our venture.

express - include - stage

Profits and Payment

We 18) the theatre to make a profit within the first year. Since the Arts Council 19) to give our group a sizeable grant, subject to our 20) suitable premises, sufficient funds are available 21) running costs and pay a monthly rent.

agree - cover - expect -
find

Conclusion

In conclusion, we 22) that our proposed plans for 23) the Foley Theatre would bring a number of benefits to Lansborough. Not only would the building be restored and 24), but the regularity and variety of performances would 25) the theatre-going public and make a valuable contribution to the cultural life of the town.

believe - delight -
improve - rent

Unit 8d Proposal Reports

3 Read the task instructions below, then expand the notes given under each sub-heading into a full paragraph.

You have decided to expand your company and need a loan from your bank. Write a proposal in support of your request for the loan. Outline details of why you need the loan and what you intend to do with it.

TO: The Manager
FROM: Mrs D McLachlan
SUBJECT: Loan for the expansion of "Veggies and Stuff"
DATE: June 10th, 1997

PURPOSE

- in support of request for loan to allow for expansion of "Veggies and Stuff" vegetarian catering company

REASONS FOR EXPANSION

- currently home-based business catering for small private functions
- have had to turn down recent requests to cater for larger functions (inadequate working space/equipment, insufficient staff)
- no other exclusively vegetarian catering companies in the area, therefore gap in market

NEW PREMISES

- current premises not adequate for catering for large functions
- £50,000 will be spent on down payment for purchase of old bakery and new kitchen equipment

VEHICLES

- company presently has only one car, resulting in several journeys having to be made to deal with one function
- £40,000 will cover cost of two refrigerated vans for transportation of food

STAFF

- need to increase kitchen staff from 2 to 5 and delivery staff from 1 to 2
- £15,000 will cover wages of new staff until company starts making a profit

CONCLUSION

- hope plans outlined are clear and meet with approval
- accountant agrees that company should have made a profit (even) by January '98 and be able to start repaying loan by July '98 at latest

DISCUSS & WRITE

4 Look at the following writing tasks and identify the type of report each asks for. Suggest a subject title and sub-headings for each, then list the points you will mention in each section. Finally choose ONE of the writing tasks below and write your report in about 300 words.

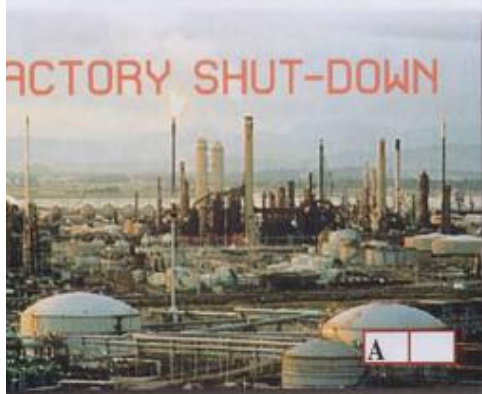
- You are the secretary of a Resident's Association which is campaigning to ban motor vehicles from your area. Write a report to the local authorities outlining the present situation and suggesting the benefits of a pedestrianised area.***
- You have recently bought an old property in the centre of your town or city. Write a report in support of your request for permission to change the use of the building, outlining your plans for the property and indicating how your project may be of benefit to the community.***
- As the secretary of a charity organisation you have been asked to write a report on facilities for the disabled in your town. Write your report for the local authorities, outlining the present situation and any proposals you have for improvements. You may like to include some of the following: RAMPS, CONVERTED BUSES, ADAPTED PUBLIC TOILETS, TELEPHONE KIOSKS, etc.***
- On behalf of your college you have conducted a survey on the study habits of students. Write a report for the college authorities, mentioning such factors as where students study, what times they choose to study, whether they study alone, their use of computers, and any other factors you consider relevant.***

LESSON # 10

Theme # 10 WRITING ARTICLE. FIRST STAGE.

UNIT 18 Articles

- 1** Listen to the beginning of these articles and match them with the headlines. Which articles are formal and which are informal? What techniques would you use to write them?



Articles are written to give information (e.g. news reports) or express opinions (e.g. argumentative articles). They can be either formal or informal depending on the audience they are addressed to and the topic they deal with. A good article consists of:

- an eye-catching **headline** which suggests the topic of the article that follows;
 - an interesting **introduction**;
 - a **main body** consisting of two or more paragraphs in which the topic is presented in detail; and
 - a **conclusion** which gives an appropriate ending to the article.
- Such pieces of writing can be found in newspapers, magazines or newsletters.

Points to consider

- Decide on the style of the article before you start writing.
- Always think of a short, clear, appropriate headline which attracts the reader's interest.
- Each paragraph should deal with one aspect of the topic. You can use linking ideas or time expressions to join your ideas or introduce paragraphs.
- Avoid using simplistic adjectives (good, nice, bad, etc). Always try to use more sophisticated vocabulary instead. (*splendid, gorgeous, awful, etc*)
- Address the reader in the second person (you) if the topic of the article and the style you have adopted permits this.
- Descriptive, narrative and argumentative techniques - as presented in previous units (units 1, 2, 4, 6, 10, 11, 12, 13) - can be applied when writing articles.

- 2** Match these headlines with the topics below. There are two headlines for each topic. Which are the most successful? Why?

- Exams not necessary**
- Tahiti: Holidaymaker's paradise
- The ferry ran onto rocks**
- Exams to be banned?**
- Go to Tahiti for your holidays**
- Storm forces ferry onto rocks

- You are a reporter for a newspaper. Write an article about a ferry boat which ran aground in rough seas.
- Your school magazine has asked its readers to give their opinions on whether exams are useful as a means of testing students' knowledge. Write your article.
- You are a reporter for a weekly magazine. Write an article describing a popular holiday resort.

LESSON # 11

Theme # 11 **WRITING ARTICLE. GATHERING OPINIONS.**

How to Write Headlines for News Articles

A headline is a short, clear summary of the information presented in a newspaper article. To write headlines correctly, certain rules must be followed.

- use the **present simple** tense to describe events which have occurred very recently. *Earthquake hits L.A.*, for example, means the earthquake has just happened, probably in the last twenty-four hours;
- omit the verb "be" when using the passive voice to describe a past event. Write: *President defeated* or *Lost boy found* not: *President was defeated* or *Lost boy was found*;
- write "to be + past participle" when using the passive voice to describe a future event, as in: *Hospital to be opened by Queen* (= *A hospital is going to be opened by the Queen.*) When using the active voice to describe a future event, write the full infinitive (to be) only, as in *Queen to open hospital* (= *The Queen is going to open a hospital*);
- omit articles (a, an, the) as in *Child trapped in rubble* (= *A child was trapped in rubble*);
- put nouns one after the other as in *London factory explosion injures 27* (which means that an explosion in a factory located in London resulted in twenty-seven people being injured);
- avoid using prepositions (words like **under, over, across, through**). Write: *Unidentified virus spreads* rather than *An unidentified virus has spread across the country*; and
- use abbreviations like US, UN, NATO. Write: *UFO sighted* not: *An unidentified flying object was seen*.

3 Try to rewrite the following sentences into headlines, applying the theory above.

- The prisoners' protest at the Tryall jail has ended.
.....
- Banks are planning to introduce security cameras at cashpoint machines.
.....
- A tanker overturned, spilling its cargo of heating oil on the M11 motorway.
.....
- Nutritionists have condemned new slimming drugs as very harmful.
.....
- The London School of Economics has won an award for being the best business school.
.....
- The Organisation of Petroleum Exporting Countries has made a deal to fix oil prices.
.....
- The Zolosis factory was blamed for failing to protect workers against unsafe chemical levels.
.....
- Contaminated baby food of various brands has caused a scare in the city of Redding.
.....
- The director of the car company will be charged with fraud.
.....

4 Look at the following headlines and expand them into proper sentences.

1 **Queen's lost jewels found**

2 Collision kills five

3 **Manchester wins cup**

4 **Explosion destroys factory**

5 **Prince to wed**

6 Dustmen's strike over

7 **Election called by PM**

8 7.5 quake kills 5000

9 **Scandal threatens government**

10 Hospital to be closed

11 **War declared**

12 Storm destroys corn crop

13 **Terrorist drama ends peacefully**

14 **Clinton, Pope to meet**

15 **UN Warning: starvation in Africa**

LESSON # 12

Theme # 12 WRITING ARTICLE. MEANINGFUL WRITING.

5 Read the following sentences, underline the key words, then write possible headlines.

- 1 Breston is becoming a busy holiday resort due to the Mayor's successful promotional campaign.
- 2 A mother of four won £1 million in the national lottery last week.
- 3 A massive earthquake has destroyed most of Clifford Bay. Forty people were killed and fifty are still missing.
- 4 An attempt was made on the French Ambassador's life while he was visiting Austria. The assassin, who failed in his mission, was arrested.
- 5 Sting is going to give a concert in London. All proceeds from the concert will go to Amnesty International.
- 6 Medical researchers have discovered a new treatment which will help people suffering from asthma.
- 7 Many teachers object to the introduction of computers in school education, as they fear that computers will eventually replace them.
- 8 Police seized drugs worth £1,000,000 at London's Heathrow airport last Monday.

6 Read the following article and give the paragraph outline. Is it formal or informal? Where would you be likely to find this article?



Massive earthquake hits Georgia

A devastating earthquake measuring 8.2 on the Richter scale struck the provincial town of Brozhomi in Georgia, Southern Russia, last night.

Residents were awakened shortly after 2.00 am by violent tremors lasting more than a minute. Eighty people were killed in the earthquake, which destroyed hundreds of homes and caused severe damage to those left standing.

Authorities fear that dozens of people may still be trapped under the debris of ruined buildings. Rescue efforts have been hampered by a lack of equipment, and rescue workers are battling under appalling weather conditions in subzero temperatures.

Speaking over the wail of sirens, Vasya Puchka described her personal tragedy. "There is nothing left for me. I have lost my home, my husband and three young children. I saw them die."

Unable to cope with the widespread devastation, Georgia has appealed to the international community for medical supplies and help with temporary housing. The rest of the world has been quick to respond. Fleets of trucks carrying food, medical supplies and tents are already on their way in an attempt to relieve the horrific situation.

7 Match the beginnings and endings below, then decide on an appropriate headline for each pair. Which of the sets are informal and which are formal? What does each set talk about? Where could each article be found?

BEGINNINGS...

- 1 If you're looking for an exciting holiday, let me recommend the Florida Keys. It's the ideal place for both fun and relaxation.
- 2 In the recent past, Olympic medal winners have been accused of taking drugs to enhance their performance. They have even been stripped of their titles after drug tests have come out positive. Why are athletes taking drugs?
- 3 A whale was safely returned to the sea yesterday after spending two days stranded in shallow waters on the coast of Brenton, North Devon. Dozens of villagers joined in the rescue effort and, with the use of special equipment, moved the whale into deeper waters.

...ENDINGS

- A At a press conference today, Deborah Adams, Chief Marine Biologist at Millford Aquarium, thanked all those who had helped, saying it "couldn't have been done without them." The whale is being monitored and appears to be in good condition.
- B The Florida Keys is a place I'll always remember. Why don't you try it for yourselves this year?
- C All in all, it appears to be a combination of pressure to be the best, the will to win and fear of failure, which can become a deadly cocktail. Some athletes cannot cope and find themselves pushed to their limits. It is then that they turn to the easy, illegal option.

LESSON # 13

Theme # 13 WRITING ARTICLE. EDITING.

- 8** Read the following article and replace the words in bold with adjectives from the list below. What headline would you suggest for the article? What techniques have been used?

confident - depressing - dramatic - enormous - enthusiastic - gleaming - inadequate - inspiring - magnificent - wonderful

The Queen Mother officially opened the **1) nice** new £200m Children's Wing of St Bernadette's Hospital in London yesterday, to the **2) happy** cheers of medical staff and representatives of the charity which raised the money for the project.

Gone is the **3) sad** old Children's Wing, built in 1820, with its **4) bad** facilities and ugly brick walls; in its place is a(n) **5) clean** new structure with 500 beds, 4 operating theatres and state-of-the-art equipment.

This **6) big** change is thanks to the efforts of the Children's Hospital Fund, a charity organisation which raised the £200m needed to build the new wing when spending cuts made it necessary to close the old block. A hospital spokesman thanked the charity on behalf of sick children everywhere and said he was **7) sure** that St Bernadette's could now offer medical treatment "to rival that of any hospital in the world."

In her speech, the Queen Mother said, "The **8) great** efforts of the Children's Hospital Fund are a (n) **9) good** example to us all and will make a(n) **10) big** difference to the lives of thousands of children, now and for generations to come."



- 9** Read the article below. Then read the topic sentences and put them in the right box. Where do you think this article is taken from?

JOIN IN RECYCLING SCHEMES

Have you ever really stopped to think about how much rubbish you and your family throw away? Every day we produce incredible amounts of waste. If we don't do something about it, we are in danger of turning this whole planet into a gigantic rubbish dump. Throwing away rubbish also means we are throwing away our planet's precious resources.

- 1** ☐ Aluminium cans are the perfect example. It costs less to recycle an aluminium can than to make a new one, and **one** person recycling **one** can a day would save 50 litres of petrol every year.
- 2** ☐ Take advantage of recycling facilities in your city. You can divide your rubbish into different bags for glass, metal, plastics and paper, so these can be handled separately.
- 3** ☐ After all, it's true what they say: "If you're not part of the solution, you're part of the problem."



- a** Recycling is easy, but we all have to play a part instead of leaving it to someone else.
- b** So what can be done? Recycling is the answer.
- c** There's no excuse for just throwing away your rubbish.

- 10** Read the following opening paragraphs and decide which are formal and which are informal, then write an appropriate headline. Finally, give the paragraph plan and complete the articles.

- 1 Want to escape from the monotony of daily life? Go to Monaco, with its luxurious hotels, 16th century palace and magnificent cathedral. Have cash to spare? Go to one of the famous casinos and try your luck. But don't overdo it.



- 2 At a time when pollution is at its worst, governments are working on plans to find ways to reduce the problem. One suggestion being considered is to introduce free public transport in major European cities. This would certainly be one way of tackling the pollution which is slowly choking city dwellers.

- 3 Twenty-three football supporters were seriously injured at yesterday's Cup Final as a security fence collapsed on spectators in the west stand. Overcrowding and lack of police control were blamed for the tragedy.



- 4 Colourful floats, spectacular costumes, streets brightly decorated with balloons and streamers — here you are in Rio, enjoying the famous carnival. This is the most amazing carnival in the world and surely one of the most unforgettable experiences you'll ever have.

Revision Box

- 11** Mark the statements True or False justifying your answers.

- 1 Articles should always be written in formal style. ☐
- 2 Articles should not include narrative techniques. ☐
- 3 Addressing the reader is a way of keeping his/her interest. ☐
- 4 Articles should always have a headline. ☐
- 5 More sophisticated adjectives should be avoided. ☐

- 12** Read the following topics, identify the style they require and suggest an appropriate headline and a paragraph plan. Then write any two of them using 120-180 words.

- 1 Your school magazine has asked students to give their opinion on whether computers should be used in the classroom.
- 2 A young people's magazine has asked its readers to write an article promoting the most famous holiday resort in their country.
- 3 The newspaper you are working for has asked you to write an article on a recent disaster which hit the capital of your country.
- 4 A health and diet magazine has asked its readers to write an article giving their opinion on junk food.

LESSON # 14

Theme # 14 REPORT BASED ON ANALYSIS OF POSITIVE & NEGATIVE SIDES

UNIT 15 Assessing Good and Bad Points

1 A young couple has just returned from a package holiday and their travel agent has asked them to complete a questionnaire about the hotel they stayed at. Read the following questionnaire, then listen to the cassette and tick the appropriate boxes. Listen again and fill in the comments the couple made.

Assessment of *Seaview Hotel* Guest(s) *Mr & Mrs Dimmond*
Please tick (✓) the appropriate box.

	Excellent ★★★★★	Good ★★★	Average ★★	Poor ★
Location <i>close to shops on main road, a bit</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities <i>two swimming pool, no bars or</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rooms <i>comfortable beds, big sitting area, big</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service <i>room service: , reception and restaurant:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food <i>boring menu, food often and badly cooked</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Comments: <i>not class, for holiday-makers, good for money</i>				



A report assessing good and bad points is normally a formal piece of writing, and should consist of:

- an **introduction** in which you state the purpose and content of your report;
- a **main body** in which all information concerning the topic is presented in detail under sub-headings; and
- a **final paragraph** which summarises the information mentioned in the main body, and states your opinion/recommendation.

Points to consider

- Before starting to write your report, think of who you are supposed to be according to the topic and who the report is addressed to. This will help you decide on the style of the report.
- Decide on the heading of the report, then carefully plan the information you will include. Decide on what you will write about, giving sub-headings, and think of what specific information you will include in each section.
- Use linking words to join your ideas. If you feel there are negative aspects to be mentioned, present them under the relevant sub-headings, as well as the positive aspects. Join the positive and negative comments using appropriate words (**however, nevertheless, on the other hand, in contrast**, etc).
- Present tenses are normally used in this kind of report. However, past tenses are used for reports related to past events, e.g. *a report about a restaurant*.

Useful language

To introduce: As requested, The purpose/aim of this report is to ..., etc.

To make contrasting points: However, Although, Despite, But, While, Even though, etc.

To express the difference between appearance and reality: It may seem, On the surface, Apparently, etc.

To conclude/summarise: On the whole, In conclusion, To conclude, To sum up, etc.

Introduction

state the purpose and content of your report

Main Body

summarise each point under suitable sub-headings, giving both positive and negative points (if any)

Conclusion

general assessment and/or recommendation

LESSON # 15

Theme # 15 **REPORT BASED ON ANALYSIS OF POSITIVE & NEGATIVE SIDES 2.**

Unit 15 Assessing Good and Bad Points

- 2** You have been asked to visit a place with a view to using it for receptions, and to write a report about it. Read the model report and answer the following questions: a) What information is given about the location, services and security? b) Is Oakley Hall recommended or not? c) What tenses have been used? Finally, list the good and bad points in the table below.

To: Mrs Rollins, Foreign Affairs Officer
 From: David Stern, Administrative Assistant
 Subject: Oakley Hall

Introduction

The purpose of this report is to assess the suitability of Oakley Hall for hosting formal receptions in honour of visiting foreign officials.

Location and Features

Oakley Hall is located on King Street, only three kilometres from the Embassy. The two-acre grounds are well-kept and attractive. The three-storey building consists of a large reception hall on the second floor and a smaller function room on the first floor. The larger hall can accommodate 300 people, while the smaller hall on the first floor can accommodate 150. Although there is a garden behind the building, outdoor receptions are not available.

Services

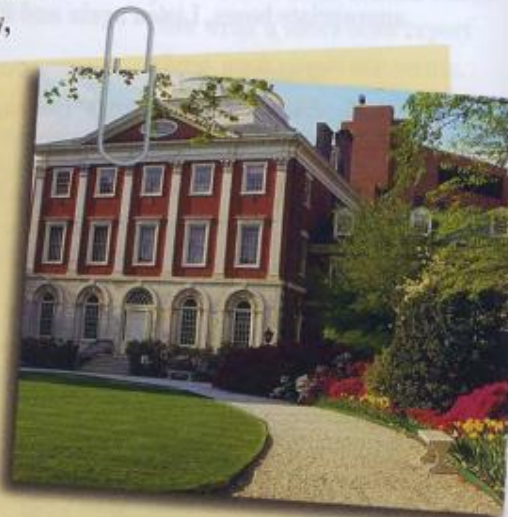
Oakley Hall has a staff of 100 and offers a wide range of services. The kitchen serves international cuisine and the bar includes a wide variety of wines. Waiting staff, bartenders and parking attendants are also available for receptions; please note that an extra fee will be charged for these services.

Security

Oakley Hall is surrounded by a high wrought-iron fence and all entrances are observed by security cameras. There are guards positioned at the main and rear gates. The car park, located outside the gates, is also guarded. Although this may seem adequate, the area along the fence must also be patrolled to prevent trespassers from entering the grounds.

Recommendations

In conclusion, it is recommended that Oakley Hall be used for our receptions. It satisfies all our requirements and as far as security measures are concerned, they can easily be improved to suit our needs.



Good Points	Bad Points

- 3** Join the sentences with appropriate linking words.

- The amusement park has several exciting rides which are included in the entrance fee. Some are not suitable for young children or the elderly.
- There is a wide variety of shops in the airport terminal. They tend to charge extremely high prices.
- The food served at the restaurant is healthy and reasonably priced. It can taste rather bland at times.
- Classes at the language school are small and well taught. Many students feel that they are not given enough individual attention.

LESSON # 16

Theme # 16 REPORT BASED ON ANALYSIS OF POSITIVE & NEGATIVE SIDES 3.

- 4** As head of a department you have been asked by the company manager to comment on an *employee's performance as he is being considered for promotion*. Look at your draft notes and fill in the appropriate linking words from the lists. Then, using your notes, write your report.

To: Michael Adams, Manager
From: John McDonald, Department Head
Subject: Work performance of Peter Thompson

Introduction

The purpose of this report is to assess the work performance of Peter Thompson, who is currently being considered for promotion.



a) also - although - however

- usually polite and cheerful; has rarely been the subject of customer complaints
-, helpful and sociable; has a good approach when dealing with customers
- there have,, been times when he has been rather aggressive, this is not his usual manner

Customer Relations

b) in addition to - on the other hand - as well

- he has recently been assisting with the training of new personnel; has been the staff representative, so he knows how to deal with difficulties
- being highly motivated, he also motivates other employees
-, he can be stubborn and will stop at nothing to persuade others he is right
- he is respected and popular with the staff; works well with other people

Staff Relations

c) but also - not only - to sum up

- he would be valuable addition to management team; he knows all levels of business, relates well to other staff members
-, he is an excellent candidate for promotion

Conclusion

- 5** Read the following report and divide it into suitable paragraphs. What sub-headings could you use for each paragraph? How does this report finish?

To: Jane Hickson, Editor,
New Gourmet magazine
From: James Ritchie, Staff Reporter
Subject: Bailey's Restaurant,
18 Spring Street

As requested, this is my assessment report on Bailey's Restaurant, where a friend and I had dinner on Saturday night. The restaurant occupies the ground floor of a beautiful Regency terraced house. With a seating capacity of 70 people, it has deep carpets, soft lighting from wall-mounted lamps, and rich oak panelling on the walls. The effect is both luxurious and welcoming. The menu offers traditional British cooking, as well as a few French and Italian dishes. I chose roast beef as a main course, and my companion had lamb. Although the food was well cooked and attractively presented, I felt the choice of starters and desserts was very limited. Despite the fact that the restaurant was completely full on Saturday, the service was reasonably quick. The waiters and waitresses were all polite and efficient. The bill, for a three-course meal for two people, with a bottle of wine, was £85. There are several dishes on the menu which are far more expensive than the ones we chose, and these prices are rather high for the quality of food served. To sum up, Bailey's Restaurant has an attractive décor and a pleasant atmosphere, as well as good food and service. However, the menu is limited and on the whole our dinner was certainly overpriced.

LESSON # 17

Theme # 17 REPORT BASED ON ANALYSIS OF POSITIVE & NEGATIVE SIDES 4.

- 4** As head of a department you have been asked by the company manager to comment on an *employee's performance as he is being considered for promotion*. Look at your draft notes and fill in the appropriate linking words from the lists. Then, using your notes, write your report.

To: Michael Adams, Manager
 From: John McDonald, Department Head
 Subject: Work performance of Peter Thompson

Introduction

The purpose of this report is to assess the work performance of Peter Thompson, who is currently being considered for promotion.



a) also - although - however

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b) in addition to - on the other hand - as well

- he has recently been assisting with the training of new personnel; has been the staff representative, so he knows how to deal with difficulties
- being highly motivated, he also motivates other employees
-, he can be stubborn and will stop at nothing to persuade others he is right
- he is respected and popular with the staff; works well with other people

c) but also - not only - to sum up

- he would be valuable addition to management team; he knows all levels of business, relates well to other staff members
-, he is an excellent candidate for promotion

Customer Relations

.....

.....

.....

.....

.....

Staff Relations

.....

.....

.....

.....

.....

Conclusion

.....

.....

.....

.....

- 5** Read the following report and divide it into suitable paragraphs. What sub-headings could you use for each paragraph? How does this report finish?

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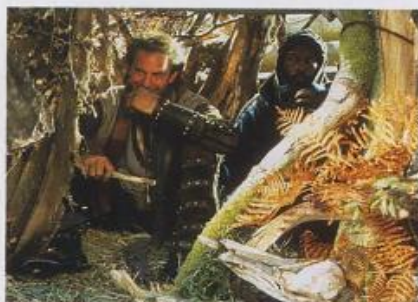
LESSON # 18

Theme # 18 **REVIEWS.**

UNIT 19 Reviews

1 Look at the table below, then listen to the cassette and tick the appropriate boxes.

Name of film to be seen:	Robin Hood <input type="checkbox"/>	Rob Roy <input type="checkbox"/>
Type of film:	thriller <input type="checkbox"/>	comedy <input type="checkbox"/> adventure <input type="checkbox"/>
Star(s):	Liam Neeson <input type="checkbox"/>	Kevin Costner <input type="checkbox"/> Morgan Freeman <input type="checkbox"/>
Story theme:	someone's efforts to help the poor <input type="checkbox"/>	a Scottish hero and his wife <input type="checkbox"/>
Acting:	powerful <input type="checkbox"/>	poor <input type="checkbox"/> excellent <input type="checkbox"/>
Plot:	dramatic <input type="checkbox"/>	gripping <input type="checkbox"/> confusing <input type="checkbox"/>
Characters:	well-developed <input type="checkbox"/>	predictable <input type="checkbox"/> weak <input type="checkbox"/>
Recommendation:	waste of time and money <input type="checkbox"/>	not to be missed <input type="checkbox"/>



A review is a short description of a film, play, book, etc. It is either formal or informal in style, depending on the readers it is addressed to. Present tenses are normally used in a review. A good review should consist of:

- an **introduction** in which you give all the background information of the story (setting, type, characters, etc.);
- a **main body** consisting of two paragraphs in which all the main points of the plot are presented in time sequence as well as comments on acting, plot, character development, directing, etc.;
- a **conclusion** in which the writer recommends or does not recommend the film/book/performance etc, giving reasons.

Useful Language for Reviews

Background: This well-written/informative/ fascinating book ..., The film/story is set in ..., The film/book tells the story of ..., This work is based on ..., etc.

Main points of plot: The plot focuses on ..., The story begins ..., The plot has an unexpected twist ..., The film reaches a dramatic climax ..., etc.

General comments: It is rather long/confusing/slow etc, The cast is excellent/weak ..., The script is dull/clever ..., It has a tragic/surprising end ..., etc.

Recommendations: Don't miss it, it will change the way you see ..., It is well worth seeing ..., I wouldn't recommend it because ..., etc.

Introduction

Paragraph 1

background (setting, type of story, main characters)

Main Body

Paragraph 2

main points of the plot

Paragraph 3

general comments

Conclusion

Paragraph 4

recommendation

2 Read the model and write down the topic of each paragraph.

"DENNIS THE MENACE"

Dennis the Menace is a comedy set in a quiet American neighbourhood. Mason Gable plays the lead role as Dennis, the 8-year-old mischief-maker who manages to catch a thief. Walter Matthau is Mr Wilson, the man who lives next door to Dennis.

A thief steals gold coins from Mr Wilson and, as he's running away, he spots Dennis hiding in Mr Wilson's garden. Dennis is snatched by the thief and their adventure begins. Dennis is not the least bit frightened and drives the thief mad with his constant talking. Soon he discovers that the thief has Mr Wilson's gold. The film reaches a humorous climax when Dennis ties the thief up and hands him over to the police. Mr Wilson then sees Dennis in a different light.

The cast is excellent, and young Mason Gable surely has a bright acting career ahead of him. The film is full of hilarious scenes as it successfully portrays children's natural curiosity in a comical way.

Dennis the Menace is a film well worth seeing. Children of all ages, as well as adults, will love this charming story. It is a highly entertaining film which is sure to be one of the year's biggest hits.



3 The following lists of adjectives are used to describe plot, script and characters. List them in the appropriate boxes.

A moving, confusing, original, well-written, thrilling, tragic, highly entertaining, gripping, excellent, shocking, poorly-written, involving, unimaginative

PLOT/STORY
SCRIPT

B well-developed, boring, strong, humorous, realistic, weak, dull, convincing, predictable, unbelievable, frightening

CHARACTERS	
POSITIVE	NEGATIVE

4 Fill in the gaps with words from Ex. 3, then match the sentences with the types of stories/films mentioned in the list.

thriller/horror, love story, detective story/mystery, action/adventure, science fiction

- The chase scenes were so that I was on the edge of my seat.
- It was such a(n) story, and the ending, when the lovers part forever, is very tragic.
- There were some really monsters, and there was so much blood that I found it quite
- The aliens were so that I almost believed they were real.
- The plot was quite because the policemen had so many clues to follow up.

- 5** Read the following book review and put the paragraphs in the correct order.

Jane Eyre

A The book is beautifully written, with poetic descriptions and excellent dialogue. The writer has created a dramatic, gripping plot with well-developed, very believable characters, letting us see into the soul of a sensitive but strong young woman.

B This book's fascinating plot is guaranteed to keep the reader absorbed from beginning to end. Don't miss your chance to read this classic masterpiece. Once you have read it, you will never forget it.

C Jane Eyre, the main character of the novel, is an orphan who has a very unhappy childhood. Despite this, she becomes a strong-willed young woman. When she leaves the orphanage she becomes the governess at Thornfield Hall, Mr Rochester's mansion. Strange things begin to happen there, and when a mysterious secret is revealed, Jane's life is changed forever.

D If you are looking for a romantic but mysterious story about a lonely woman who, after many strange experiences, finds lasting love, you should definitely read Jane Eyre by Charlotte Brontë.



- 6** Fill in the correct adjectives from the list below.

dull, tragic, unbelievable, predictable, frightening, well-developed, original, shocking, highly entertaining, gripping

- 1 The story is extremely — I've never read anything like it before.
- 2 The characters were totally — no one would act like that in such a dangerous situation.
- 3 It is an absolutely film — I didn't take my eyes off the screen for a single instant.
- 4 The plot was so that you knew how the story was going to end from the first scene.
- 5 This play will keep you laughing from beginning to end.
- 6 The characters are so that by the end of the book you feel you've known them all your life.
- 7 There is a(n) scene near the end of the film in which the hero's wife dies in his arms.
- 8 Parts of the film were so that I nearly jumped out of my seat.

- 9 It's an extremely film — I would never let my children see it.
- 10 The characters were so that I wasn't at all interested in what happened to them.

- 7** Write a review of a film/book you have seen or read recently.

LESSON # 19

Theme # 19 **NEWS REPORTS.**

NII 14 News Reports

- 1** Read the following table, then listen to the cassette and fill in the missing information. Listen again, then retell the event in your own words.

Time:	early 1)
Place:	East Bristol
People involved:	one 2)
Events:	<ul style="list-style-type: none"> • fire started on the 3) floor of an abandoned 4) • a passing 5) spotted flames and 6) the fire services • firemen fought the 7) • firemen found a 8) unconscious • he was taken to 9) Hospital
Cause(s):	10)
Consequence(s):	fire 11) the house
Comments:	"I've never seen a fire like this. The man's just 12) to be alive."
Action taken:	the house will be 13) next month



- A news report describes a particular event or topic which is of interest to the public. It is always written in a formal impersonal style and gives accurate facts only, not chatty descriptions. A good news report should consist of:
 - a **short eye-catching headline** which introduces the subject of the report;
 - an **introduction** which summarises the event giving information about the time, place and the people involved;
 - a **main body** consisting of two or more paragraphs in which the event is developed in detail. Information about the cause(s) and result(s) of the incident should also be included; and
 - a **conclusion** in which action to be taken or people's comments on the event are given.

Such pieces of writing can be found in newspapers, magazines and newsletters.

Points to consider

- Give all necessary information accurately and in detail.
- Do not write about your feelings or your point of view concerning the incidents.
- Use passive voice and direct/reported speech to include people's comments and make the news report more interesting.

Introduction

Paragraph 1

summary of the event — time, place, people involved

Main Body

Paragraphs 2, 3, 4

description of the main events and people involved — give detailed facts

Conclusion

Final Paragraph

comments, reference to future developments

- 2** Read the news report below and write down the topic of each paragraph, then underline all the words related to a car crash.

Two seriously injured in car crash

Two people were seriously injured in a collision at the junction of Mill Road and Wrights Lane, Westbridge, early yesterday morning.

Jackie Hill, 22, was driving a yellow Nissan Cherry when she approached the junction and crashed into a delivery van coming out of Wrights Lane. A local resident who witnessed the accident said that it was obvious that Mrs Hill had not seen the stop sign at the junction as she had not even slowed down.

Mrs Hill was on her way home from her job as a night nurse when the accident happened. She is said to be in a serious but stable condition at St Michael's Hospital. The driver of the van, William Stephens, 27, is being treated for head and back injuries.

A neighbourhood association spokesman commented later: "This is the fourth accident to happen at the crossroads in the past month. We have been lobbying for a set of traffic lights there for months, but so far nothing has happened." According to city councillor David Wilkins, plans are being made to put up traffic lights at the junction in the near future.



Headlines are an important feature of news reports. They should both catch the reader's attention and inform the reader about the subject of the report. Since headlines must be short, words such as articles, parts of tenses, etc. are omitted. For example, instead of writing SOME ILLEGAL WEAPONS WERE FOUND IN AN ABANDONED FACTORY, the headline would read: ILLEGAL WEAPONS FOUND IN ABANDONED FACTORY.

- 3** Write headlines for the following opening sentences of news reports. What do you think the reports go on to say?

- 1 A bridge collapsed last Monday as a result of an earthquake which hit Southern California.
- 2 Last night's blackout has been traced to a mistake made by an employee at Peterville's central power plant. Engineer Harold Petty, 27, admitted having pushed the wrong button on a control panel.
- 3 Medical researchers in Britain say they may have found a cure for the common cold. In a series of controlled tests a combination of certain vitamins has been found to reduce symptoms dramatically.
- 4 It was announced yesterday that the planned motorway extension outside Peterfield will go ahead despite protests from environmental groups.
- 5 Two brothers who had gone missing three days before were found last night by a farmer, David Jones. They had been hiding in an abandoned barn on his property.



The style in which news reports are written differs in a number of ways from the style used in narratives (stories). A **narrative** is normally written in an informal, chatty style and calls for detailed descriptions, including the characters' feelings and sensations. Descriptive techniques can be employed to make the story more vivid. You can begin or end a narrative:

- by describing weather, surroundings, people, etc. using the senses;
- by using direct speech;
- by addressing the reader (usually asking a question);
- with a dramatic sentence creating mystery or suspense; or
- by referring to your feelings or moods.

A **news report** is normally written in a formal style and deals only with detailed accurate facts. The writer's feelings are not mentioned. A news report starts with a summary of the event which is then developed in detail. To end a news report, we can mention people's comments using direct speech.

- 4 Match the beginnings with the endings, then decide which belong to news reports and which to stories, justifying your answers.**

BEGINNINGS...

- A hurricane hit northern Scotland yesterday morning, causing thousands of pounds worth of damage to buildings and littering the area with debris.
- Underground workers remained on strike yesterday as negotiations with transport bosses broke down for the third time in two months.
- "I don't know what we're going to do!" Cathy cried as she watched their boat drift further and further away. "Do you think anyone will find us?"

...ENDINGS

- As they sat by the fire, shivering with fear, they suddenly heard the distant sound of a motor. Bob jumped up, took a lighted branch from the fire and ran towards the beach. Help had come at last!
- "This is one of the worst natural disasters to hit the area for a long time," said the mayor of Thurso, one of the worst hit towns. Clean-up operations are already under way in an attempt to reduce the disruption caused by the damage.
- Transport authorities announced that they would be providing alternative means of transport for commuters, but long delays are expected at peak hours today.

- 5 Rewrite the following sentences in the passive.**

- Police finally caught convicted arsonist Thomas Wells early last Sunday morning. Prison guards found that Wells had escaped ten days earlier. Investigators believe that he has set two warehouses on fire since his escape.



- The Council is providing temporary housing for citizens of Newton after Tuesday's flood damaged hundreds of homes. The location of the shelters is the nearby town of Holbrook, and authorities will allow the residents to stay in them until the Council rebuilds their homes.

- Late Monday morning the police arrested two men who were selling stolen car stereo systems to unsuspecting customers. They seized all the stolen goods and are holding the men in custody.



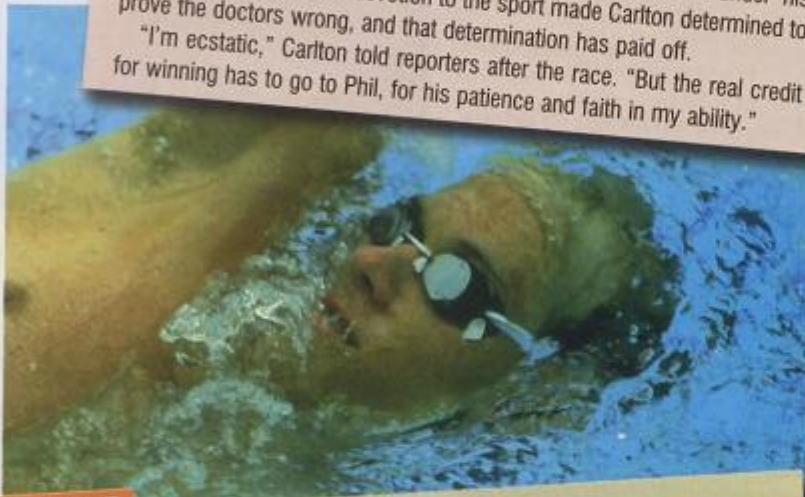
- 6** Read the following models, then decide which is a narrative and which is a news report, justifying your answers. Who was each model written by? Which person is each model written in? Give the paragraph plan, and suggest a headline/title for each model.

MODEL A
Disabled swimmer Peter Carlton raced ahead of his opponents to take the gold medal in an incredible moment at yesterday's World Championship Watersports in Sydney. Carlton, a paraplegic, established a firm lead at the start of the race, his powerful arms more than making up for his weak legs. His final time was an impressive 1 minute 53 seconds which gave him the gold.

Carlton who was badly injured in a car crash in 1992, is a former world champion. The accident, however, left him in a wheelchair with almost no feeling or movement in either of his legs. Following three major operations, he was told by doctors that he would never swim competitively again.

Since that time Carlton has made amazing improvement under his trainer, Phil Stretton. His devotion to the sport made Carlton determined to prove the doctors wrong, and that determination has paid off.

"I'm ecstatic," Carlton told reporters after the race. "But the real credit for winning has to go to Phil, for his patience and faith in my ability."



MODEL B

I heard the roar of the crowd, saw the constant flashing and clicking of cameras, felt water dripping down my back, and then I was being turned around and pushed towards the podium. On this slow motion journey, I began thinking about how familiar, and at the same time strange, all this was.

This time the faces weren't my manager's or trainer's - they were ambulancemen and nurses; the flashing wasn't cameras but police car lights; the liquid dripping was not from the swimming pool but blood from my own legs, and I was being carried on a stretcher towards the waiting ambulance.

Strangely enough, the worst moment wasn't the car accident itself, nor the pain, but when the doctor told me I wouldn't be doing very much swimming in the future. "What do you mean? What are you trying to tell me?" I yelled, knowing from his expression exactly what he meant. My resentment against that doctor - a man who didn't have the courage to tell me clearly that I would never swim or walk again - was such that I was determined to prove him wrong. And so I spent the next five years struggling against the odds, learning how to swim again with just my arms, fighting with those who said I couldn't and with myself when my body said I couldn't.

And now I'd done it. I'd won the World Championship, and I'd broken my own record. When I received the medal, I heard a voice from behind saying, "Congratulations! I suppose you don't remember me. I was your doctor about five years ago."

- 7** Put the words listed below under the appropriate headline. Can you think of other related words? Now write a short news report about each one of the events.

gun, security guard, flashing lights, country lane, silver spacecraft, hover above, cashier, staff, threaten to shoot, activate the alarm, strange whirring sound

A

BANK ROBBED OF MILLIONS

B

UFO SIGHTED

- 8** Choose any two of the topics below and write in the appropriate style using 120 - 180 words.

- 1 You work for a newspaper as a reporter. Write a news report about a missing child who was safely returned home. Now write the same topic as a narrative.
- 2 You work for a shipping newspaper. Write a news report about a ship that sank recently.
- 3 You have been asked to write a report on a car crash which cost the driver his life.

UNIT 12a News Reports

- 1 Look at the table below, then listen to the cassette and tick (✓) the information mentioned. Finally, use the table to report the event described.

Date:	Tuesday night	<input checked="" type="checkbox"/>	last night	<input type="checkbox"/>
Place:	Island of St Finn	<input checked="" type="checkbox"/>	Island of Pepco	<input type="checkbox"/>
Main Events:	oil tanker hit rocks	<input checked="" type="checkbox"/>	oil tanker exploded	<input type="checkbox"/>
	chemicals leaked into sea	<input type="checkbox"/>	oil leaked into sea	<input checked="" type="checkbox"/>
	seabirds, wildlife harmed	<input checked="" type="checkbox"/>	seabirds, wildlife unharmed	<input checked="" type="checkbox"/>
Comments and action to be taken:	beach now closed	<input checked="" type="checkbox"/>	beach being cleaned	<input checked="" type="checkbox"/>
	residents angry	<input checked="" type="checkbox"/>	residents calm	<input type="checkbox"/>
	first time faced such a situation	<input checked="" type="checkbox"/>	one of worst situations ever faced	<input type="checkbox"/>

News reports are short pieces of writing about current events which are of interest to the public (e.g. natural disasters, accidents, political or sports events, social events etc). They are formal and impersonal in style and they present facts accurately, objectively and unemotionally. Therefore, they do not include feelings or chatty descriptions unless these are part of someone's comments quoted in direct speech.

A news report should consist of:

- a **short, eye-catching headline**;
- an **introduction** which summarises the event, giving information about the time, place and people involved;
- a **main body** consisting of two or more paragraphs in which the event is described in detail, including information about incidents and the people involved; and
- a **conclusion** which includes people's comments on the event, action(s) to be taken and/or future developments.

News reports are found in newspapers, magazines, etc. You normally use **past tenses**, the **passive** and appropriate **reporting verbs** in this type of writing.

- 2 Read the rubric and underline the key words, then answer the questions.

You work for *The Bridgeton Herald* and have been asked to write a news report about a young child who received an award for bravery. Include details about the reason the award was given and information about the prize-giving ceremony.

- Who is going to read your report?
 - your school friends
 - readers of the newspaper you work for
- Which of the following should your article *not* be about? Give reasons.
 - a man who saved a child from drowning
 - a boy who risked his own life to save his father
 - a woman who stopped a bank robbery from taking place



Introduction

Paragraph 1

summary of the event – what/who/when/where

Main Body

Paragraphs 2, 3, 4 *

description and detailed information about event, people involved, etc

Conclusion

Final Paragraph

comments and/or actions to be taken and/or future developments

*The number of main body paragraphs may vary depending on the rubric.

3 Which of the following *must* you include in your article? Tick (✓).

- A when and where the award ceremony took place ☐
- B a description of the young child's appearance ☐
- C why the award was presented ☐
- D the weather on the day of the ceremony ☐

4 In which paragraph of your report should you give a brief summary of the event?

5 In which paragraph should you include people's comments on the event?

6 Should you use short forms? colloquial language? chatty descriptions? If so, where in your report should you use them?

3 a) Read the news report below and label the paragraphs with the correct headings.

- people's comments
- description of ceremony
- summary of event
- reason for award

Ten-Year-Old Awarded Medal for Bravery by Sarah White

A ten-year-old boy was presented with an award for bravery in a ceremony at Bridgeton Town Hall yesterday. The award was presented to Thomas Dakin by Bridgeton Mayor, John Archer.

The decision came after Thomas saved his father's life on a hiking trip in Yorkshire last month. Thomas risked his own life to free his father, Neil Dakin, 33, who was trapped under a heavy boulder during a rock fall. Thomas called for help on his father's mobile phone and stayed by his side for five hours until the rescue team arrived.

The award ceremony began at 11:00 yesterday morning with a speech from the mayor, who congratulated Thomas and presented him with the medal. This was followed by an informal lunch in the town hall's Kilburn Suite. The event was attended by members of the council and Thomas' family.

Neil Dakin, now fully recovered, commented that he was delighted his son's bravery had been recognised, saying that he owed his life to him. Mayor John Archer pointed out, "Thomas is an example to us all. Everyone in Bridgeton is very proud of him."

Para 1

summary of event

Para 2

decision for award

Para 3

description of ceremony

Para 4

people's comments

b) Underline the verbs in the passive. Which reporting verbs have been used in the report? In which paragraph(s) are they? Justify your answer.

c) Read the report again and use words from the list to complete the phrases below. Then, talk about what happened to Thomas Dakin, as in the example.

presented, risked, came, rescue, owed, trapped, bravery, informal, saved, attended, stayed

- 1 was presented with an award
- 2 award for bravery
- 3 the decision came after
- 4 his father's life
- 5 saved his own life
- 6 under a boulder
- 7 by his side
- 8 rescue team
- 9 inf lunch
- 10 the event was a
- 11 his life

e.g. Thomas was presented with an award by the mayor.



A **headline** is a short summary of what the report is about. To write a headline:

- use the **present simple** for **recent events**:
FACTORY EXPLOSION DAMAGES TOWN (=has damaged/damaged)
- use **to-infinitive** to describe a **future event**: **LOCAL FOOTBALL TEAM TO FLY TO ITALY FOR CHAMPIONS' LEAGUE** (= is going to fly)
- use **to be + past participle** when using the passive voice to describe a future event: **TEACHERS' ANNUAL MEETING TO BE HELD IN AUGUST** (= is going to be held)
- use abbreviations like UK, USA, UNESCO
UN RESCUES HOSTAGES IN SIERRA LEONE
- omit full stops or commas, articles, pronouns, auxiliary verbs and words easily understood from context: **SEVEN INJURED IN TRAIN CRASH** (= Seven people were injured in a train crash.)
- omit the verb "to be" when using the passive to describe a past event: **YOUNG GIRL SAVED BY RESCUE WORKERS** (= was saved)

4 Change the sentences into headlines, as in the example.

- 1 A bomb was found on a train which was heading for London yesterday morning. **Bomb found on train heading for London**
- 2 Many fans were injured at the football match.
Many fans injured at the match.
- 3 A sixty-year-old man has been shot by some car thieves.
- 4 A team of local climbers reached the top of Mount Everest at three o'clock yesterday afternoon.
- 5 This has been a brilliant season for Manchester United football club.
- 6 A young girl rescued her brother from some kidnappers.
Young girl rescues brother from kidnappers.

5 a) Match the headlines to the paragraphs. There is one extra headline.

a **"MISSING" TWINS FINALLY FOUND**

b **FANS INJURED AT MATCH**


c **VOLCANO CAUSES WAVES**

d **FARMER WINS £2m ON NATIONAL LOTTERY**

- 1 **A** Long-lost twin sisters Lucy Wells and Lily Summers met yesterday for the first time, thirty years after having been separated at birth.
- 2 **B** Ron Dudd, a 45-year-old farmer from Brumsville, has won two million pounds on the National Lottery.
- 3 **C** Scientists on a research ship in the Pacific Ocean had a surprise yesterday when an underwater crater suddenly erupted, causing 20-metre waves.

b) Write a suitable introduction for the headline which has not been used.

6 Use the notes to write beginnings for the following news reports. Then, give a headline for each.

1 

- valuable Renoir painting
- steal late last night
- Terrence Wagner Museum
- worth over 2 million pounds
- in museum since 1983

2 

- New space station, Hermes
- successfully launched from Cape Kennedy yesterday
- remain in orbit around earth next eight months

7 Join the sentences below using the words in brackets.

- 1 Mrs Gingell gave birth to seven baby boys. They are all said to be doing well. (**who**)
- 2 An elephant was caught yesterday. It had escaped from Janneto's Circus. (**which**)
- 3 Doctor Tina White was awarded a prize. Her discovery will help save many lives. (**whose**)
- 4 The police have closed the road. The accident happened there. (**where**)
- 5 Ten people were injured yesterday. A bus overturned over in Westville. (**when**)

8 a) Use words from the lists to fill in the blanks in the extracts below.

damage, struck, homeless, casualties

An earthquake measuring 5.8 on the Richter scale 1) the seaside town of Rexford early yesterday morning. No 2) were reported but there was serious 3) to the area and hundreds of people were left 4)

alarm, broken into, witness, armed

broke into, witness

The Westside Jewellery Shop on Main Street was 5) late Sunday night. The burglars managed to get into the building without setting off the 6) One 7) said she saw two 8) men running away from the shop carrying large bags.

survivors, cause, rescue workers, debris, trapped

survivors, trapped

9) yesterday freed the two remaining 10) who were 11) under 12) from a collapsed warehouse on Friday. The 13) of the accident is still unknown.

goals, celebrating, residents, championship, victory

14) *Residents* of Brockton ran through the streets late last night 15) Sussex United's 16) over Leeds. Although Sussex were losing 2 - 0, they managed to score 3 17) *goals* in injury time to win the 18) *championship*

b) Which of the extracts above is about

- | | |
|---------------------|-------------------|
| an accident? | — a sports event? |
| a natural disaster? | — a crime? |

c) Match the extracts to the following headlines.

A ☐ SURVIVORS SAFE AND SOUND

B ☐ FANS CELEBRATE SUSSEX'S TRIUMPH

C ☐ JEWELLERY SHOP BURGLED

D ☐ RESIDENTS SHAKEN AWAKE

News reports, like narratives, describe events that happened in the past. However, the style is different. When writing a report you should:

- begin with a **summary** of the event
- include **accurate facts**
- use **formal** and **impersonal** style
- use **the passive**
- use **direct speech** to quote what people have said and **reported speech** to rephrase people's comments

When writing a story you should:

- begin by **setting the scene**
- use **chatty style**
- use **short forms, colloquial expressions**, variety of **adjectives/adverbs**
- refer to the writer's/characters' **feelings**

9 Match the beginnings to the endings, then answer the questions.

BEGINNINGS...

1 Cyclist Neil Simms, aged 12, is recovering in hospital after being hit yesterday by a lorry belonging to Swifty Delivery.

2 It was a sunny afternoon and Neil Simms was cycling home from school. He was thinking about his plans for the weekend and he didn't see the delivery lorry which pulled out from a side road.

...ENDINGS

a. Neil's dad smiled. "Thank goodness you're going to be alright," he said.

b. Police announced that the driver would be charged with dangerous driving. Neil's father said that his son was lucky to be alive.

- Which beginning and ending is from a news report? Which is from a narrative?
- Do they describe the same event?
- Which extracts contain formal language?
- Which extracts contain colloquial language, adjectives and short forms?

10 Read the sentences below and replace the words or phrases in bold with those given in the list.

praised, furious, take action, comment on, presented with, denied all knowledge of, seriously injured, suffering from exhaustion, admitted responsibility for, refused to cooperate with

- The Mayor of London was **badly hurt** in an accident on the motorway yesterday.
- The young boy was **told he was good** for what he had done.
- The factory owner refused to **say anything about** the story.
- Local workers are **angry** about the plan.
- He was eventually rescued from the cave when he was **feeling very tired**.
- They are putting pressure on the government to **do something**.
- Neither Suggs nor Dimkins **said they had caused** the accident.
- Farnwell was **given** an award for his contribution.
- Mrs Gaston **said she knew nothing about** the stolen painting.
- The man who was arrested **said he would not help** the police.

11 Rewrite the following sentences in the passive.

- A fire destroyed one of the museum's most valuable paintings.
One of the museum's most valuable paintings was destroyed.
- We will give a prize to the writer of the best story.
a prize will be given.
- A rescue team found the lost child in the mountains.
The lost child was found.
- Heavy storms hit the east coast of the island late last night.

12 Read the introduction and conclusion of the news report below and put the verbs in brackets into the correct active or passive tense. Then, use the pictures and prompts to write the main body of the report.

BRUNTON BOMB MADE SAFE

A bomb left at Brunton train station 1) (make) safe by explosives experts early this morning. The station 2) (close) for two hours.



- bomb/hide/large shopping bag/left under bench/platform 2
- it/report/by passenger/at 7:00 am



- police immediately/evacuated/station while/explosives experts/ call
- nobody/hurt/in incident

No one knows who 3) (leave) the bomb at the station and police do not know why Brunton 4) (choose). Detective George Browning said, "We 5) (want) to speak to people who were in the area between 6:00 and 7:00 this morning. If you 6) (notice) anything unusual, or if you saw anyone with a brown paper shopping bag, please call Brunton police station on 895 4117."

- 13** Rewrite the following sentences in reported speech, using verbs from the list.

promised, denied, informed, refused, announced, commented

- 1 "I give you my word that I will do everything in my power to help the victims of the earthquake," said the Mayor at the press conference.

Mayor promised to do everything

- 2 The manager of the factory, Mr G Graham, said, "I will not say anything until I have all the facts."

Mr G Graham denied saying anything until he had all the facts

- 3 When he was arrested, Mr Smith said, "I didn't take the money or the gold."

Smith denied that he didn't take the money

- 4 Doctor Godfrey told us, "The situation is serious but we are doing all we can."

informed

- 5 Headmaster Mr P Brown said, "This is a great achievement for our students. I am proud of them all."

commented

- 6 "The price of petrol will increase by 2p per litre from midnight on Tuesday," the Prime Minister said.

- 14** Last week a new music club opened in London. Read the advertisement and fill in the plan below. Then, use the completed plan to talk about the event.

SUMMARY OF EVENT

- Who: *Pop singer*
- Where: *The Best Music Club*
- When: *Friday 20th June*
- What: *Shake! music club opened*

DETAILS

- 6pm: fans started queuing outside club
- 8.15pm: Any Wonder arrived – black limousine – signed autographs
- 9pm: Club opened doors
- 10pm: Any Wonder on stage

COMMENTS

- club owner Martin Lowe – "I hope the club will be a great success."

- 15** a) Read the rubric, underline the key words and answer the questions.

You are a reporter for Music Echo magazine and have been asked to write a news report about the opening of Shake! club. Write your report, giving a detailed description of the event and adding a suitable headline. (120-180 words)


- What type of composition should you write?
- Who is going to read it?
- Should you include factual information?
- Which of the following should you use? Tick (✓).
everyday language ☐ ; passive voice ☒ ; formal linking words ☐ ;
variety of adjectives/adverbs ☒ ; variety of reporting verbs ☒ ;
colloquial expressions ☐.

- b) Use the notes in Ex. 14 to write your report about the opening of *Shake!* club. You can use the report in Ex. 3a) as a model.

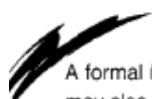
LESSON # 20

THEME # 20 LETTER OF REQUEST.

Q. Letters of Request

- 1  You will hear two members of a pottery society discussing a letter which they plan to send to their local community centre. Look at the questions below, then listen to the cassette and fill in the answers.

- a) What is the main purpose of the letter?
.....
- b) What do they want to exhibit?
.....
- c) What explanation do they offer?
.....
- d) What are the expected benefits?
.....
- e) Which closing remark does the man suggest they use to end the letter?
.....



A formal letter of request is written to ask for permission, help, information, advice, etc. It may also provide information, explain a situation, make suggestions, present arguments in support of an opinion, etc, as requested in the topic instructions.

- Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and/or justification.

Useful Language for Letters of Request

● To begin letters:

I am writing to | ask if you would be so kind/generous as to ...
| request your assistance concerning the matter of ...

I wonder if you could possibly/if it would be possible for you to help me ...

I would (greatly) appreciate it if you could ...

I would be most grateful if you could ...

I am writing to ask/enquire if/whether you could possibly tell/inform me ...

I am writing to | ask if/whether I might (perhaps) be permitted/allowed to ...
| request your (kind) permission for .../(for me) to ...

I wonder if I might ask you for/request your valuable advice on/concerning ...

● To end letters:

I hope that my request will not inconvenience you too much.

I must apologise for | troubling you with this matter.
I hope that you will forgive me for | taking up your valuable time.

I look forward to hearing from you/receiving your reply as soon as possible.

Thank(ing) you in anticipation of your/in advance for your kind cooperation.



Introduction

Paragraph 1

state reason(s) for writing

Main Body

Paragraphs 2-3*

explain reasons for -
making the request

Paragraphs 4-5*

state expected results/
consequences

Conclusion

Final Paragraph

closing remarks

Full name

* The exact number and division of paragraphs will depend on the specific instructions for each letter-writing task.

2 Read the instructions and the model below and insert the following topic sentences in the appropriate spaces in the letter. Then, complete the paragraph plan on the right, identifying the topic of each paragraph.

- a I would like to offer certain suggestions as to how such a visit would be of benefit to your company.
- b It would likewise be valuable if we could tour the premises to get an overall impression of the production system.
- c It would be most useful to see how the theory we have been taught has been put into practice in a real-life situation.
- d In addition, I feel that your company might wish to use the visit as an opportunity for interviewing the students.

Your economics class at school/college has chosen you to write to a local company asking permission to visit their premises. Write the letter, explaining why your class would like to visit the company's premises, and suggesting how the results of your study might be of benefit to them.

Dear Mr. Collins,

I am writing on behalf of my economics class at Lawsford Business College, to request that you be so kind as to permit us to visit your company premises for study purposes. Our class has been learning about the development of technology in industry, and would greatly appreciate the chance to visit your premises.

1) Furthermore, we are keen to do our study on a successful company like yours, which has an excellent reputation both financially and in terms of planning for the future.

2) We would also like to ask questions about the processes involved and your economic policy, as well as information on management and staffing structures.

3) Firstly, allow me to suggest that the local press could be invited to cover the visit, which would generate very positive publicity. Then, after the initial visit, it might be useful for each of us to complete and submit a full profile and analysis of your company. You would be invited to select the best of these and would be welcome to use any of the recommendations in the chosen profile.

4) It is highly likely that, by establishing first-hand contact with young people who will be looking for employment when they complete their studies, you would save on your advertising for vacancies in the future.

We would be delighted if you would consider the visit outlined in this letter and I would like to thank you for your time and cooperation in this matter.

Yours sincerely,
E. Ballard
 Miss E. Ballard

* *Introduction* -
 reason for writing

* *Main Body* -

- *
- *
- *
- *
- *

* *Conclusion* -

-
-

3 For each one of the situations below write a suitable beginning and ending using appropriate expressions. Then suggest reasons for writing them and the expected results of each request.

- 1 You want to request a loan from your bank manager for home improvements.
- 2 You want information from a college or university about a particular course of study you are interested in.
- 3 You want the director of an art gallery to look at your work and consider the possibility of holding an exhibition.
- 4 You want the town council to place special bins in your area to encourage recycling.
- 5 You want a travel agency to send you brochures concerning the package holidays they offer for large groups.

- 4 Read the instructions and the model letter below and re-arrange the paragraphs in the correct order. Then, suggest alternative ways to begin and end the letter. Finally, give the topic of each paragraph.

You are a member of an environmental protection society which is organising a "clean-up" weekend. Write a letter to the headmaster of your local school asking for students' help. Explain what activities will be involved and how useful it will be for the community as a whole.

Green Earth
10, Hamilton House
Heslington
London

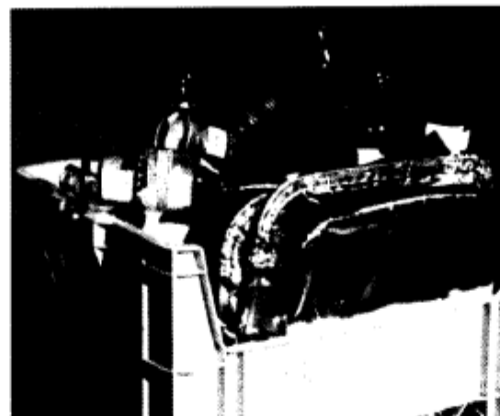
13th October, 1997

The Headmaster
St Paul's Secondary School
Heslington
London

Dear Mr. Hills,

- There are various activities planned for the weekend, which will take place on 22nd and 23rd June. Volunteers are requested to meet at 11 am on Saturday at the shopping centre on Market Street. Black bin-liners will be distributed and volunteers will be split into groups for safety. The collection of rubbish and materials for recycling will take place within the inner-city area and the bags will be collected from the meeting point at 4 pm.
- ① I am writing on behalf of Green Earth to request your students' help on a special "clean-up" weekend which we are organising.
- Then, on Sunday, volunteers will meet on the beach at 9 am so that rubbish can be collected during the morning. There will also be a "clean-up" art competition which will be open to young people between eight and eighteen. Applicants are asked to submit drawings or paintings, on an environmental theme, by 21st June. The winners will be announced at noon on Sunday, when prizes will be awarded.
- I would be most grateful if you could pass on the above information to your students. Thank you in advance for your cooperation.
- Furthermore, the entire community will benefit since the town will attract more visitors, thus increasing business and tourism. In addition, the town and beach will be much cleaner and safer for our children.
- We feel sure that you will agree that, in recent years, our town and beach have become unsightly and that there are huge benefits to be gained from such a project. National surveys have shown that the more young people feel involved in protecting the environment, the cleaner the area will stay after the initial efforts.

Yours faithfully,
P. D. Midgeley
P.D. Midgeley



DISCUSS & WRITE

- 5 Look at the following writing task instructions and answer the questions below. The questions apply to both tasks.

- a) **You coach an amateur football team. Write a letter to a local school requesting permission to use their facilities and explaining why your team cannot find facilities elsewhere. Suggest how this may be arranged so that your team's training will not interfere with the school's activities.**
- b) **You work for a children's home which needs volunteers to help at weekends. Write to the local newspaper requesting that they publicise the vacancies. You should include details of what is required of the applicants and explain the ways in which both volunteers and children might benefit.**


- What greeting would you use?
- What is the main purpose for writing the letter?
- What is the additional purpose?
- What paragraph plan would you use?
- What useful expressions could you use as opening and closing remarks?
- How would you sign the letter?

- 6 Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then write the letter in about 300 words.

LESSON # 21

Theme #21 **LETTERS GIVING INFORMATION.**

b. Letters Giving information

- 1  You will hear two people discussing the information they have received concerning an annual dinner party. Look at the table below, then listen to the cassette, and tick the correct boxes. Using the notes, say what information is included in the letter about this dinner party.

- type of meal: ☐ buffet ☐ formal ☐ family
- cost (per person): ☐ £10 ☐ £20 ☐ £45
- entertainment: ☐ band ☐ DJ ☐ comedy act
- venue: ☐ hall ☐ hotel ☐ garden
- confirm booking/details no later than: ☐ 4th November ☐ 1st November
- contact by : ☐ phone ☐ fax ☐ letter



A letter giving information is a formal piece of writing related to a particular situation. Its main purpose is to give information, usually when this has been requested by someone else. It may also provide suggestions, request help, give an opinion, etc.

- Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and/or justification.

Useful Language

- To begin letters:

I am writing to inform you that/advise you of/let you know that ...

I regret/am delighted/would like/feel obliged to inform you ...

I am writing	in response to	your letter requesting information about ...
	in reply to	your enquiry about ...
	with regard to	our telephone conversation concerning ...
	in connection with	

I am writing (to you)	on behalf of ...
	in my capacity as ...

- To end letters:

I hope that this information will be of some assistance ...

I hope/trust that I have been able to answer all of your questions ...

I would be pleased/happy to provide you with any additional information ...

I look forward to	being able to help you again in the future.
	answering your queries.

Please do not hesitate to contact me should you	require further information.
	have any further questions.

Paragraph 1

state reason(s) for writing

Paragraphs 2-3*

give information required

Paragraphs 4-5*

provide further explanations/suggestions/opinion as stated in the task instructions *

Final Paragraph

closing remarks

Full name

* The exact number and division of paragraphs will depend on the specific instructions for each letter-writing task.

2 Read the instructions and the model letter below and give the topic of each paragraph.

As the University Accommodation Officer, you have received a letter requesting information. Write a letter in reply, including details of the available housing facilities, the amenities provided, location, transportation, facilities, and rent costs.



Dear Mr Houston,

I am writing in response to your request for information regarding university accommodation. I have included details of our accommodation in general, as well as a booklet describing the individual halls of residence.

As you can see from the booklet, the university has a number of student halls of residence, ranging from those offering full board and lodgings to those with self-catering accommodation only. Students who prefer to have their meals provided can expect to have three meals a day, served at set times in the hall dining-room. The self-catering units, however, are based on five people sharing a kitchen - crockery and cutlery is not provided - and bathroom facilities comprising two showers and a bath per corridor.

All the halls of residence have a laundry room with washing machines (£1 per load) and tumble dryers (50p for 10 minutes' drying). Irons and ironing boards are also provided. The rooms are cleaned twice weekly by the domestic staff, and clean linen is distributed once every two weeks.

As well as halls of residence, accommodation is also available in the form of private flats and houses, which can be shared with other students. Bedsits are also available. Private accommodation is limited so you are urged to submit your application as soon as possible.

Most of the accommodation is near the campus; buses run frequently and are relatively cheap. The halls are mostly situated in residential areas and a number of them have tennis courts and croquet lawns. Access to these facilities is restricted, though, to protect playing surfaces.

University accommodation prices range from £30 per week for self-catering to £75 per week for a room with an en suite bathroom and full board. Private accommodation varies from £40 to £90 per week.

I trust this information will be of some assistance and I look forward to meeting you in September when term starts. I have enclosed application forms for you to complete. Please do not hesitate to contact me should you require any further information.

Yours sincerely,
Keith Raymond
Keith Raymond
(Accommodation Officer)

• **Paragraph 1:**
reasons for writing

• **Paragraph 2:**

•

• **Paragraph 3:**

•

• **Paragraph 4:**

•

• **Paragraph 5:**

•

• **Paragraph 6:**

•

• **Paragraph 7:**

•

- 3 Read the instructions and the two models and answer the questions: a) which one successfully covers the requirements of the topic? b) which one uses an inappropriate style and tone? and c) how is each paragraph introduced in the good model?

An international conference is to be held at the hotel where you work. Write a letter of welcome to be sent to the delegates in advance, telling them what the hotel and the district have to offer them.



Model A

Dear Sir/Madam,

I'm writing to welcome you to the Moonshine Hotel where the international conference starts next week. I want to remind you that there'll be a champagne reception upon your arrival. Now, I would like to give you some information about the hotel itself and the local district.

In the first place, I am sure you will be satisfied with our accommodation. We have been working very hard to get things ready for you and your colleagues. Our rooms have lots of space and are quite luxurious. Each room has a bathroom, jacuzzi and sauna. Don't hesitate to use our new Olympic Leisure Centre, which contains a weights room and swimming pool, a great way to cool off after a tiring day! By the way, make sure you have a drink at our fabulous Napoleon Bar.

There are many interesting sights to see in the local district. The hotel will provide you with a tour guide or a map, if you decide to explore the area on your own. You'll also be glad to know that a famous TV series was made here.

I'm looking forward to your stay at our hotel.

Yours faithfully,
Rex Truth
Rex Truth
(General Manager)

Model B

Dear Sir/Madam,

As General Manager of the Moonshir Hotel, I am writing with regard to your stay with us during the international conference weekend which we shall be hosting.

The Moonshine Hotel prides itself on its luxurious accommodation and highly-trained staff. We are certain you will be delighted with your accommodation as each of our rooms is very spacious with its own en suite bathroom, jacuzzi and sauna. Room service is available twenty-four hours a day should you require meals, snacks or drinks in your room.

We also hope that you will find time during your weekend here to take advantage of our wide range of guest facilities. As a conference delegate, you will be entitled to use our newly-opened Olympic Leisure Centre, equipped with a swimming pool, gym and squash courts, completely free of charge during your stay. At the Moonshine Hotel we also have a first-class restaurant, brasserie, coffee shop and bar, so you will undoubtedly find an area to relax in. The Moon Restaurant has a superb view over the town of Wickby and has a reputation as one of the best eating establishments in the area.

If time permits, we would also recommend you explore the picturesque medieval town of Wickby as it boasts the fascinating ruins of an ancient castle as well as some fine shops and public houses. In Wickby you can also take a stroll along the beautiful banks of the Lockerton Canal, which was made famous by the recently-screened "Lost Lockerton" television series.

In advance of your arrival, I would like to wish you a very happy stay here, and hope that you will not hesitate to contact me personally should you have any enquiries prior to, or during the conference itself.

Yours faithfully,
Rex Truth
Rex Truth
(General Manager)

- 4 Read the instructions and the model letter below and find the topic sentence of each paragraph. What are the *two* purposes of writing the letter? Then underline any words and phrases which you feel are too informal for a letter of this kind. (The numbers in circles are next to the lines in which these words and phrases occur.)

Your school or college has decided to organise a service in your area to collect waste paper and glass for recycling. Write a letter to your local radio station, giving details of the planned service and asking them to pass on this information for the benefit of local residents.

Tipton College,
2, Crescent Road,
Tipton
11th May, 1997

The Manager,
Star Radio Station,
St Michael's Walk,
Tipton

Dear Sir/Madam,

- I am writing to you on behalf of the students at Tipton College
① so you can tell your listeners of a recycling project we are starting
② in this area. I am sure you know that there are currently no recycling facilities in Tipton itself. There are a number of large stores outside the town centre which provide this service, but this is inconvenient for many residents.

- The students of Tipton College have decided to organise a scheme whereby volunteers will collect any waste paper and glass
③ for delivery to a local company which will recycle it. We think that if we do this on a regular basis, more residents of the town will stop discarding their reusable rubbish and recycle it instead.

- The service will begin on the first Monday of next month, and collections will take place every Monday thereafter. There will be collection points at various locations around the town, which will be
④ clearly marked for easy identification. All you have to do is take your waste paper and glass to these points. All glass products should be washed thoroughly and have their lids removed beforehand.

- We'd like it if the above information could be included in your
⑤ bulletins of local news. I'm sure you'll agree that this service will be of interest to many people who are willing to help in environmental matters but cannot do so for practical reasons.

- ⑦ Furthermore, it would be great if the announcement could be
⑧ repeated several times during the day. This way, the maximum number of people will be made aware of the scheme.

- ⑨ Thanks a lot in anticipation of your assistance in this matter. Please
⑩ do not hesitate to contact me if you want to know anything else.

Yours faithfully,
Alison Brown
Alison Brown


- 5 Look at the phrases below and say which could be used to replace the informal expressions in Ex. 4.

- a We would be extremely grateful
- b in the hope that you could inform ①
- c It is hoped that by doing this
- d As you are doubtless aware,
- e Residents need only take their
- f should you require any further information
- g I would like to express my thanks
- h This would ensure that
- i it would be greatly appreciated
- j This service will undoubtedly

- 6 Read the following instructions, and answer the questions below.

You are the training director for a large international company, and you are organising a two-day training course for senior staff. You have invited Professor William Jones, a leading expert on industrial relations, to take part in the course as a guest lecturer. Write a **letter** to Professor Jones, giving details of the training and social activities which have been planned for the course and confirming the arrangements you have made for him concerning transport and accommodation.

- What greeting would you use?
- What is the main purpose of writing the letter?
- What information could you include as the 'details' referred to?
- What additional objectives do the task instructions mention?
- In which paragraph(s) would you deal with this?
- What useful expressions could you use as opening and closing remarks?
- How would you sign the letter?

- 7**  You will hear the training director of a company talking to her secretary about the training course referred to in Ex. 6. Look at the secretary's notes below, then, listen to the cassette and fill in the gaps in the notes.

TRAINING COURSE 19/06-20/06

Wed 18/06: _____ pm Reception at _____ Hotel

Thur 19/06: _____ am Lecture by _____
 12:30 pm Lunch
 _____ pm Visit to factory
 8:00 pm Dinner at _____ Restaurant

Fri 20/06: 9:00 am _____ group (with Prof. Jones)
 12:30 pm Lunch
 _____ pm Address by _____ Manager
 8:30 pm Cocktail party (Hotel Lounge)

Sat 21/06: 10:00 am Car to _____

BOOKINGS - CONFIRMED?

- ☒ Car - airport → hotel (18/06 - flight arrives 2:00 pm)
- ☒ Royal Oaks Hotel (18/06 - 21/06)
- ☒ 2 minibuses for factory visit
- ☒ Restaurant (30 people)
- ☒ Car - hotel → airport (21/06 - Flight leaves 11:00 am)



- 8** Now use the information from the notes above to write the letter referred to in Ex. 6 on p. 91, in about 300 words.

DISCUSS & WRITE

- 9** Look at the following writing task instructions and then answer the questions below. The questions apply to all three tasks.



- a) *Your drama class is planning to stage a play. Write a letter to a local magazine, giving details of the performance and requesting that they help to publicise the event.*
 - b) *Your friends have accepted an invitation to come and stay in your house while you and your family are away. Write a letter giving them all the information necessary to make their visit enjoyable and trouble free.*
 - c) *You are organising an event to raise money for a worthwhile cause. Write a letter to your local newspaper giving details of the event and explaining how the money will be used.*
- What greeting would you use?
 - What is the main purpose for writing the letter?
 - What is the additional purpose?
 - What paragraph plan would you use?
 - What useful expressions could you use as opening and closing remarks?
 - How would you sign the letter?


- 10** Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then write the letter in about 300 words.

LESSON # 22

Theme #22 LETTERS OF ADVICE.

C. Letters Giving an Opinion

I. Letters of Advice

- 1  You will hear two people discussing a letter which they have just received from the town council. Look at the questions below, then listen to the cassette and fill in the answers.

- How does the letter begin and end?
Dear → *Yours*
- What is the main purpose of the letter?
.....
- What general advice is given in the letter?
.....
- What specific suggestion does the letter make?
.....



A formal letter of **advice** is usually written in response to a request or enquiry, whereas a letter **making suggestions** offers an opinion and suggestions on a particular situation.

- Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and/or justification.

Useful Language

- To begin letters:**
I am writing in reply/response to your letter requesting advice about ...
Thank you for your letter requesting advice about ...
I hope the following advice/suggestions will be of (some) help to you ...
- Advice/Suggestions:**
It might/would be useful/to your advantage (if you were) to ...
I feel/believe (that) the/your best course of action would be ...
I would like to offer one or two suggestions concerning ...
I would (strongly) suggest/recommend + -ing/(that) ...
You should / ought to ...
- To end letters:**
I hope that these suggestions | will (prove to) be of some assistance.
| have been useful/of use.
I hope/trust that you will accept/follow this advice ...
I would be pleased/happy to offer any additional advice you may require.
Please do not hesitate to contact me should you have any further questions/queries/problems.

Introduction

Paragraph 1

state reason(s) for writing/express understanding of problem

Main Body

Paragraphs 2-3*

offer advice/suggestions

Conclusion

Final Paragraph

closing remarks

Full name

* The exact number and division of paragraphs will depend on the specific instructions for each letter-writing task.

Unit 7c Letters giving an Opinion

- 2** Read the instructions and the model below and identify the topic of each paragraph. Then replace all phrases in bold with other similar ones. Which phrases in the letter are used to give reassurance?

The student representative body at the university or college which you attend offers an advisory service to help students with their problems. As a member of the advisory committee, you have received a letter from a foreign student who is concerned about various problems related to studying abroad. Write a reply, offering practical advice and reassuring them that they do not need to worry.

Dear Ms Yagniq,

I am writing on behalf of the Students' Advisory Service in reply to your letter of 13th May, and would like to congratulate you on obtaining a place at Shelbourne University. I understand that you are nervous about moving to a foreign country, and I hope the following advice will be of some help to you.

You mentioned that you are afraid of being lonely and unable to make friends when you get to university. Firstly, I would suggest that you try to meet as many people as possible during the first few days, as this is when many friendships are formed. I would also recommend joining some clubs and societies as a way of meeting people with the same interests as yours.

Let me reassure you that, if you follow this advice, you will not feel lonely. When you arrive, you will realise that everyone is in the same situation and that your fellow students will be more than willing to make friends.

In your letter, you also refer to your worries about coping with the work. I would advise you to make sure that you always do each piece of work immediately after it is assigned so that you do not fall behind. Additionally, if you find that you need help, the best course of action would be to speak to your tutor. Most important of all, I strongly recommend that you organise your timetable carefully so that you can combine work and recreation.

You may rest assured that, although some students take time to adjust to the workload, with proper organisation they find it easy to cope with.

I would like to wish you good luck with your course. Please do not hesitate to contact me again should you have any further questions.

Yours sincerely,
Jessica Hill
Jessica Hill



- 3** Read the following situations and offer advice for each one using appropriate expressions.

- 1 John Smith has been working for a computer supply company for the last ten years. He finds his job boring and now wants to use the experience he has gained over the years to open his own computer supply centre.
- 2 Pamela Wilson is a working mother. She works a 40-hour week and takes care of her two young children. When she arrives home after work, she has barely enough energy or patience to help her children with their homework.
- 3 Sarah Jones is a student who is about to graduate from university. She wants to start looking for a job, but does not know how to go about it.

LESSON # 23

Theme #23 LETTERS OF MAKING SUGGESTIONS.

Unit 7c Letters giving an Opinion

II Letters Making Suggestions/Recommendations

In this type of letter you are usually requested to express your opinion on a certain matter and also to provide suggestions supported by expected results/consequences. You can introduce suggestions with: **To begin/start with, Firstly, Secondly, Additionally, Finally,** etc. It is advisable to use the following linking words in order to introduce the expected result: **thus, as a result, consequently, therefore, as a consequence** e.g. *I would also suggest advertising in the local newspaper; as a result, you would attract more attention to your new range of special offers.*

- 4** Read the instructions and the model letter and list the suggestions made and their expected results. Is the writer's opinion a positive or a negative one? Find expressions in the letter which justify this.

You recently went to a museum where the staff were particularly helpful. Write a letter to the museum's curator, giving your overall opinion of the museum and suggesting what might be done to further improve the standard of what it has to offer the public.

Dear Sir/Madam,

I am writing to commend you on the exceptional service the Museum of Natural History offers the community of Kempton. I recently visited the museum for the first time and viewed your exhibition entitled "The Age of Dinosaurs" which was, to my mind, extremely interesting and informative.

I was particularly impressed by how approachable and helpful the museum staff were; they showed themselves willing to help with any questions or requests which arose during my visit. Moreover, I appreciated the fact that the guides were very knowledgeable about their subject.

In my opinion, the subject of your feature exhibition was both fascinating and enlightening. It was obviously carefully researched and its excellent presentation made it interesting to people of all ages. I was equally impressed with the permanent exhibits and found your late closing time very considerate and convenient for working people such as myself.

There are, however, one or two suggestions I would like to submit which I feel would further improve the standard of the museum. Firstly, a service offering guided tours in foreign languages would be useful for tourists visiting the museum. Additionally, installing ramps would make access easier for disabled people, thus making their visit more enjoyable.

Finally, may I suggest that you publicise the museum's forthcoming exhibits more widely? As a result, many more people like myself who are interested in natural history would be made aware of the regular exhibitions you present.

Once again, I would like to congratulate you on the very high standard of your museum, and assure you that I shall be a regular visitor from now on.

Yours faithfully,
P. Morrison
Mrs P. Morrison

Introduction

Paragraph 1

state reason(s) for writing

Main Body

Paragraphs 2-3

give opinion

Paragraphs 4-5

make suggestions and comment on the expected results

Conclusion

Final Paragraph

closing remarks

Full name

- 5** Match the following suggestions to the expected results and link them with appropriate linking words.

Suggestions

- a I would suggest hiring more staff.
- b May I suggest that you renovate the premises.
- c Another suggestion would be to install computers.
- d I would venture to suggest hiring a bouncer.

Results

- 1 Less time would be wasted on writing down personal information.
- 2 You would succeed in retaining a higher standard of clientele.
- 3 Work could be delegated and done more efficiently.
- 4 You would attract a greater number of younger people and make more of a profit.

Unit 7c Letters giving an Opinion

- 6** Read the instructions and the following model letter and correct the mistakes which have been highlighted.

You are on the committee of a local charity organisation which recently held auditions for its annual fund-raising variety concert. You have been asked to write a letter to one of the groups/people who auditioned, thanking them for taking part, expressing your opinion of their performance, suggesting how it might be improved and explaining why these changes are necessary.

Dear Mr Potts,

I am writing on behalf of the 'Featherton Friends' with regard to your recent audition **about** our fund-raising concert. Unfortunately, the large **amount** of people involved makes it impractical to hold group rehearsals, and **actions** are selected on the basis of being ready for performance.

To begin with, I would like to thank you for your generosity in offering to appear in the concert. We realise that a great deal of time and effort **were** necessary to prepare your act.

We were very **impressive** with your performance at the audition and the members of the **comittee** enjoyed it enormously. We felt that the singing and dancing were of a **great** standard and your **groups** members showed a very professional approach.

We would like to suggest one or two minor alterations, **although**, which we feel would improve the overall performance. Firstly, the committee believes that it would **have been** better if the dancers were already positioned on the stage as the curtain goes up. The reason **of** this is that the venue for the concert is very small and, consequently, the space behind the stage is limited. Secondly, we would like to suggest that you omit the last chorus from your performance in order **that** make it shorter. We feel that this is necessary because your act was quite long and, in order to have a wide variety of acts in the concert, it is necessary to limit each performance to a maximum of fifteen minutes.

I hope that you will appreciate the need for these changes and would be grateful if you **can** contact me to arrange rehearsal times. I look forward to hearing from you soon.

Yours faithfully,
J. P. Douglas
J.P. Douglas

Introduction

Paragraph 1

state reason(s) for writing

Main Body

Paragraph 2

express thanks

Paragraph 3

give opinion of act

Paragraph 4

suggest changes and give reasons

Conclusion

Final Paragraph

closing remarks

Full name

DISCUSS & WRITE

- 7** Look at the following writing task instructions and answer the questions below. The questions apply to all three tasks.

- a) *As a social worker, you have received a letter from a foreign family who moved to your country three months ago and are having difficulty adjusting to their new surroundings. Write a letter advising them how to deal with the situation. You should offer certain practical suggestions and reassure them that they need not worry.*
- b) *There are plans to tear down an old cinema in the town where you live. Write a letter to the authorities stating why you think this should not be done, and suggesting alternative ways in which the building might be used.*
- c) *You recently visited a new supermarket or fast food restaurant which has opened in your neighbourhood. Write a letter to the manager expressing your opinion of the establishment and suggesting ways in which it could be improved.*


- What greeting would you use?
- What is the main purpose for writing the letter?
- What is the additional purpose?
- What useful expressions can you think of for making suggestions?
- What paragraph plan would you use?
- What useful expressions could you write as opening and closing remarks?
- How would you sign the letter?

- 8** Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then write the letter in about 300 words.

LESSON # 24

Theme #24 LETTERS OF COMPLAINT.

d. Letters of Complaint

- 1  You will hear two people discussing a letter which one of them is going to send. Listen to the cassette and answer the questions below.

- What is the main purpose of the letter?
- What complaints does Cathy make in her letter?
- What does Cathy want the manufacturer to do?
- What is Cathy going to do if her letter is ignored?



A formal letter of complaint is written to complain about a problem which has arisen (e.g. *faulty merchandise, rude staff, inaccurate information, etc*). It should explain the reasons for the complaint, and usually includes a suggestion/request/ demand concerning what should be done (e.g. *refund, compensation, etc*).

- Mild or strong language can be used depending on the writer's feelings and the seriousness of the complaint, but abusive language must never be used.
e.g. **Mild Complaint:**
I am writing to complain about a factual error in yesterday's newspaper.
I hope that you will give this matter your prompt attention.
Strong Complaint:
I am writing to express my strong disapproval concerning the offensive behaviour of an employee at your company's Winchester Road branch.
I demand a full, written apology or I will be forced to take legal action.
- The nature of the complaint should be clearly stated in the first paragraph. Each aspect of the topic should be presented in a separate paragraph containing a clear topic sentence. Each complaint should be supported by clear justification.

Useful Language

● To begin letters:

Mild complaint

I am writing to | complain about/ draw your attention to (the problem of) ...
| express my disappointment/dissatisfaction with ...

Strong complaint

I am writing to express my annoyance/extreme dissatisfaction with /anger at /protest about

I regret to/feel I must inform you how appalled/shocked I was ...

● To end letters:

Mild complaint

I hope/trust this matter will | be dealt with/resolved as soon as possible.
| receive your immediate attention.
| not be treated lightly.

I feel that you should .../I am entitled to compensation/a refund/a replacement.

Strong complaint

I (must) insist on .../insist (that)/demand .../warn you that ...

Unless this matter is resolved .../Unless satisfactory compensation is offered ...

I will have no choice but to/I will be forced to take further/legal action.

Introduction

Paragraph 1

state reason(s) for writing

Main Body

Paragraphs 2-3*

state complaint(s) with justification

Paragraphs 4-5*

suggest what should be done

Conclusion

Final Paragraph

closing remarks

Full name

* The exact number and division of paragraphs will depend on the specific instructions for each letter-writing task.

- 2** Read the instructions and the model letter below and find the topic sentence of each paragraph. Then, underline any phrases which you feel are too informal for a letter of this kind, as in the example. (The numbers in circles indicate the lines which contain the informal phrases.) Replace these with the phrases from the list below.

a) compensate me for, b) otherwise I will be forced to, c) I am writing to express my extreme dissatisfaction with, d) I insist that you, e) Despite my objections, f) Having no other alternative, g) I therefore request that you, h) Contrary to what I had been told

You recently hired a car for a part of your holiday. However, there were several problems with the arrangements. Write a letter of complaint to the manager/manageress explaining the problems and requesting compensation.

Dear Sir/Madam,

- ① I'm writing this because I'm really upset about the service I received when I rented one of your cars on 20th July.

Firstly, I had specifically requested a four-door model. However, I was given a smaller two-door version which, apart from being too small for my needs, was clearly in need of extensive repair. I moaned about it but your employees informed me that it was the only car available and ② assured me that it was in perfect order. I couldn't do anything else, so I accepted the vehicle.

- ③ Although they said there weren't, there were, in fact, several things wrong with the car. Despite the fact that I had driven it for only one hour, I was forced to stop when the engine showed signs of overheating. Having added two litres of water to the radiator, I was able to continue, although during the course of my journey a knocking sound from the engine became increasingly persistent and the windscreen wipers stopped working.

My subsequent journey was most uncomfortable. Not only did I have the worry of driving a car which was not roadworthy, but I also had to stop on three occasions to refill the radiator. Finally, I had no choice but to leave the car at your Oxford branch and continue my journey using public transport.

- I feel that your employees acted irresponsibly in issuing a car which was not safe to drive, and I believe I am entitled to compensation for ④ the interruption to my holiday. So I want you to send me the sum of ⑤ £200 to cover the cost of my train ticket and to make me feel better after the distress I was forced to suffer as a result of your negligence. ⑥ You'd better give this matter your urgent attention, or else I really ⑦ will have to take legal action. ⑧

Yours faithfully,
S. Mallison
Mr S. Mallison

Linking Words

Complaints and justifications can be linked together as follows:

I purchased the camcorder only a month ago **but** the rewind button does not function properly.

I purchased the camcorder a month ago. **Nevertheless, / However,** the rewind button does not function properly.

The rewind button does not function properly **in spite of / despite the fact that** I purchased the camcorder only a month ago.

Although / Even though I purchased the camcorder only a month ago, the rewind button does not function properly.

- 3** Match the complaints and justifications below, then join them using appropriate linking words/phrases.

Complaints

- 1 The goods we ordered have not been received yet.
- 2 Our wooden floors have become dull.
- 3 The batteries died after a few hours.
- 4 The hotel was an hour's drive from the beach.
- 5 The film was too long and very boring.
- 6 The knife became blunt after only a month's use.
- 7 The mascara made my eyes water.
- 8 My daughter's watch stopped after she swam with it on.

Justification

- a The label on the packet claims they are long-lasting.
- b We were told they would not lose their shine.
- c They were shipped a month ago.
- d We were told it was within walking distance.
- e The manufacturer claims it is hypoallergenic.
- f The trailer said it would keep me on the edge of my seat.
- g The package label states that it is waterproof.
- h You said it was guaranteed to stay sharp for five years.

- 4 Read the instructions and model letter, and complete the paragraph plan on the right, identifying the topic of each paragraph. Then, fill in the blanks in the letter with the words and phrases below, as in the example. Some of the words can be used more than once.

in the meantime, therefore, not only ... but also, while, nevertheless, thus, furthermore, as a result, although, since

You are a regular customer of a local restaurant. The last time you ate there, however, you felt that the standards had dropped slightly. Write a letter explaining why you were disappointed and suggesting what could be done to improve the situation.

Dear Mr Seward,

It is with regret that I feel I must write to express my disappointment at the quality of food and service I received at your restaurant yesterday evening.

(1) your food is usually of a very high standard I felt that, on this occasion, the meal left a lot to be desired. The preparation and presentation seemed hurried and careless. (2), neither my guest nor I felt inclined to finish our meal.

(3), the service was not what I have come to expect from your establishment. Our waiter was rather inattentive and slow, (4) ... **not only** ... in taking our order ... **but also** ... in bringing the dishes. (5) the reason for my visit was to entertain a client, I was somewhat disturbed at the apparent fall in standards. On the basis of my previous experience of your restaurant, I had promised my guest an especially memorable dinner, and was (6) deeply embarrassed to be proved entirely wrong.

Might I suggest that, as the manager, it would be advisable for you to oversee the preparation of food personally. (7) I realise the work involved in running a restaurant is very demanding, I (8) feel that the standard of the food served is of utmost importance. I would recommend, (9), that you give this matter your urgent attention.

Regarding the service, I would suggest that you speak to the waiter concerned to ensure that other customers are not similarly inconvenienced. This would help your restaurant maintain its well-deserved reputation.

I look forward to hearing from you as soon as possible. (10), I hope you will take my comments into consideration.

Yours sincerely,
P. A. Hogan
P.A. Hogan

• *Introduction*
reason for writing

• *Main Body*

-
-
-
-

• *Conclusion*

-
-



Unit 7d Letters of Complaint

- 5** Read the instructions below and the beginnings and endings from letters of complaint. Then match the beginnings and endings and say whether the language in each pair is mild, strong or abusive. Which level of language would be most appropriate for the situation described?

You recently travelled by coach and were very disappointed with the service provided by the staff, and the delays you encountered. Write a letter to the company to complain and to demand compensation.

BEGINNINGS...

- 1 I am writing to express my total dissatisfaction with the appalling service I experienced on one of your coaches from Cardiff to Coventry on 24th May.
- 2 I am writing to complain about the poor quality of the service I experienced on one of your coaches from Cardiff to Coventry on 24th May.
- 3 I am writing to draw your attention (if you have any, which I doubt) to the fact that the staff who 'served' us on your Cardiff-to-Coventry coach on 24th May are incompetent, idle fools.

...ENDINGS

- A I hope that you will look into this situation as a matter of some urgency, and that the service offered by your company will improve.
- B Organise your pitiful company efficiently and stop cheating the public by charging outrageous prices for fifth-rate service.
- C I insist that my wife and I receive a full refund of the price of our tickets, and must warn you that unless this matter is resolved at once I will not hesitate to take legal action.

- 6** Read the following situations, and say whether mild or strong language would be more appropriate for a letter concerning each one. Then, choose *two* situations and write a suitable beginning and ending for a letter of complaint about each.

- 1 your neighbour's dog barks at night – you can't sleep
- 2 the hotel receptionist forgot to place your wake-up call – you overslept, missed your flight and had to pay for another ticket
- 3 you found a piece of glass in a packet of frozen food – you nearly swallowed it
- 4 the TV guide always has inaccuracies concerning dates and times – you can't be sure what programmes will be shown
- 5 the birthday cake you ordered wasn't delivered on time – the children were extremely disappointed
- 6 there was no lifeguard on duty at the public swimming pool – your child almost drowned



DISCUSS & WRITE

- 7** Look at the following writing task instructions and then answer the questions below. The questions apply to both tasks.

- a) *You are the manager of a supermarket which is losing customers because employees of the company next door park their cars in the supermarket parking area. Write a letter of complaint to the company and suggest what should be done.*
- b) *You have noticed that students at your son's school are often left unattended. Write a letter of complaint to the headmaster and ask him to ensure that the situation does not continue.*

- What greeting would you use?
- What is the main purpose for writing the letter?
- What is the additional purpose?
- What paragraph plan would you use?
- What useful expressions could you use as opening and closing remarks?
- How would you sign the letter?

- 8** Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then write the letter in about 300 words.

LESSON # 25

Theme #25 LETTERS OF APOLOGY

e. Letters of Apology

- If you have received a letter of complaint, it is polite to reply to it. The purpose for writing a **letter of apology** is to explain the reason(s) for the problems stated in the letter of complaint and to ensure that the situation will be resolved/improved. You may also offer some form of compensation.
- A letter of apology is written in a formal style and requires a dignified and polite tone.
- You should deal with each aspect of the complaint in a separate paragraph.

Useful Language

- **Opening remarks:**
I am writing to apologise for ... /offer my apologies for ...
Please accept my/our sincere/profuse apologies for (the unavoidable delay, etc)
I must/would like to apologise for (the unfortunate confusion, etc).
- **To introduce new points:**
With regard to/As regards ...
As far as ... is/are concerned ...
Firstly/First of all/Secondly/Finally, ...
- **To emphasise what you say:**
Clearly/Obviously/Needless to say, ...
- **To express reality:**
In fact/As a matter of fact/Actually/Indeed, ...
- **Making amends:**
Please allow me to offer/suggest ... as compensation (for ...).
I insist on (+ ing) to make up for your loss/inconvenience, etc.
- **Closing remarks:**
Once again, my/our sincere(st) apologies for the inconvenience caused.
I hope that you will accept my apologies/that my apologies will be accepted.
I hope that you can forgive/overlook this regrettable error.

- 1** Fill in the correct words/phrases from the list below. Try to include them in your letters.

inevitable, gift voucher, isolated incident, circumstances beyond our control, at your disposal, compliments, complimentary, oversight

- 1 I assure you that this is a(n) (single occurrence which is unlikely to happen again)
- 2 Unfortunately due to, we will not be able to offer an alternative venue for the concert. (something which we have no control over)
- 3 Failure to repair the equipment was due to a(n) on our part. (failure to notice something)
- 4 It is that our prices will rise periodically. (certain)
- 5 We are delighted to enclose tickets for our forthcoming concert, by way of compensation. (free)
- 6 A complete refund cannot be given but a(n) for the amount has been enclosed. (token)

Introduction

Paragraph 1

state reason(s) for writing

Main Body

Paragraphs 2-3

give explanations

Paragraph 4

suggest compensation

Conclusion

Final Paragraph

closing remarks

Full name

- 7 Please accept the enclosed with our (regards)
- 8 In light of your previous experience, I would like to assure you that all computers will be (available for use whenever you like)

- 2** Fill in the gaps with a suitable preposition.

- 1 This situation was due an oversight, which resulted a breakdown in communication and led your losing the contract.
- 2 The company cannot be held responsible any inconvenience caused as a result bad weather.
- 3 Unfortunately, our client is no obligation to offer any compensation according the terms of the contract.

Unit 7e Letters of Apology

- 3** This letter of apology is a reply to the letter of complaint on page 102. Read the model letter and correct the punctuation errors in the sentences indicated by a number. Then, give the topic of each paragraph. Finally, underline all examples of useful language for apologising and replace them with similar ones.



- ① Dear Mr Mallison,
- In response to your letter regarding the unsatisfactory service that you received when renting a car on the 20th July, I would like to begin by giving my sincere apologies for the inconvenience that you experienced.
- ② Firstly, the problem of being given the wrong car; needless to say
- ③ a smaller one; occurred because the original car that had been booked for your had not been returned by the time you arrived. Unfortunately, the person who had rented the car prior to you, had not adhered to the rental period originally agreed and as a result
- ④ was two days late in returning it. We were unable to contact him and therefore had to provide you with another vehicle. All of our
- ⑤ four door models were at that time rented out, and rather than not providing you with any car at all, we were forced to provide a smaller two-door model instead.
- ⑥ as regards the problems encountered with the engine and the wind-screen wipers, these were unfortunate mishaps that could not have
- ⑦ been foreseen before rental. Each time a car is returned to us, it automatically undergoes a rigorous inspection before being given an inspection pass sheet. Our records show that this particular car had
- ⑧ passed each inspection stage successfully which leads myself and the mechanics concerned to believe that the problems occurred after the car had been rented to you.
- This is truly a regrettable occurrence. Please allow me to offer you £100 by way of compensation and to contribute towards the cost of your train ticket. In addition to this I would also like to offer
- ⑨ you our newest model, a luxurious four-door Rover for a six-day rental period at a time most convenient for you. I hope this offer will make up for the distressing journey you encountered, and will
- ⑩ restore your confidence in our Company as a customer-friendly organisation.
- May I apologise again for this inconvenience. Meanwhile, I look forward to hearing from you to arrange a suitable date for renting our courtesy car.

Yours sincerely,
J. Robins
Mr J. Robins
(Manager)

DISCUSS & WRITE

- 4** Look at the following writing task instructions and answer the questions below. The questions apply to all three tasks.

- a) *As the owner of a gym, you have recently received a number of complaints concerning the state of the changing rooms, the bad condition of equipment and overcrowded classes. Write a letter apologising for these problems, explaining the reasons and giving details of what you intend to do to rectify the situation.*
- b) *Write a letter of apology in reply to the letter of complaint on p. 103.*
- c) *As a sales representative of a large manufacturing company you have received several letters from a customer complaining about a long delay in the delivery of goods on order. Write a letter of apology to the customer explaining why the goods have not been delivered and giving information concerning dates and means of shipment of a new delivery.*

- What greeting would you use?
- What is the main purpose for writing the letter?
- What is the additional purpose?
- What paragraph plan would you use?
- What useful expressions would you use as opening and closing remarks?
- How would you sign the letter?

- 5** Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then write the letter in about 300 words.

LESSON # 26

Theme # 26 **CHOOSING SOURCES.**

Length: 80minutes	Number of Students: 12
Lesson Outline Warm-up Activity 1. Activity 2. Activity 3. Activity 4. Activity 5. Case study	
The aim: Scan-reading. Understanding the structure of encyclopedia article. Understanding the function of encyclopedia article. Summarising encyclopedia article. Students will learn the basic components of invitation card and transcribe a full invitation card onto a sheet of paper. They will also focus on Content Organization and Chronology as a part of understanding the fundamentals of writing.	
Objectives: to lead-in to the topic and to raise students' interest to it to develop students guessing intelligently strategies to check students' comprehension skills to allow students to express their points of views concerning to the topic. to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in (5min)

Ask participants what work they and their students usually do with encyclopedia article.

Possible answer:

- a) Read aloud and remember the articles
- b) Read the article

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

Activity 1 A simulated lesson

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

Time: 45 min

Materials: board/ flipchart, handout 1 and 2

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

Procedure:

Pre-reading: (15 min), (10 min). Draw your students attention to the questions on the board. If necessary, be first to answer the questions.

- How can we write encyclopedia article?
- Do you know the rules of writing encyclopedia article
- Can you give examples?

(5 min) tell students that they are going to read the encyclopedia article and ask them to predict what kind of encyclopedia article it is.

Give students some handouts which are full information about encyclopedia article.

Articles are written to give information (e. g. news reports) (e. g. argumentative articles) or encyclopedia article. They can be either formal or informal depending on the audience they are addressed to and the topic they deal with. A good article consists of:

- A) An eye-catching headline which suggests the topic of the article that follows;
- B) An interesting introduction;
- C) A main body consisting of two or more paragraphs in which the topic is presented in detail; and
- D) A conclusion which gives an appropriate ending to the article. Such pieces of writing can be found in encyclopedia, newspapers, magazines or newsletter.

*When students understand what encyclopedia article is, give the handouts and ask students read the article quickly and see how accurate their predictions were.(10 min)

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

Be sure to include the name of author(if given), the name of the article, the name of reference book, the edition, and the year of publication. If the reference book is well-known, do not include the publication information.

Structure;

McGhee, Karen, and George Mckay. „Insects’’ Encyclopedia of animals. Washington: National Geographic Society,2007.

Holmes, Heather. „ Advertising of food’’ Encyclopedia of food and culture’’

Bunson, Margaret R.,, Historical Overview’’. Encyclopedia on Ancient Egypt. New York: Infobase, 2012. Gale Cengage Catalog. Web.4

- Give your students tasks on encyclopedia article and say to them to read, translate and retell the article.

Activity 1. Handout1

We take as our theme the definition of life given by Nobel prize winning cellular/ molecular biologist, Christian De Duve: „ Life is what is common to all living beings’’. Those commonalities, expanded and discussed in detail below, include:

- Basic inorganic and organic chemical constituents;
- A fundamental working unit and building block, biological cells-the ‚atoms’ of living systems;
- A hierarchy of networks of molecular and supramolecular structures, interrelationships and interactions;
- A boundary that both separates a cell from its external environment and enables it to exchange matter, energy, and information with that environment to maintain the activities of living
- Importation of energy, and its application in performing cellular work;
- Exportation of more disorder than the order generated within itself
- A core metabolism

- Within-cell and between-cells communication and computational information processing
- Self-assembly, self-organization, self-defence, and self-repair
- Resistance to perturbations of vital functions and mechanisms that enable the system to adjust beneficially to diverse stressors through adaptive changes in physiology
- Read-time and cross-generation adaptation, including learning
- Emergent behavior
- Self-reproduction
- Cognition of self and the world outside the self
- Death

Life is one. This fact, implicitly recognized by the use of a single word to encompass objects as different as trees, mushrooms, fish, and humans, has now been established beyond doubt. Each advance in the resolving power of our tools, from the hesitant beginnings of microscopy little more than three centuries ago to the incisive techniques of molecular biology, has further strengthened the view that all extant living organisms are constructed of the same materials, function according to the same principles, and, indeed, are actually related. All are descendants of a single ancestral form of life.

Christian De Duve

No one can deny the extraordinary advances that have been made over the course of this past century in our understanding of vital processes.... Yet I would argue that, despite such unquestionable success, biology is scarcely any closer to a unified understanding of the nature of life today than it was a hundred years ago. The models, metaphors, and machines that have contributed so much to our understanding provide neither unity nor completeness. They work to answer some questions while failing to address others; in short, they leave the project of „making sense of life’’ with an essentially and perhaps necessarily-mosaic structure.

LESSON # 27

Theme # 27 ACADEMIC LANGUAGE.

The Midterm

Review Tips

Next week is the in-class essay midterm. To help you prepare for it, this sheet reviews some of the important concepts we have covered so far this semester. You will be writing about one of the four short stories we have read in the last two weeks. You will be explaining how the story is significant to today's world even though it was written more than one hundred years ago.



1. Make your **thesis** clear. The reader should know what your proposal is within the first or second paragraph of your essay. Your **intention** is to convince your reader that this short story is still important to read because it relates in one or more ways to society today.
2. You may need to **refute** other points of view. Think about ways an opponent might disagree with you and show how his or her view isn't as strong as yours.
3. Make your examples **vivid**. Pick scenes from the story that dramatically support your view. Pick examples from today's world that clearly show a connection to the events or ideas in the short story.
4. Remember the importance of **coherence** as you organize your essay. Pick a method of organization that allows the reader to clearly follow each of your points, and make sure each of your examples relates to your thesis.
5. Watch your **diction**. Your choice of words helps to set the tone of your essay. This is a formal essay, so you should avoid using slang words or other informal types of language.
6. You will need to **cite** passages from the story in your paper. As you **annotate** the story, look for lines and scenes that will help to make your point. Write comments in the margins, star important passages, and underline sections you may want to quote or **paraphrase**. You do not want to **plagiarize** any passages, so be sure to record the page number in parentheses after any quotations or paraphrases you use. Stealing other people's words or ideas is a serious offense that can get you expelled from college. Below are examples of quoting and paraphrasing to remind you of the correct formats.

Quotation: Use the writer's own words, and put the words in quotation marks.

The reader becomes skeptical of the narrator's sanity when he reveals his reason for committing murder: "Whenever it fell upon me, my blood ran cold; and so by degrees—very gradually—I made up my mind to take the life of the old man, and thus rid myself of the eye forever" (Poe 2).

Paraphrase: Put the writer's words into your own words, and do not use quotation marks.

The narrator says he isn't mad, but the reader begins to wonder how sane he can be when he reveals that he slowly decides to kill the old man because he is terrorized by the old man's eye (Poe 2).

If you take the time to prepare for the in-class essay by rereading the short stories, marking important passages in the stories, and thinking about how the stories relate to today's world, you should have no problem in writing your essay.

2 Match a word to each example. Use each word once.

VOCABULARY LIST

annotate	vivid	paraphrase	diction	plagiarize
cite	refute	thesis	intention	coherence

1. Shirley Jackson's story begins pleasantly: "The morning of June 27th was clear and sunny, with the fresh warmth of a full-summer day" (3). _____
2. a neon green skirt worn with a dazzling pink blouse _____
3. According to Austen, it isn't how long it takes but how good it is that matters. _____
4. I *really want* a new car. I *desire* a new car. I *need* a new car. _____
5. To put it in my own words, ask not what your country can do for you, but what you can do for your country. _____
6. *Good example of the boy's home life; Clear relationship here to incidents in par. 3* _____
7. Some people in the company believe the change in policy is causing problems, but they need to look ahead and see that, after some initial scheduling problems, all employees will have more time to spend on leisure pursuits. For example, when the rotation begins... _____
8. The school needs to offer more math classes so that students can graduate on time. _____
9. The plan is to get up at 6:00 and be on the road by 6:30. _____
10. Outline: Summer can cause special problems for some people. _____
 - I. A greater chance of getting sunburned
 - II. Dehydration
 - III. Heat exhaustion

3 Finish the sentences using the vocabulary words. Use each word once.

VOCABULARY LIST

refuted	thesis	plagiarize	paraphrase	cite
vivid	diction	coherence	intention	annotate

1. My niece has a(n) _____ imagination. She can turn a tree and a stick into a castle and a wand and spend hours in her fairy kingdom.
2. The _____ of my research paper is that more Neighborhood Watch programs will make our city safer.
3. Because I was writing for children, I paid extra attention to my _____. I didn't want to use words they wouldn't understand.
4. I was confused when reading Isabel's paper because it lacked _____. First she told about a trip to a farm, and then she described her math test, and her topic was supposed to be about a favorite building.
5. It can be hard to _____ because you want to get the writer's idea correct, but you can't use any of the writer's key words or the same sentence pattern.

6. When I _____ a reading, I make comments on what I like and dislike, as well as marking important scenes and noting questions that I might want to bring up in a class discussion.
7. The _____ of the orientation meeting was to help students understand the campus, not to confuse them.
8. I thought my idea for the party was the best, but after Tony _____ my points, I saw how expensive and impractical my plan was.
9. I didn't mean to _____, but I didn't take very good notes, and I used the author's words four separate times without putting quotation marks around those passages.
10. My sister says she is never late; however, I can _____ four times she was late in the last two weeks.

Word List

annotate

[an' ō tā't']

v. to make notes or comments on or in the margins (usually in reference to a book)

cite

[sīt]

v. 1. to quote as an example or expert
2. to give as support or proof

coherence

[kō hēr' əns, kō her'-]

n. the quality of a logical or orderly relationship of parts; consistency; unity

diction

[dik' shən]

n. 1. the choice and use of words in speech or writing
2. distinctness of speech

intention

[in ten' shən]

n. a plan; an aim that guides action

paraphrase

[par' ə frāz']

v. to express in other words
n. a restatement of a passage using other words

plagiarize

[plā' jə rīz']

v. to use the words or ideas of someone else as one's own; to steal from another's writing

refute

[ri fyōōt']

v. to disprove; to show that a person or statement is wrong by argument or proof

thesis

[thē' sis]

n. a proposal that is defended by argument

vivid

[viv' id]

adj. 1. clear; striking; dramatic
2. brilliant; having extremely bright colors
3. active; lively

LESSON #28

Writing

Theme #28.	<u>WRITING REPORTS BASED ON FACTS.</u>
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ul style="list-style-type: none"> . Warm-up. PPT . Activity 1. Introducing with capitalization . Activity 2. General information of capitalization 	

. Activity 3. General rules of punctuation . Activity 4. Case study	
The aim: Reading survey report. To develop students' comprehensive skill of reading. To develop students reading skills by encouraging them to get involved in a variety of survey reports – provoking activities. To develop students' outlook and vocabulary. by the end of the lesson students will be able to demonstrate knowledge of basic capitalization and punctuation skills.	
Objectives: to provide students with capitalizing and punctuating structure to give students an opportunity to proofread, recognize, and correct capitalization and punctuation marks to prepare students to correct the mistakes	
ActivityType:	Individual, small group, whole class (teacher-students)

Warm up (5 min)

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

Answers may vary:

survey report, vocabulary, check comprehension, world out-looking, and authentic material, descriptions.

Lead-in

Time: 5 min

► Procedure:

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

~ *Do you have any opinion about survey reports?*

~ Have you ever read any kinds of survey reports?

~What's their opinions getting news from Internet then newspapers or radio ?

Possible answers:

A survey report is a formal piece of writing presenting and analyzing the results/findings of research concerning reactions to a product, plan, etc., including general assessment, conclusions and/or recommendations.

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

Pre-reading part: Points to consider:

The information presented may have been gathered in a survey/ opinion poll or compiled from official statistical data, and may reflect opinions/preferences, etc. the general public, a particular group of people, a random sample of population. The information may be presented in the form of facts or generalizations.

Activity 1. Pre-reading tasks.

Aim: practice using of transitive words while expressing personal viewpoints

Time: 15min

Materials: Distribute handout 1 to each person.

► **Procedure** □ ☺☺☺ (15 min) Look at the following terms connected with food. Match terms with their definitions. Ask if they have known each words before.

- | | |
|----------------------------|---------------------------------------------------------------------------------------|
| 1. Organic food | a. place related to very old customs, beliefs or stories |
| 2. Natural food | b. food exist in nature and not produced by people |
| 3. Grocery store | c. many sharp pointed activities in which companies or teams are competing each other |
| 4. Traditional supermarket | d. food is produced without using artificial chemicals |

5. Premier research boutique e. the largest fashionable shop of detailed study of something in order to discover new facts
6. Multi-pronged competitive f. a store is related to food and other goods for the home that you regularly
- ☐ Getting acquainted the words in the text beforehand in order to be easier while reading.

Answers:

1-d

2-b

3-f

4-a

5-e

6-c

Activity 2 Reading Focus

Objective: to encourage students to understand internet terms and concepts relying on the viewpoints from the text

Time: 15 min

Materials: from survey report .

► Procedure: distribute the handouts and elicit students to scan this survey report and give definitions to these words after finding them in the article.

Read the survey report below. (15 min.)

Survey reveals huge differences in cost of organic foods from Whole Foods and other stores.

Tuesday, October 21, 2014 by: Julie Wilson staff writer

Tags: whole foods, food prices, grocery stores

(NaturalNews) As much as we all love organic foods, there's times when we certainly don't love the price. While many of us make sacrifices in other areas of our lives in order to afford splurging a little more on good food, you may not have to if you're

willing to expand the horizon of grocery stores in which you shop, particularly if its whole foods.

An Austin-based grocer, Whole Foods, is one of the first all-natural food store chains to make healthy living and eating trendy. Its varied selection of all-natural food and personal care products has attracted Austin hipsters, California health-crazed trendies and foodies from all over the country. Despite love from trendsetters, the grocer has been accused of some not so morally sound tactics.

Aside from the fact the supermarket has lied repeatedly about their products containing GMOs, and most recently were caught selling yogurt advertised as having 2 grams of sugar per cup when it really had 11.4 grams per cup.

For most of us, this probably isn't new news, however, I bet you'll be surprised to learn how much more their products cost compared with other regional grocers. Whole Foods vs. traditional supermarkets, the latter takes the cake in pricing. A new survey conducted by Wolfe Research discloses the real cost difference between Whole Foods and other grocery stores. The so-called "premier research boutique" purchased 60 to 72 items from Whole Foods, comparing them with other U.S. grocers.

The stores used for comparison included a Houston, Texas HEB, a Wegmans Food Markets located in Washington D.C. and a Chicago Mariano's. Natural and organic items purchased from HEB totaled significantly lower compared with the exact same items bought from Whole Foods. The items purchased from HEB totaled just over \$215, while the same groceries from Whole Foods cost a little under \$260; roughly \$45 more. Natural and organic items purchased from Mariano's cost \$230, with identical items costing a little under \$275 at Whole Foods, again, about a \$45 difference. Study finds Whole Foods costs about \$45 more than other regional grocery store. Wegmans proved to be a little more costly than HEB and Mariano's, but was still cheaper than Whole Foods. A basket containing natural and organic items from Wegmans cost a bit over \$270, compared with identical items from Whole Foods totaling over \$300, a difference of roughly \$30, according to researchers.

Overall, the Texas-based HEB offered the most affordable food prices for all natural and organic food, as reported by the Daily Mail. However, in a smaller, separate

analysis, Wolfe purchased between 11 and 17 organic or conventional produce items at the three regional grocery stores, comparing them again to Whole Foods. This time, while HEB and Mariano's prices still remained far more inexpensive compared with Whole Foods' prices, Wegmans ended up being more expensive than the all-natural grocer, but only by a small margin. Wegmans' items cost just over \$40 in this sample, compared with Whole Foods', which totaled about \$41. With a reported increase of just 3.9 percent in sales during the last quarter, compared with an 8 percent increase in the past, experts say pricing is becoming a problem for the national grocery chain. In addition to that, Whole Foods' stock prices have dropped a whopping 40 percent since late October 2013. "The emergence of the multi-pronged competitive attack on Whole Foods by generally lower-priced competitors suggests to us that Whole Foods' business model faces a very real, clear and present danger," wrote Wolfe analysts. Attempting to increase business, Whole Foods intends on starting a loyalty rewards program and marketing it by launching a national campaign, reports say.

LESSON #29

Reading

Theme #29	<u>REPORT ON VISIT.</u>
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Warm-up Activity 1. Pre Reading Activity 2. While Reading Activity 3. Post Reading	
The aim: To develop students' knowledge about reading system on how to complete tables, diagrams. By the end of the lesson learners will have clearer idea about reading for details, develop their vocabulary on topic food.	
Objectives:	

help learners to read the article for getting detailed information from the text. help learners to guess the meaning of new vocabulary in a text or understanding meaning or a message in the text that is not immediately obvious. help learners apply these strategies and sub skills in reading	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in: (5 min)- group work

Write or glue “what is IELTS” on the board.

- Brainstorm ideas about the term
- Elicit random answers

IELTS is the shortened form of the International English Language Testing System which many people in the world want to pass. The reason is “band score” obtained by it gives great chances for candidates such as studying abroad, travelling, great employment opportunities as well as other facilities. The examination is hold by checking four types of skills of attendants. One of them, of course, reading which can be improved by only hard practices.

Pre-reading part: Group work.

Activity 1: types of tasks discussion.

Objective: To raise awareness about what kind of tasks

To prepare do this tasks

Time: 5 min.

Materials: Board

Procedure: - Elicit when we read professional article

- Write on board
- Introduce that is what we are covering in lesson.

Completion tasks test your ability to find and understand detailed or specific information in a text. You will have to read a passage and complete a table, diagram, or picture. The information in the passage will not necessarily be in the same order as the questions. You will be told how many words you

should use. Numbers can be written in numbers (5) or words (five). Hyphenated words count as one word.

When you are looking for specific information move your eyes down the text, looking only for words and phrases related to the information you want. Do not read word for word, do not stop if there are words you do not know and ignore any information you do not need.

While-reading part: Pair work.

Objective: - Familiarization with texts

- Skim questions

Time: 5 min

Procedure:

Distribute handouts 1-2 (tasks according to the given texts), explain them that they should just look at the handouts and select them to similar types.

Activity 1. Completion table.

Time: 7 min.

Objective: enhancing the awareness of students on table completion;

Materials: Handout 1.

Instruction:

Scan the diagram and complete the diagram with necessary information. Write no more than four words in each box.

Answers: 1) shapes; 2) heights; 3) physical abilities; 4) genes; 5) ageing; 6) diets; 7) general quality of life.

Activity 2. Completing diagram.

Time: 10 min.

Objective: using given knowledge and instructions in practice.

Giving more explanations by tasks.

Materials: handout 2.

Instruction:

Scan the passage below to find the information about the topics 1-7. The first one has been done for you.

Answers: 1) Report on Social Insurance; 2) 1942; 3) social insurance; 4) five/5; 5) want, disease, ignorance, squalor, idleness; 6) poor housing and homelessness; 8) the existence of poverty in Britain.

Post-reading part: full reading passage.

Time: 20 minutes

Objective: Practice on which taught during the lesson.

Procedure: a) divide student into two groups. And, tell them that they should work together and find the answers the winner will be if which team finishes the first.

b) distribute handout 3 to teams.

c) tell them not to read the passage wholly, but only to skim;

b) tell them to underline key words and search them from the passage;

c) tell them that they are going to do real IELTS passage and be given 20 minutes;

d) when time is up check the answers;

e) discuss what kind of challenges did they have and urge some possible hints and methods to figure out their difficulties.

Answers: Handout 6: 1. £30. 2. £0. 3. £3.70. 4. 599.3/almost 600. 5. 288.3. 6. 267.

LESSON #30

Theme #30	<u>REPORT ON MEETING.</u>	
Length: One hour and twenty minutes		Number of Students: 12
Lesson Outline Warm-up Activity 1. Pre Reading Activity 2. While Reading		

Activity 3. Post Reading Activity 4. Discussion/Case study	
<p>The aim:</p> <p>By the end of the lesson learners will have clearer idea about reading for details, develop their vocabulary on topic food.</p> <p>To develop students' knowledge about reading system on IELTS program.</p>	
<p>Objectives:</p> <p>help learners to read the article for getting detailed information from the text.</p> <p>help learners to guess the meaning of new vocabulary in a text or understanding meaning or a message in the text that is not immediately obvious.</p> <p>help learners apply these strategies and sub skills in reading</p>	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in: (5 min)- group work

Write or glue "Professional articles" on the board.

- Brainstorm ideas about the term
- Elicit random answers

Professional articles are the written work based on more serious topic, issues and complex form of sentences. They are a bit difficult to follow for language learner however, very beneficial. This kind of articles can be found in newspapers, magazines, internet web sites, blocs and so on.

- Give examples of sources
 - BBC news
 - Economics
 - IELTS books

Pre-reading part: Group work.

Activity 1: types of tasks discussion.

Objective: To raise awareness about what kind of tasks

To prepare do this tasks

Time: 5 min.

Materials: Board

Procedure: - Elicit when we read professional article

- Write on board
- Introduce that is what we are covering in lesson.

Matching headings: this task tests whether you understand the organization of texts and identify the main idea or topic in each section of a text. You will be given a numbered list with headings, as well as a text divided into sections. You will need to read the sections and decide which of the headings best fits that section.

While-reading part: Pair work.

Objective: - Familiarization with texts

- Skim questions

Time: 5 min

Procedure:

Distribute handouts 1-2 (tasks according to the given texts), explain them that they should just look at the handouts and select them to similar types.

Activity 1. Matching headings.

Time: 7 min.

Objective: enhancing the awareness of students on matching headings;

Materials: Handouts 1.

Instruction:

Do first handout as class. "Skim-read the text then write one sentence saying what it is about. Do not look at it". Ask each student their answers.

Answer: paragraph is about family celebration and gives advice about how parents and their grown-up children should behave when they are together.

Activity 2. Guessing headings.

Time: 10 min.

Objective: using given knowledge and instructions in practice.

Giving more explanations by tasks.

Materials: handouts 2.

Instruction:

Second handout have to be done individually. They should write short headings for the passages 1-3.

Answers: 1. Traditional family unit.

2. The advantages and disadvantages of traditional family.

3. Advice for sleepovers.

Post-reading part: full reading passage.

Time: 20 minutes

Objective: Practice on which taught during the lesson.

Procedure: a) divide student into two groups. One is for matching headings and another for table completion, distribute handout 3 to each group;

b) tell them that they are going to do real IELTS passage and be given 20 minutes;

c) tell them not to read the passage wholly, but only to skim;

b) tell them to underline key words and search them from the passage;

c) when time is up check the answers;

d) discuss what kind of challenges did they have and urge some possible hints and methods to figure out their difficulties.

Answers: Handout 5: A-I, B-II, C-III, D- VIII, E-VII.

Conclusion: Error-correction

Objective: Filler Chance to tackle problems that many groups had, possibly generalizing rules on formality if sufficient examples.

Time: 5-7 minutes.

LESSON #31

Theme #31.	<u>REPORT ON EVENT.</u>	
Length: One hour and twenty minutes		Number of Students: 12
Lesson Outline		
. Warm-up		
. Activity 1. Pre Reading		
. Activity 2. While Reading		
. Activity 3. Post Reading		
. Activity 4. Discussion/Case study		
The aim:		

By the end of the lesson learners will have clearer idea about reading for details, develop their vocabulary on topic food. Scan-reading. Understanding the structure of a report. Understanding the function of a report. Summarising report	
Objectives: help learners to read the article for getting detailed information from the text. help learners to guess the meaning of new vocabulary in a text or understanding meaning or a message in the text that is not immediately obvious. help learners apply these strategies and sub skills in reading	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead – in (5min)

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

Possible answer :

- c) Read aloud and translate the reports
- d) Answer comprehension questions

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

Activity 1 A simulated lesson

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

Time : 45 min

Materials :board/flipchart, handout 1 and 2

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

Procedure :

Pre-reading (15 min)

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

1. What forms of report do you know?
2. Give information about new reports

(10min) Ask students to look at the words on the board and tell them they are from the report.

Ask students to copy the words and underline those which they don't know. Students work individually and then compare their partner's and each other, i.e. explain those words which they know.

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

While- reading(30 min)

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

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

- 2 Read the models and give the paragraph plan for each. What tenses have been used? Why? Where could you find such pieces of writing?

MODEL A

Describe an annual event that you attended and explain why you enjoyed it.

About four years ago I was invited to a Halloween party at the home of a friend. I was reluctant at first but I decided to go to help out with the arrangements.

On the afternoon of the party, I drove to my friend's house with a huge box of materials which I thought might be useful for the preparations. The children were full of enthusiasm as they worked on their masks and costumes. But the best part of all was making the lanterns. I was amazed at the imagination that the children showed when cutting grotesque faces out of the hollowed-out pumpkins. The mood of anticipation was so intense that, by the time the last costume had been made, I was as excited as the children.

By six o'clock, the party was well under way and the house was full of screaming children, with me running around in a mask trying to scare them. At one point during the evening, prizes were awarded to the children who had made the best costumes. Games were organised, including one where the children had their hands tied behind their backs while they tried to pick apples out of a barrel of water using only their teeth. When the party finally ended, the children left in a noisy group, running ahead of their parents and doing their best to scare any unfortunate passers-by.

Rediscovering what it is like to have fun without feeling embarrassed was a fantastic experience. My initial hesitation disappeared once I had decided to get involved. Helping with the children's games enabled me to enter into the party spirit. I saw it as an opportunity to experience the sheer joy that comes so naturally to children.

Another thing that made it a particularly enjoyable occasion was that it brought back memories of my own childhood experiences. I remembered my own excitement when we were dressing up in scary costumes, and the thrill of going from house to house, bags held open for whatever goodies would be put in when we shouted, "Trick or treat!" I also remembered the time we had been chased by a stingy neighbour after spraying his windows with shaving foam.

Since those days I had nearly forgotten about Halloween, but this party gave me so much pleasure that now it is a regular fixture in my diary. I think everyone should have the chance to feel like a child at least once a year.

MODEL B

Describe an annual event that takes place in your country.

Halloween, which takes place every year on 31st October, is an important event, particularly in America. It originated hundreds of years ago when it was believed that on this night the souls of the dead came back and walked among the living. Today, it is treated light-heartedly and celebrated mainly by children.

A certain amount of preparation is required of those who take part. Costumes and masks, typically of ghosts or witches, have to be made. Sweets are bought and parties are organised. Most importantly, a lantern is made. This is done by taking a large pumpkin and cutting out the inside, which is then used to make a pie. Next, holes are cut out of one side in the shape of an evil face, and a candle is placed inside the lantern so that the light glows through the eyes and mouth.

On the day itself, or rather in the evening, children wander around the streets dressed in their costumes. The custom is for children to knock on doors in their neighbourhood and say "Trick or treat". This means that their neighbours have to treat them to sweets or candies, otherwise the "ghosts and witches" will play a trick on them. Usually the adults offer them something, but if they fail to, then a practical joke might be played. This is usually something harmless such as putting shaving foam on the uncooperative neighbour's windows.

If a party has been arranged, then the lights are turned out and the children take part in a variety of activities. This might include anything from telling ghost stories to dancing. Although the parties are based on a rather frightening theme, the emphasis is, of course, on having fun. A typical party game for Halloween is played by putting apples into a barrel of water and inviting the children to pick them up with their teeth. Special drinks are made, which are served with the traditional pumpkin pie.

Many people enjoy Halloween as an excuse to dress up and have fun. It is unique in that its theme is essentially not a pleasant one. However, it remains popular and is eagerly anticipated every year by people of all ages.

LESSON #32

Theme #32.	<u>REPORT ON SCIENTIFIC RESEARCH 1.</u>	
Length: One hour and twenty minutes		Number of Students: 12
Lesson Outline		
. Warm-up		
. Activity 1. Pre Reading		
. Activity 2. While Reading		
. Activity 3. Post Reading		
. Activity 4. Discussion/Case study		
The aim:		
By the end of the lesson learners will have clearer idea about reading for details, develop their vocabulary on topic food.		
Objectives:		
help learners to read the article for getting detailed information from the text.		
help learners to guess the meaning of new vocabulary in a text or understanding meaning or a message in the text that is not immediately obvious.		
help learners apply these strategies and sub skills in reading		
Activity Type:	Individual, small group, whole class (teacher-students)	

WARM-UPS (You may use some of these activities as warming ups)

Time: 10-15 min

1. SALT: Walk around the class and talk to other students about salt. Change partners often. After you finish, sit with your original partner(s) and share what you found out.

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

salads / pasta / health food / Big Macs / sandwiches / high blood pressure / restaurants / fast food / lunch / low-fat food / health warnings

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

3. FAST FOOD: In pairs / groups, talk about your thoughts on these fast foods. Can you remember the first time you had them?

sandwiches

Fries

burgers

pizza

noodles

fried chicken

fish and chips

other _____

4. UNFINISHED SENTENCES: With your partner(s), agree on an ending to these sentence beginnings. They are from the article. Change partners and share and talk about what you wrote.

- Salads and healthy pastas _____
- Food should carry a health warning because _____
- Pre-packaged sandwiches are _____
- Britain's leading food retailers _____
- Compared with a Big Mac and small fries _____
- Many people think of a salad as _____

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

6. QUICK DEBATE: Students A think fast food is a good thing about society. Students B think the opposite. Change partners often. Share your findings.

Activity 1 Pre Reading

Time: 15 min

Objectives:

- help learners to be aware of new vocabulary related to the article;
- provide an opportunity to students better understand the article.
- help learners understand complicated word combinations of the article

Procedure:

Put students into pairs and ask them to read statements on handout 1, tick true or false statements according the article. Explain that they will check their answers while reading the article. Than distribute to pairs Handout 2 and ask them to do. The activity in handout 3 is optional.

Activity 2 While Reading

Time: 20 min

Objectives: help learners reading to get a general understanding of the text.

Procedure:

Distribute Handout 4 and ask students put the words into the gaps in the text. Filling in gaps they can check their answers with teacher (Handout 5)

Activity 3 Post Reading

Time: 20 min

Objectives: help learners better understand reading material

Procedure:

Several activities are suggested as post reading activities, using different interactive mode of work you may check your learners understanding the read text. (Handout 7)

Language materials are optional.

HOMEWORK

You may give one or more tasks as homework from suggested tasks to your learners

Time: 10 min

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find more information about the dangers of having too much salt. Talk about what you discover with your partner(s) in the next lesson.

3. HEALTH FOOD POSTER: Make a poster about the different types of health food around the world. Show your poster to your classmates in the next lesson. Did you all find out similar things?

4. MAGAZINE ARTICLE: Write a magazine article about health food and fast food. Include imaginary interviews with consumers and company executives. Read what you wrote to your classmates in the next lesson. Which article was best and why?

5. LETTER: Write a letter to the boss of a food company. Ask him/her three questions about healthy food. Give him/her three suggestions about how to make food healthier to eat. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

6. DISCUSSION / CASE STUDY

STUDENT A's QUESTIONS (Do not show these to student B)

What did you think when you read the headline?

Do you like salt?

Are you careful with the amount of salt you consume?

Do you always look for the salt content in the food you buy?

How do you think some salads contain more salt than a Big Mac?

Do you ever worry about the harm the food you eat might do to you?

What food do you overdose on?

What do you think of the finding that pre-packaged sandwiches can be seven times saltier than potato chips?

Do you think the tastiest things are always the things that are bad for us?

What more would you like to know about this report?

LESSON #33

Theme #33	<u>REPORT ON SCIENTIFIC RESEARCH 2.</u>	
Length: One hour and twenty minutes		Number of Students: 12
Lesson Outline		
Warm-up		
Activity 1. Differentiating		
Activity 2. You've Gotta Have a Gimmick!		
Activity 3. Working on Advertisements		
Activity 4. Practicing		
Activity 5. Practicing		
Activity 6. Case study		
The aim:		
To raise students' awareness of the type of language used in advertising:		
Objectives:		
To help learners to know the type of advertisements		
To explain learners the purpose of advertisements		
Activity Type:	Individual, small group, whole class (teacher-students)	

Warm-up

Time: 10 minutes.

Materials: White board and marker

Procedure:

Draw a circle in the middle of the board and write some words around it, for example, revenue, profit, market research, publicity, prime time, full page, classified, flyer and

ask the class to guess the theme, i.e. the missing word in the middle. Invariably, intermediate students get the answer quickly enough, so we focus on the words, and add more, to get everybody fully on topic.

Then ask students if they have ever needed to advertise in order to :

- buy something
- sell something
- hire someone
- find a job
- publicize a business
- give information to the public
- ask for information from the public?

Activity 1. Differentiating

Objective: to help students to pay attention to the main points of writing advertisements.

Time: 15-20 minutes.

Materials: Handout 1, whiteboard and markers

Procedure:

Ask students to look at the two advertisements. Discuss:

- What is their common purpose?
- How are they different ?
- Why are they different?

Explain students to keep very important points in mind when writing advertisements.

The reader will use the first word to find what they want. It is usually the name of the item or service being advertised.

Explain them to draft and revise carefully, even if you send a classified advertisement by phone.

Activity 2 You've Gotta Have a Gimmick!

Objective: to understand of students' own reactions, as consumers, to these advertisements

Time: 15

Materials: Handout 2

Procedure:

Discuss how advertising is BIG business, that often, the advertisements that people see on TV cost more to produce than the shows that they are watching. For example, the cost of advertising during the 2000 Superbowl was \$73,333 a second! Advertisers spend a lot of time and money creating profiles of the people who they want to sell their products to (the target audience). They also research and test different methods to sell their products to consumers.

Distribute and discuss the handouts.

You've Gotta Have a Gimmick! deals with the fairly straightforward marketing techniques of premiums, sweepstakes, and kids clubs. Have the students discuss their own experiences with these gimmicks:

What products were they featured with?

How satisfied were they with their experiences?

Did these activities encourage them to buy a certain product?

Activity 3 Working on advertisements

Objectives: To explain students to keep classified advertisements short to reduce the cost. Shortened sentences and abbreviations can help.

Time: 20 minutes for activity 3

Materials: Handout 3 a and b

Procedure :

a) Hand out the drafts of a classified advertisement. In the second, the writer has shortened the advertisement to save cost. Take note of the sorts of words left out.

b) Rewrite the classified advertisements below to make them shorter. You may need to change some words and the order of some of the information.

Activity 4 Practicing

Objectives: To give students an opportunity to write an advertisement following to the given instruction

Time: Allow about 15 min. for this activity.

Materials: Handout 4

Procedure

Handout the advertisement FOR SALE, the description of the item is missing. Ask students to think what a buyer would want to know . Then ask them to make up a brief description .

Activity 5 Practicing

Objectives: To explain learners to make advertisement for a window or notice –board stand out.

Time: 10 minutes

Materials: Handout 5

Procedure:

Ask students to imagine that they have lost something valuable or very dear to them and let them decide to put one advertisement in the LOST and FOUND classifieds and another in a shop window.

Handout the example 4 as a guide to write their advertisements.

Activity 6. Case study

- a) You have recently opened a food commercial company which produces frozen food and fast food in your country. You want to sell your product. You write an advertisement to put on a notice- board at work, school, or university .

Homework

Give students any three of the situations below and ask them to write the advertisements required. Remind them to make rough drafts first.

- a) You are moving house. You want to sell a number of items of furniture before you move. You decide to have a garage sale. You write a classified advertisement.
- b) You are having a party you son's or daughter's 18th birthday. You need some help with cooking and serving of the food. You write a classified advertisement to find someone.
- c) For your next holiday, you are planning to drive from your town or city to somewhere else in Australia. You would like company and someone to share the driving. You write an advertisement to put on a notice- board at work or school.

- d) You and some friend want to form a band. You need a guitarist who can play your kind of music. You write an advertisement to put in the window of the local record shop.
- e) You are starting up a business (e.g. window cleaning, lawn mowing, secretarial services, photography) and you want to attract customers. You write a classified advertisement to put in the local newspaper.

LESSON #34

Theme #34	REPORT ON SCIENTIFIC RESEARCH 3.	
Length: One hour and twenty minutes		Number of Students: 12
Lesson Outline Warm-up Activity 1. Letter completion Activity 2. Tips for writing a personal letter Activity 3. Comprehension (question and answer) Activity 4. Practicing Activity 5. Case study		
The aim: To raise students’ awareness of writing personal letter		
Objectives: To help learners to know the type of letters To give students an opportunity to analyze and learn the personal letter layout, writing style, and language		
Activity Type:	Individual, small group, whole class (teacher-students)	

Warm-up

Objective: To revise conjunctions that can be used in letter writing

Time: 15 minutes.

Materials: White board and marker

Procedure:

Write the conjunctions on the board and ask students whether they know their meanings. Then give a brief explanation on the usage of conjunctions. Let students have a practice on conjunctions working in pairs. Check the task in a whole group and give some comments if necessary.

Activity 1. Letter completion

Objective: to give students an opportunity to learn the structure of the personal letter.

Time: 15- minutes.

Materials: Handout 2, whiteboard and markers

Procedure:

Distribute learners Handout 2. Explain them that they are supposed to work in pairs and complete the letter with the phrases in the box.

Tell the they will have a whole group checking.

Discuss learners answers and ask them to give reasoning if necessary.

Activity 2 Tips for writing a personal letter

Objective: To help students know more about a personal letter.

Time: 10 minutes

Materials: Handout 3 Handout 3 a

Procedure:

Tell students that they will have a short dictation about personal letter writing. Highlight that:

The address and the date normally go in the top right corner

The date can also be written 28/10/2015

All letters begin “Dear +name ”and should be displayed on the left beneath the date. It is called “Salutation or Greeting”

Mr- for a male

Mrs – for a married female

Miss- for an unmarried female

Ms- for a female whose status is unknown or would prefer to remain anonymous

Dr- for a person with the status of a doctor

Then write the introduction or body part of your letter.

“Looking forward to hearing from you ” is a very useful phrase for ending a letter.

PS stands for postscript (in Latin Post scriptum) meaning written after. It indicates something added after the body of the letter was completed and signed.

Activity 3 Comprehension (question and answer)

Objective: To give students an opportunity to understand the content deeper

Time: Allow about 10 min.

Materials: Handout 4, Handout 4 a

Procedure

Tell learners to work individually and answer the questions. Explain the Handout 4 a. Then have a group checking.

Activity 4 Practicing

Objectives: Give a chance to practice writing a personal letter.

Time: 20 minutes

Materials: Students' own note-books.

Procedure:

Students are asked to work in pairs and write letters, following the instructions.

When they finish ask them to exchange their letters with the other students and check for mistakes.

Summarize the activity by giving feedback to some letters.

Activity 5. Case study

Read the letter to a Facebook friend produced by a first year student. This student shared her first impression with you and needs your help and asks you some advice. Give some suggestions and advice ! Write your letter in the space provided below.

Dear my friend

How are you! I really miss you; I haven't written a letter to you for a long time, because I am very busy. I am so sorry for that.

Right now I have been studying in the English Language Center at BYU in Provo, Utah. I have been here since January 3, 2015. This is a famous university. It is very beautiful. This school has a lot of good teachers and good discipline. I have learned a lot from the school; every day I have a lot of homework I need to do, and every week I have many tests. Despite them, sometimes I feel very tired, and I want to rest a few days, but I can't do that. I know I have to study hard, so my English will improve fast. There are many Uzbeks; I can use Uzbek everywhere. It is like living in Tashkent. I can't study English well. I don't know what to do.

The thing I like here very much is that there are not many people smoking. This is a very clean city. I feel very safe and comfortable here. Provo also has a beautiful view in the winter; there are a lot of white, snow-covered mountains. It is so beautiful.

Although everything is good here, I still have many problems. My father and my mother are in Tashkent; I miss them very much, they miss me too. I am very worried about them. It is a hardship for me. Another problem is that Provo's air is too dry for me. I can't sleep well during the night, and sometimes I can't breathe. The third problem is that, I feel the food here is not good for me.

Well, I told you a lot, but I want to keep something to talk about next time. How about you and your everything? Please tell me when you write a letter to me. I really want to know. Have good luck!

Resources:

1. Successful writing
2. Writer's Workplace with Readings
3. Writing Matters
4. www.goodwriter.com

Glossary

SALUTATION – expression of greeting or goodwill at the beginning of a letter.

YOURS SINCERLY – with blessings, friendly yours (at the end of a letter)

AFFECTION – fondness, infirmity, malady.

LESSON #35

Writing

Theme #35.	<u>REPORT ON SCIENTIFIC RESEARCH 4.</u>	
Length: One hour and twenty minutes	Number of Students: 12	
Lesson Outline		
Warm- up activity		
Pre writing activity		
While writing activity		
While writing activity		
Post writing activity		
Homework: Case study		
The aim:		
To improve students writing skills		
Objectives:		
<ul style="list-style-type: none">• To check students background knowledge.• To improve writing skills and enrich vocabulary through specific questions		

and activities	
<ul style="list-style-type: none"> • To check students background knowledge. 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm- up activity

Objective: To get acquainted with students and create friendly atmosphere.

Time 7-10 minutes:

Materials: Handouts, blackboard

Procedure:

Teacher writes useful words and phrases for formal letters-mails and explains them.

Students should make sentences using given words and phrases. Teacher distributes handouts with the example of informal and formal e-mails and explains them Handout

1. Teacher distributes cards with useful phrases of formal and informal e-mails and gives instructions of writing e-mail letter.

Pre writing activity:

Objectives:-To check students background knowledge.

-To improve writing skills and enrich vocabulary through specific questions and activities.

Procedure:

-Students work in groups of three. They will be given phrases with meaning (Handout 2) related to handout 1. They should find whether they formal or informal.

After checking teacher asks discussion question.

-Do you have a problem with e-mail writing and understanding the meaning of some phrase?

While writing activity:

Objective: To check students writing skills about e-mail writing.

Materials: Handout with texts.

-Teacher asks students to read the texts “My family” and ”Meeting with DrOz”. At the same time they should guess the type of letter. Handout 3

Post writing activity:

Objective: To improve writing skills.

Procedure:

-Students will be given the task to write their e-mail letter. Then should do peer correction.

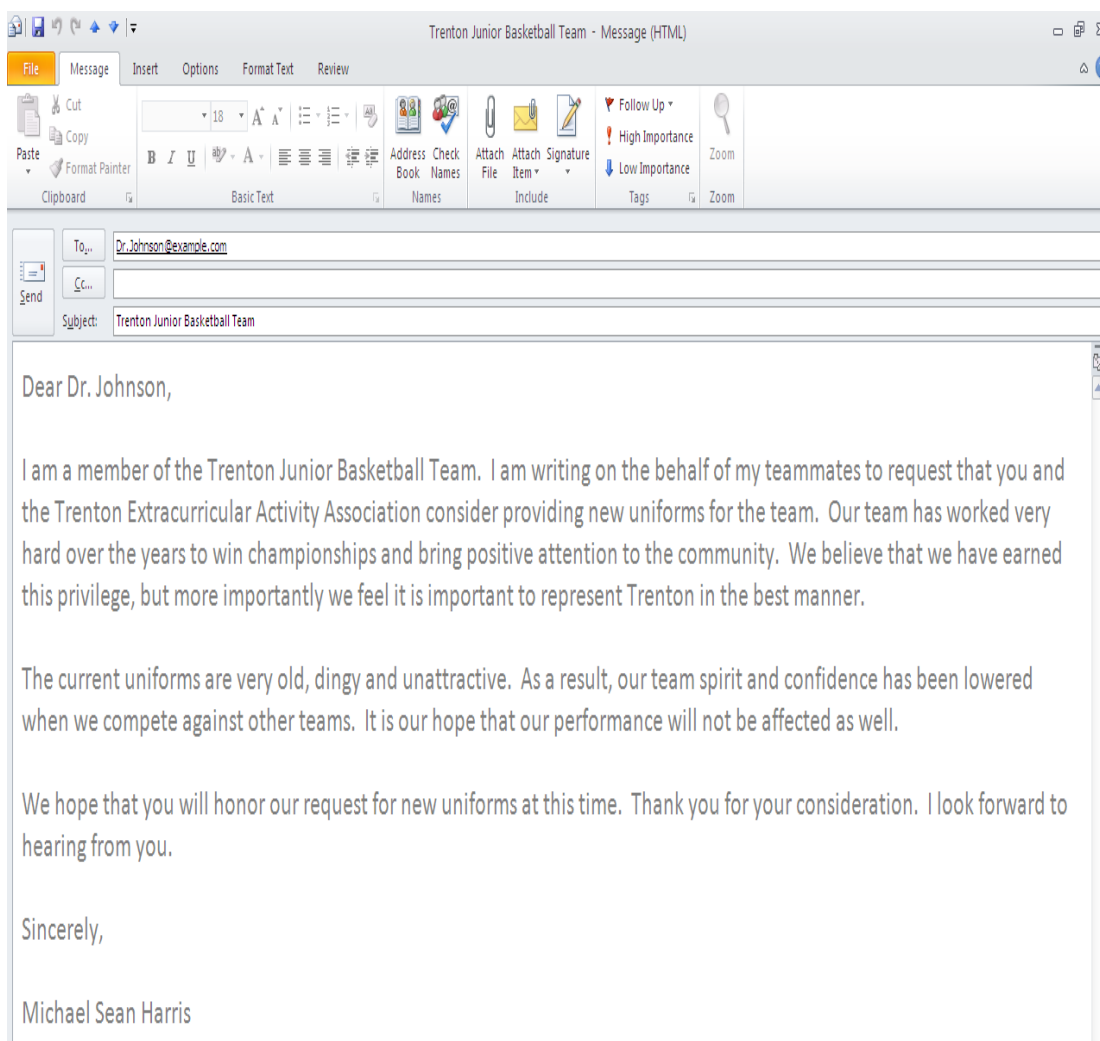
Homework:

-Teacher summaries the lesson and gives instruction for homework.

1. Students will write a letter to their aunt who has just recovered from serious illness.

2. Case study:

Read Michel Sean Harris's E-mail writing and try to analyze e-mail structure is it formal or informal e- mail writing. Why do you think so and write the reasons



LESSON #36

Theme #36.	<u>PREPARING MATERIAL FOR RESEARCH.</u>	
Length: One hour and twenty minutes		Number of Students: 12
Lesson Outline		
Warm-up activity		
Pre reading		
While reading		

Post reading activity: Homework: Case study	
The aim: to enable students to think critically and analyze the article.	
Objectives: to lead-in to the topic and to raise students' interest to it to develop students guessing intelligently strategies to check students' reading comprehension skills to allow students to express their points of views concerning to the topic. to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up activity

Objective: To get acquainted with students and create friendly atmosphere.

Time: 7-10 minutes

Materials: Handouts, board

Procedure of the lesson:

Teacher gives to students questions. ~Why do you think people read magazines?

~What are your favorite magazines?

~ How often do you read them?

Students should answer to the questions.

Pre reading

Objective:

~To improve reading skills

~To develop students ability to recognize and use words in communication

Reading magazine article. *Handout 1*

Teacher writes on the board headline of the article. "Health effects of e-cigarettes" and gives questions.

~What do you think article is about?

~What does "e-cigarettes" mean in the headline?

Then teacher writes on the board words from the magazine article?

Nicotine,obtaine,impact,convert,devices,vapor,claim,contention,therapeutic,obstinence, misperception,carcinogen,combustible.

Teacher divide students in to two groups and students should find definition with the help of dictionary.

Then whole group will check it

While reading

Objective: to check students reading skills and vocabulary.

Materials: Handouts with text.

Teacher asks students to read the text and fill the spaces with words which were given in pre reading task.

Students will do these task in pairs.

Post reading activity

Teacher divides group in to three and students will make six questions according to the article and give questions to each other.

~Teacher summaries the lesson and give instructions for homework. Students will learn by heart new words and make sentences

New Words: Nicotine, obtaine, impact, convert, devices, vapor, claim, contention, therapeutic, obstinence, misperception, carcinogen, combustible

Homework: Case study

Objective: To improve reading skills

Read the magazine article and what do you think which method is easier and faster way of recover alternative medicine or doctors way write your opinion

LESSON #37

Theme #37.	<u>WRITING FEEDBACKS.</u>	
Length: One hour and twenty minutes		Number of Students: 12
Lesson Outline		
5. Warm-up		
6. Activity 1 Have you ever written personal letter to anyone?		
7. Activity 2. Asking questions		
8. Activity 3. Asking for opinions		
9. Activity 4. Agree/disagree		
10. Activity 5. Case study		
The aim:		
To let learners write personal letters.		
Objectives:		
to give learners opportunity to analyze and learn the personal letter layout, writing style and language		
to let learners practice writing a personal letter		

to give students an opportunity to learn the structure of the personal letter	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm- up

Objective:

~To revise conjunctions that can be used I letter writing.

Time:15 min.

Procedure:

~Write the conjunctions on the board and ask students whether they know their meanings. Then give brief explanations on the usage of conjunctions.

~Let ss have a practice on conjunctions working in pairs

~Check the task in a whole group and give some comments if necessary.

Activity 1. Letter completion

~Objective:

~To give students an opportunity to learn the structure of the personal letter.

~Tell them they will have a whole group checking

~Discuss ss answers and ask them to give reasoning if necessary

Activity 2. Tips for writing a personal letter.

Objective:

~To help students know more about a personal letter

~Time 10 min

Materials: none

~Procedure

Tell ss that they will have a short dictation about personal letter writing. Highlight that.

Activity2

*The address and the date normally go in the top right corner

*The date can also be written 14/4/2015

*All letter begin”Dear +name”/

*”Looking forward to hearing from you “is a very useful phrase for ending a letter

*PS(Post scriptum)is for anything you have forgotten or want to add to the letter.

Activity3:Question answer.(B)

Objectives: To give students an opportunity to understand the content deeper.

~Materials Handout 3

~*Procedure:*

~10 min.Tell learners to work individually and answer the questions

~then have group checking

Activity 4 Letter writing

Objective:

Give chance to practice writing a personal letter.

Time 20 min.

Materials: ss can note book.

~*Procedure:*

~Students are asked to work in pairs and write letters. Following the instructions

~When they finish ask them to exchange their letters with the other student and check for mistakes.

~Summarize the activity by giving a feedback to some letters.

LESSON #38

Theme #38.	<u>Review</u>	
Length: One hour and twenty minutes		Number of Students: 12
Lesson Outline		
11. Warm-up		
12. Activity 1. Pre-reading		
13. Activity 2. Comprehension check		
14. Activity 3. Giving constructive suggestions		
15. Activity 4. Discussion		
16. Activity 5. Case study		
The aim:		
to enable students to reading strategies		
Objectives:		
to lead-in to the topic and to raise students' interest to it		
to develop students guessing intelligently strategies		
to check students' reading skills		
to allow students to express their points of views concerning to the topic.		
to let students to justify their points of views		
Activity Type:	Individual, small group, whole class (teacher-students)	

Warm-up. (10 min.)

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

Material: Handout 1

Procedure:

- Ask students to read the questions and answer for the questions
- Ask students to work in pairs and discuss the reading strategies
- Ask random answers

Activity 1 Reading

Objective: to develop students reading skills.

Time: 10 minutes

Materials: Handout 2

Procedure:

- Ask students to read the text
- Ask students to work in pairs.

Activity 2 Comprehension check

Objective: Comprehending and answer these questions with a partner

Time: 20 minutes

Material: Handout 3

Procedure:

- Divide the group 2
- Give out handout 2
- Ask students to look through the questions on the handout

Activity 3 Giving constructive suggestions

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

Time: 20 minutes

Materials: Handout 3

Procedure:

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

Activity 4 Discussion

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

Time: 15 minutes

Materials: Handout 4

Procedure:

- Divide the group into 2.
- Cut handout 4 into pieces.
- Ask one member from each group to choose 2 strips.
- Let students to discuss the situations in groups.
- Ask students whether they agree or not with the statements.
- Ask students to justify them with examples.

Handout 1

Think about the following questions.

1. How do you feel when you have to speak in front of your class?
2. What part or parts of your body are affected by this feeling?
3. What kind of animal does this feeling make you think of?

Handout 2

How Did Those Get in There?

A young actress is about to go onto the stage. As she waits by the side of the stage, she looks **nervous**. You might hear her whisper to her friend, “I’ve got butterflies in my stomach.” Butterflies in her stomach? How did those get in there? The feeling of butterflies comes from **chemicals** produced by the body in **stressful situations**.

One chemical that the body makes under stress is cortisol. This chemical benefits the body in normal situations. In fact, it helps the body start normal activities in the morning after waking up. It also plays a role in helping the body and mind **respond** well to healthy exercise. However, when the body is under stress, extra cortisol begins to affect the stomach. For some people, cortisol shuts down the stomach, producing the funny feeling of butterflies. For others, cortisol **speeds up** the way the stomach works, which makes these people feel sick. All you need to do to get rid of a few butterflies in

the stomach is just relax. Laughing with, or talking to, others about your stress can help reduce it. Stepping out onto the stage will also help those butterflies fly away.

Handout 3

Choose the best answer.

1. What is the main idea of this reading?

- a. A new kind of medicine called cortisol
- b. An illness that nervous people get
- c. The cause of butterflies in the stomach
- d. The stress that actors have

2. According to the reading, what is NOT true about cortisol?

- a. In small amounts, it benefits the body.
- b. It can shut down the stomach.
- c. It is found in many kinds of food.
- d. It is produced by the body.

3. What helps a body respond well to exercise?

- a. Butterflies
- b. Cortisol
- c. Stomach acid
- d. Stress

4. According to the passage, what makes some people feel sick?

- a. When situations return to normal
- b. When the stomach shuts down
- c. When the stomach works too fast
- d. When there is too little cortisol

TASKS FOR INDEPENDENT STUDY

Writing report (meeting)

To write a report for the event that processed during the students' academic life.

Analysing scientific articles

To analyze the article about the methodology of English language

Writing report (visit)

Writing report about the last visit

Writing report (research)

Writing report about future research topics

Reading professional articles

Preparing scientific article for the topic Teaching English

Analysing texts of different genres

Finding out the ways of analyzing text genres

Writing for and against essay

Writing essay to the topic students should work independently

Writing comments on events

Learning the skills of making comments for particular events

Reading lectures on specific topic

Participating lectures of non-philological directions

CONTROL WORKS

SAMPLE TEST for Mid - term 1 on Reading and Writing skills

Reading part

Current control work - variant № 1

1. Write the explanation of letters called confirmation and follow up within the 5 to 10 sentences. You can either make the analysis of similarities and differences between them.
2. Write recommendation (reference) letter on the certain case (find the situation where you can be qualified as recommendatory).
3. Write newspaper article. The thematic of the article should be entertaining.

Current control work - variant № 2

1. Write the explanation of letters called confirmation and follow up within the 5 to 10 sentences. You can either make the analysis of similarities and differences between them.
2. Write recommendation (reference) letter on the certain case (find the situation where you can be qualified as recommendatory).
3. Paragraph correction. Read the passage below. Then answer questions about errors in the passage.

My 1) brother in law is an actuary for an insurance company. He works with statistics every day. He is extremely organized. He takes the same items to work every 2) morning a lunch bag, a thermos 3) with coffee, and his briefcase. His lunch bag always contains the same things: 4) an apple raspberry yogurt and a tuna salad sandwich. He always 5) carrys the same items in his briefcase: his insurance documents, an extra tie, and an extra pair of socks. He takes the same route to work every day: down First Avenue to the Interstate, Exit 246 to Dodge Rd., and right on Dodge Rd. to the insurance company. 6) At work, he follows the same routine every day. After work, he always forgets 7) where he park his car. 8) I guess it helps to be very organized when you are so forgetful!

- 1)
A. brother-in-law
B. brother-in law
C. brother-inlaw
D. brother in-law

D. morning. A

- 3)
A. and
B. of
C. full of
D. Either B or C would be correct.
E. Correct as is
4)

- A. an apple, raspberry yogurt, and
B. an apple; raspberry yogurt; and
C. an apple - raspberry yogurt - and
D. an apple, raspberry yogurt and
E. Both A and B are correct.

- 2)
A. morning; a
B. morning: a
C. morning, a

F. Both A and D are correct.

5)

- A. carres
- B. carries
- C. carries
- D. caryes
- E. Correct as is

6)

- A. In work
- B. In a work
- C. At the work
- D. Correct as is

7)

- A. where he did parked
- B. where did he park
- C. where he parked

D. where did the car park

E. Correct as is

8)

- A. I, guess it
- B. I guess, it
- C. I could guess it
- D. Correct as is.

Current control work - variant № 3

1. Explain the difference between scientific and magazine articles within 5 to 10 sentences.
2. Write recommendation (reference) letter on the certain case (find the situation where you can be qualified as recommendatory).
3. Write newspaper article. The thematic of the article should be entertaining.

Current control work - variant № 4

1. Write recommendation (reference) letter on the certain case (find the situation where you can be qualified as recommendatory).
2. Write newspaper article. The thematic of the article should be entertaining.
3. What type of letter is it? Explain why you think so and how you get this.

Статья: LEARNING FOREIGN LANGUAGE THROUGH READING.

Автор: Bazarova Lobar Bazarbaevna.

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С уважением,
Заведующая Редакцией



Ефимова А.В.

Current control work - variant № 5

1. Write the explanation of letters called confirmation and follow up within the 5 to 10 sentences. You can either make the analysis of similarities and differences between them.
2. Write recommendation (reference) letter on the certain case (find the situation where you can be qualified as recommendatory).
3. Paragraph correction. Read the passage below. Then answer questions about errors in the passage.

I've had a terrible cold 1) about several days. I've been blowing my nose, sneezing, and

coughing. 2) I'm been eating chicken soup and drinking orange juice for a couple days. I've been taking aspirin and 3) coffe sirrup since the weekend. I've been at home watching TV 4) for Monday. I've talked 5) my mother on the phone every day of the 6) week, I've watched every bad movie that came on the TV. I wonder 7) I'll well again. I wonder when I can go back to work. I'm 8) tired of the cough, sneezing, and complaining!

- 1)
A. for several days.
B. for days several.
C. during several days.
D. for a few days.
E. Both A and D are correct
F. Correct as is

- 2)
A. I've eating
B. I'm being eating
C. I've been eating
D. I've being eaten
E. I be eating

- 3)
A. coff sirup
B. cofe syrup
C. cough syrup
D. couhgh syrup

E. Correct as is

- 4)
A. by
B. during
C. since
D. once
E. Correct as is

- 5)
A. to my mother
B. for my mother
C. while my mother
D. about my mother
E. Correct as is
F. Both A and C are correct.

- 6)
A. week. I've
B. week: I've
C. week; I've

D. week - I've

E. Correct as is
7)

- A. when I'll get well again.
B. when I'll well again.
C. when I would get well.

D. whenever I'll get well again.

E. Correct as is
8)

- A. tired of a cough
B. tired of coughing
C. tired for coughing
D. tired about coughing
E. Correct as is

Current control work - variant № 6

1. The passage below is taken from the article. Find out to what type of article it belongs and explain why and how you got this assumption.

Reading is a lifelong skill to be used both at school and throughout life. According to Anderson, Hiebert, Scott, & Wilkinson, reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Despite its' importance, reading is one of the most challenging areas in the education system. The ever increasing demand for high levels of literacy in our technological society makes this problem even more pressing. Students' attitudes regarding the purposes for reading also influence their ability to read. If students want to get the most out of the materials they are assigned, they have to learn to read critically or analytically.

2. Write recommendation (reference) letter on the certain case (find the situation where you can be qualified as recommendatory).

3. Write newspaper article. The thematic of the article should be entertaining.

Current control work - variant № 7

1. To what concern do you believe that this introductory part of the article belongs to _____(type) article. Explain why and how you got it.

Are you good at interpreting body language? You're probably better than you think, according to the experts.

There's a popular series on US television (*Lie to Me*) all about a body language expert. English actor Tim Roth plays the part of Dr Cal Lightman – the world's leading "deception expert". He solves

2. Write recommendation (reference) letter on the certain case (find the situation where you can be qualified as recommendatory).
3. Write newspaper article. The thematic of the article should be entertaining.

Current control work - variant № 8

1. The article belongs to _____. Why this part is important in this type of article. How do you think, can the writer use the same structure in other types of articles?

THE WAYS OF IMPROVING THE WRITING SKILLS OF THE STUDENTS OF NON-PHILOLOGICAL FACULTY

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Abstract: this article is intended to discuss the new approaches in teaching foreign languages and to find out more effective ways of using them in improving the written speech skills of the Uzbek students of the non-philological faculties.

Keywords: approach, specific purpose, non-philological faculties, written speech skills, communicative purpose, linguistic competence.

2. Write recommendation (reference) letter on the certain case (find the situation where you can be qualified as recommendatory).
3. Write newspaper article. The thematic of the article should be entertaining.

READING(15 questions)

Read the text and do the tasks below.

HEART ATTACK

A heart attack is caused by a *reduction* in the blood supply to the heart muscles. This is most commonly caused by a blood clot obstructing an artery in the heart. Heart attacks can be mild or severe. If you suspect that someone has had a heart attack call for medical help immediately.

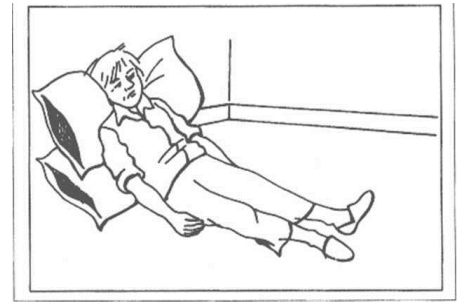
Signs of a heart attack

- *Sudden onset* of pain in the centre of the chest. The pain will be vice-like, *crushing*. It could be confused with very severe *indigestion*. It may spread upwards and outwards to the throat, jaw and arms.
- Shortness of breath.
- The pulse rate may become faster or weak and irregular, |
- The *casualty* will become pale and sweaty and show signs of shock .

Avoid unnecessary stress

Do not push yourself to unrealistic targets.
Be sensible about the amount of work you do each day.

Put the patient in a semi-recumbent position



Action to take

Call an ambulance. Check the *heartbeat* and breathing. If it has stopped, then commence external chest compression and *mouth-to-mouth ventilation* immediately.

If the *casualty* is conscious, move gently and as little as possible into a comfortable position. A semi-recumbent position (shown below) is the best. It is easiest for the casualty to breathe in this position and takes some of the strain off the heart.

Loosen any clothing around the neck and reassure that help is on its way. *Monitor* heart rate and breathing regularly until help arrives. If the person becomes unconscious move to the *recovery* position.

Preventing a heart attack .Stop smoking

Smoking is the major cause of heart disease. It damages the arteries and the *circulation of blood*. Stop immediately.

Take regular exercise

Steady and regular exercise is very beneficial. Walking is a good form of exercise.

Check your blood pressure

High blood pressure can cause a heart attack. Ask your doctor to check your *blood pressure*.

Eat a sensible diet

Cut down on the amount of *fatty* foods that you eat. Cut fat off meat.

Keep your weight down

If you are *overweight*, this puts an extra strain on the heart. Shed those excess pounds now!

TASK I. . Look at the underlined words and phrases below and scan for their synonyms in the text “HEART ATTACK”. Words in italics can help you.

Time target: 30 minutes

1. The person who has had the heart attack may not be conscious.

2. Check the heart rate and breathing.

3. Try to lose weight

4. Victims of heart attacks have difficulty breathing.

5. Pain may begin suddenly in the centre of the chest.

6. The person should sit in a way that does not put too much pressure on the chest

TASK II. Now try to do some questions about the ‘Heart Attacks’ text. First, survey the text quickly again (Step 1). Read the instructions and the questions (Step 2) and then finally scan for the answer (Step 3).

Time target: 15 minutes *Questions 7-8*

Choose the appropriate letters A-D.

7. What causes a heart attack?

- A) too much blood getting to the heart muscle
- B) not enough blood getting to the heart muscle
- C) an artery in the heart
- D) an obstructed heart muscle

8. Which of the following is *not* a sign of a heart attack?

- A) pain in the centre of the chest
- B) indigestion
- C) breathing difficulties
- D) fast or weak and irregular pulse rate

TASK III. Complete the sentences below with words taken from the reading passage. Use NO MORE THAN THREE WORDS for each answer.

Time target: 30 minutes

9. If you think someone has had a heart attack, try to get

10. After calling an ambulance, check the casualty's

11. Overweighting puts you an extra strain

12. If you don't stop smoking it damages the arteries and the

TASK IV. Questions 13-15 Time target: 15 minutes

Do the statements below agree with the information in the Reading passage?

Write:

TRUE *if the statement is true*

FALSE *if the statement is false*

NOT GIVEN *if the information is not given in the passage*

13. Avoid moving the casualty more than necessary.

14. Sitting in a semi-recumbent position strains the heart.

15. Loosening clothing around the neck reduces the casualty's blood pressure.

SAMPLE TEST for Mid - term 2 on Reading and Writing skills

Reading part

INSTRUCTIONS

1. This test contains two reading texts 15 items
2. Read all the task instructions attentively.
3. All your answers copy out to your answer sheet.
4. This test also contains writing task on last page.
5. You are allowed 3 hours to do the test.

READING(15 questions)

Read the text and do the tasks below

Foster Families in Rwanda

A Sperantia Nyirantibenda vividly recalls the night she was unceremoniously turned into a foster parent by soldiers who brought her five children and sacks of maize. They came knocking at her door in the town of Gitarama as the civil war in Rwanda was winding down. Nyirantibenda, a 34-year-old school teacher, nervously opened the door and immediately recognised the smiling faces before her. 'I have brought you children,' one of the soldiers told Nyirantibenda this time. I will see you later.'

B The maize the soldiers left behind did not last very long, and they never

D FHI originally began the program to help children separated from their families at Mugunga camp, near Goma in eastern Zaire, one month after more than a million Rwandan refugees flooded into Goma in July 1994, fleeing victorious troops of the Rwandan Patriotic Front.

E An estimated 95 000 children were separated from their families during the war. Nearly half of them were inside Rwanda and the rest were in refugee camps in Zaire, Tanzania, Burundi and Uganda, which together hold more than 2.1 million refugees.

came back. Nyirantibenda is still caring for the children. She says she will gladly keep them so long as she receives some assistance. two

C Food for the Hungry International (FHI), a US-based voluntary organisation supported by the UN High Commissioner for Refugees, has come in to help the school teacher. In Rwanda and Zaire, FHI supports families which have taken in orphans and lost children, as well as unaccompanied minors who have formed into groups to live together. Over 7000 people receive blankets, shelter materials and a regular supply of corn, beans and oil.

F At the outset of the refugee influx into Goma, conditions in the camps were appalling. Thousands of refugees were dying every day of cholera, dysentery and other diseases. Youngsters were being picked up beside bodies lying along the roads. Starving parents were abandoning their children or sending them to centres for unaccompanied minors in the camps.

G Rachel Poulton, an FHI spokesperson in Gitarama, said that during a visit to a tent for separated children, a 5-year-old girl followed her and asked for help. She said her parents were dead. The girl kept glancing over her shoulder at a woman who Poulton subsequently discovered was her mother. The woman later told Poulton she could no longer feed her daughter.

H Poulton said that, over a four-day period, 184 children arrived at the tent and 16 others were brought by elders. 'There were also a lot of people fostering—mostly grandmothers and aunts. And there were sibling groups,' she said. She said that a system was developed whereby FHI supported groups of unaccompanied children

I The challenge was to support these children in the community rather than in institutions. This shows another way of caring/ Poulton said. She said that it was preferable for children to grow up in a family setting rather than in orphanages

J Myra Adamson, a 63-year-old nurse, born in South Africa to American missionary parents, works with care givers and foster parents living in bombed-out houses in Kigali. 'These separated children in the communities need food. They need someone to give them stability. They need someone they can turn to,' she said. 'The family would be destroyed if the children were brought to orphanages.'

K While a large proportion of children—about 60 per cent—are with foster families or ad hoc groups, a large number of unaccompanied minors also turn up in orphanages, such as the red-brick compound of Saint Andrew's church at Kabgayi. Run by Abundant Life International—an organisation of former Rwandan exiles from Uganda— this orphanage was started 3 months ago and it now houses 536 children.

The youngsters were either brought to the institution or fetched by workers who had been informed of their location.

L 'Soldiers would come to us to tell us where we could find children and we would go and pick them up,' said an official. He said he himself had packed in his car 30 children he had picked up from nearby Kibuye prefecture where camps for displaced people had been closed. 'We get groups of 60, 70 children,' he said

M Throughout Rwanda and Zaire, United Nations International Children's Fund (UNICEF) and several other relief organisations are not only supporting various programs for unaccompanied minors, but are also pooling resources to help track missing relatives. As of March, over 7000 children had been reunited with their families.

TASK I

Questions 1-15 are based on the passage “Foster Families in Rwanda”.

Questions 1-5

The passage has paragraphs labelled A-M.

Which paragraphs contain the following information?

Write the appropriate letter A-M in boxes 1-5 on your answer sheet. You only need ONE letter for each answer.

Note: You may use each letter more than once.

Example

Answer

A .schoolteacher who cares for orphans

A

1.The situation in orphanages.

2.The situation in refugee camps.

3.The number of children who have lost their families.

4.The kind of help which is given to foster families.

5.The story of a women trying to give her child to someone to look after.

TASK II

Questions 6-10

Complete the table below by writing NO MORE THAN THREE WORDS in boxes 6-10 on your answer sheet.

Location	Person or organisation	Activity
	<i>Example</i>	
Gitarama	Nyirantibenda	looking after five children
.....(6).....	FHI	started helping lost children
	Rachel Poulton	working for FHI
		finding relatives and reuniting families
Rwanda and Zaire	..... (8)	
Kigali	..... (9)	nursing
Kabgayi	Abundant Life International	.....(10) ...

TASK III. Questions 11-15 Time target: 15 minutes

Do the statements below agree with the information in the Reading passage?

Write:

<i>TRUE</i>	<i>if the statement is true</i>
<i>FAISE</i>	<i>if the statement is false</i>
<i>NOT GIVEN</i>	<i>if the information is not given in the passage</i>

J

11.FHI prefers to put orphaned children into orphanages.

12.Nyirantibenda's own children were killed during the war.

13.FHI also supports groups of children who are looking after themselves and not in the care of adults.

14.More than half of the orphans are being looked after in orphanages.

15.FHI first started helping unaccompanied Rwandan children in Zaire

READING(15 questions)

Read the text and do the tasks below

MEDICARE YOUR HEALTH INSURER

What does Medicare cover?

Doctors

Medicare helps pay for the doctor to treat you at the doctor's surgery or wherever you need treatment. Medicare helps pay for treatment by a specialist. If you need to see a specialist, you must be referred by your doctor.

Other medical services

- X-rays
- pathology tests
- medical tests, examinations and procedures

Optometrists

Medicare helps pay for eye tests, but not for the cost of glasses or contact lenses.

Dentists

Routine dental services are not covered. However, some medical-type operations performed by approved dentists are covered.

Hospitals

Public patient

If you choose to be treated under Medicare as a public patient in a public hospital, Medicare will cover all hospital costs. You pay nothing.

Private patient

If you choose to be treated as a private patient in any hospital. Medicare will help to pay for services by your doctor. However, Medicare will not pay for expenses such as theatre fees or

your accommodation. These charges can be covered by arranging private health insurance.

TASK I Look at the following statements after reading the notice about Medicare. In

boxes 1-4 on your answer sheet write: TRUE if the statement is true

FALSE if the statement is false NOT if the information is not given in the passage

- 1 Medicare does not pay for any work done by dentists.
- 2 Medicare pays for ambulance fees.
- 3 If you have not seen a doctor first. Medicare will not pay for you to see a specialist.
4. Medicare will pay at least some hospital doctor's costs for both private and public patients.

TASK II Questions 5-11(below the text)

The following notice gives information about school excursions. Each excursion is labelled A-J.

<p>A Ancient and Modern Museum</p> <p>This is a museum with a difference. Along with the usual historical exhibits, this museum features an up-to-date</p>	<p>B Shortlands Wildlife Park</p> <p>This is not the usual 'animal gaol'. Here exotic animals wander free in large compounds, separated in such a way that</p>
<p>C Botanical Gardens</p> <p>Besides the many exotic plants one expects to see in a botanical garden, these gardens feature an array of native birds and other wildlife.</p>	<p>D Wax World</p> <p>If you're interested in seeing how people used to live and dress, Wax World is the place for you. Featuring over 100 wax models of famous people, this venue is</p>
<p>E The Central Art Gallery</p> <p>The art gallery has six chambers each exhibiting paintings from different periods, from (he Middle Ages to the present. The walking tour, recorded on</p>	<p>F Technology Park</p> <p>In the planetarium you can observe features of the night sky, and learn about such historical events as the origin of the crab</p>
<p>G Parliament</p> <p>Students are met at the entrance by ushers who show them around the Houses. The tour includes the Hansard library, the</p>	<p>H St. Cedric's Cathedral</p> <p>With the Bishops' Throne as its central feature, this building is a classic example of the excesses of architecture. This excursion</p>
<p>I The Ught Fantastic</p> <p>Find out about the fascinating process of candle making. This factory also holds the additional attraction of illustrating the diverse uses that candles and other wax</p>	<p>J Tro I land's Caves</p> <p>These caves, situated below the hills to the north of the city are entered via the Widmore River. The caves are home to colonies of glow w^rorms that shine like stars</p>

GLOSSARY

A

Ability grouping

Placing students into groups based solely on their achievement on a test.

Academic (adj.)

Relating to schools, colleges and universities, or connected with studying and thinking.

Academic language

Language used in the learning of academic subject matter in formal schooling context; aspects of language strongly associated with literacy and academic achievement, including specific academic terms or technical language, and speech registers related to each field of study.

Academic standards

Statements that provide a clear description of the knowledge and skills students should be developing through instruction.

Academy

1. A school or college for special training 2. Society of scholars/artists

Acculturation

The process of adapting to a new culture. This involves understanding different systems of thought, beliefs, emotions, and communication systems. Acculturation is an important concept for understanding SLA, since successful learning is more likely when learners succeed in acculturating.

B

Bachelor's degree

In general, the first degree awarded to students who successfully complete an undergraduate degree course at a university or other higher education institution normally lasting for three or four years.

Back-channeling

When a listener signals understanding, surprise, agreement, etc. to a speaker as the speaker is speaking.

Backwash effect (in testing)

The effect of a **test** on teaching. In some countries, national language examinations have a major impact on teaching and teachers often 'teach to the tests'. In order to bring about changes in teaching, changes in the tests may have to be made. For example, if the education department in a country wanted schools to spend more time teaching listening skills, one way to bring this about would be to introduce a listening test into state examinations. The ~ would be that teachers would then spend more time teaching listening skills.

C

CALL (Computer Assisted Language Learning)

An approach to language teaching and learning which uses computer technology

Call-word

See **drill**.

Campus

The buildings of a university or college and the land around them

Caretaker talk

When adults (or older children) address young children, they typically modify their speech. These modifications are both formal (e.g. the use of higher pitch or simple noun phrases) and interactional (e.g. the use of expansions).

Case study

An intensive study of an aspect of behaviour, either at one period in time, or over a long period of time, e.g. the language development of a child over one year. The ~ method provides an opportunity to collect detailed information which may not be observable using other research techniques (compare **cross-sectional method**), and is usually based on the assumption that the information gathered on a particular individual, group, community, etc. will also be true of the other individuals, groups or communities.

Categorisation (n.), categorise (v.), category (n.)

To put things into the group (category) to which they belong. For example, learners might categorise a list of different foods into groups (categories) such as fruit and vegetables.

CBT

Computer Based Testing

CD-ROM

A computer disc of digitized sounds, activities, and/or pictures

CEFR

Acronym for *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Written by a team of international experts grouped as co-authors under the title Council for Cultural Cooperation Education Committee, Modern Languages Division, Strasbourg. Editions exist in a range of European languages. The publication seeks to analyse and describe in a comprehensive way language teaching and learning, language use and language performance in all possible contexts. It also explores in detail a wide range of types of assessment (scales, levels, performance indicators, etc).

D

Day nursery

A pre-primary level pre-school setting which provides day care for children under the age of five.

Day school

1. A school where students study during the day time (opposite of “evening school”) 2. A private school with students who live at home and only go to school during the day (opposite of **boarding school**)

Deduce meaning from context

To guess the meaning of an unknown word by using the information in a situation and/or around the word to help, e.g. I drove my van to the town centre and parked it in the central car park. *Van* must be some kind of vehicle because you *drive* it and *park* it.

Deductive thinking

Going from the general to the specific. See also **inductive thinking**.

Degree course/program

A university or college course or program at the end of which students obtain a university/college degree.

Demonstration lesson

A lesson held by a teacher to show his/her expertise in teaching, usually to colleagues with the same professional interest.

Demotivate

E

EAP

English for Academic Purposes – The study or teaching of English with specific reference to an academic (usually a university- or college-based) course.

Echo correct

See **correction**.

Eclectic (adj.)

An approach to language teaching in which the teacher uses techniques and activities taken from different methods.

ECTS

European Credit Transfer System.

Edublog

A blog with an educational purpose

Education

A process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills.

Educational institution

An institution where instruction is given to children or adults

APPENDICES

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:
№БД – 5111400 – 3.05
2016 йил “08” 08



Олий ва ўрта махсус таълим
вазирлиги

2016 йил “25” 08

ЎҚИШ ВА ЁЗИШ АМАЛИЁТИ

ФАН ДАСТУРИ

Билим соҳаси:	100000	– Гуманитар соҳа
Таълим соҳаси:	110000	– Педагогика
	120000	– Гуманитар фанлар
Таълим йўналишлари:	5111400	– Хорижий тил ва адабиёти (тиللар бўйича)
	5120100	– Филология ва тилларни ўқитиш (роман-герман филологияси)

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2016 йил “25” августдаги “355”-сонли буйруғининг 2-илоvasи билан фан дастури рўйхати тасдиқланган.

Фан дастури Олий ва ўрта махсус, касб-хунар таълими йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи Кенгашининг 2016 йил “8” августдаги 3-сонли баённомаси билан маъқулланган.

Фан дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

С. Иргашева	— ЎзДЖТУ, катта ўқитувчи
К. Алимова	— ЎзДЖТУ, катта ўқитувчи
Я. Абдураимова	— ЎзДЖТУ, катта ўқитувчи
Н. Эшонкулова	— ЎзДЖТУ, ўқитувчи

Бош маслаҳатчи:

Род Болайто	— Буюк Британия, Норич тил ўқитиш институти
-------------	---------------------------------------------

Такризчилар:

И.Жўраева	— ЎзМУ, Хорижий филология факультети декани, ф.ф.н., доцент
И.Тўхтасинов	— ЎзДЖТУ қошидаги РИАИМ директори, ф.ф.н., доцент

Фан дастури Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чиқилган ва тавсия қилинган (2016 йил “8” июлдаги 11 - сонли баённома).

Фаннинг долзарблиги

Ўқиш ва ёзиш амалиёти фани талабаларга ўрганилаётган чет тилида ўқиш ва ёзиш маҳоратини ўргатишни назарда тутди. Мазкур фан доирасида талабалар Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэтироф этилган халқаро меъёрлари (CEFR) га кўра B1 ва C1 даражага мос келадиган мавзуларга оид турли матн турларини ўқиб, мазмунини тушунишлари ва CEFR B2-C1 даражаси талабига жавоб берувчи турли матнларни ёзишни ўрганадилар. Шунингдек, 4 курс талабаларига битирув малакавий ишларини ёзиш, илмий ишни бошлаш босқичлари, ёзиш услубларини тўғри қўллаш ва илмий матнни таҳрирлаш ўргатилади. Ушбу фан ўз таркибида уч модулни – “Ўқиш”, “Ёзма нутқ амалиёти” ва “Илмий ёзув” модулларини мужассамлаштирган.

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Ўқиш ва ёзиш амалиёти фани мазкур таълим йўналишлари ўқув режасидаги бошқа умумкасбий ва ихтисослик фанлари билан ўзаро боғлиқ бўлиб, модуллар кетма-кетлиги ва мазмунига мос равишда 1-8 семестрлар давомида ўқитилади. Ушбу фан лингвистик курс ҳисобланади ва тўрт йил давомида уч қисмга: ўқиш модули, ёзма нутқ амалиёти ва илмий ёзув модулига ажратилган ҳолда ўқитилади. Ўқув режанинг хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш, тил аспекти амалиёти, методика, мамлакатшуносликка оид курслари ва ўрганилаётган чет тилининг назарий курслари - умумий тилшунослик, стилистика ва матн таҳлили, назарий фонетика, қиёсий типология, назарий грамматика фанларидан зарурий билимларни эгаллашда ушбу фан модуллари бўйича ўзлаштирилган қўникма ва малакалар муҳим аҳамият касб этади.

Фаннинг илм-фан, иқтисодиёт ва ишлаб чиқаришдаги ўрни

“Ўқиш ва ёзиш амалиёти” фани “Хорижий тил ва адабиёти” (тиллар бўйича), “Филология ва тилларни ўқитиш” (роман-герман филологияси) таълим йўналишларида асосий умумкасбий фан ҳисобланади. Олий таълим муассасасини ушбу таълим йўналишлари бўйича тамомлаган бакалаврлар Республикамиз узлуксиз таълим тизимида ўқитувчилик фаолияти билан шуғулланадилар. Шунингдек, хорижий қўшма корхоналар, халқаро ташкилотлар ва уларнинг республикамиздаги бўлимлари, элчихона ва консулликлар, сайёҳлик агентликлари, нашриёт ва таҳририятлар, нотариал идоралар, таржимонлик бюроларида касбий фаолият олиб борадилар.

Фанни ўқитишдаги замонавий ахборот ва педагогик технологиялар ҳамда ўқув машғулотларини лойиҳалаш

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

Фан модулининг дастури (module syllabus)

(Инглиз тили)

Намуна

Ўқув курсининг тўлиқ номи:	Ўқиш ва Ёзиш амалиёти			
Курснинг қисқача номи:	ЎЁ	Код: ЎЁ		
Кафедра:	Инглиз тилини интеграллашган ҳолда ўқитиш кафедраси			
Ўқитувчи ҳақида маълумот:	Ф.И.Ш. Абдураимова Яйра Рустамовна		E-mail. yayra_usb@mail.ru	
Семестр ва ўқув курсининг давомийлиги	1-8 семестр, 136 ҳафта			
Ўқув соатлари ҳажми:	жами:	808		
	шунингдек:			
	маъруза			
	семинар			
	амалий	478		
	мустақил таълим	330		
Ўқув курсининг статуси	Умумқасбий фанлар блоки			
Дастлабки тайёргарлик:	Курс таълим тизимининг олий таълимгача бўлган босқичида чет тили бўйича ўзлаштирилган билимларга асосланади.			
Фаннинг предмети ва мазмуни: – Мазкур фан лингвистик курс ҳисобланади ва тўрт йил давомида уч қисмга: ўқиш модули, ёзма нутқ амалиёти ва илмий ёзув модулига ажратилган ҳолда ўқитилади.				
Фанни ўқитишдан мақсад –Мазкур фаннинг мақсади талабаларнингB2-C1 даража талабига жавоб берувчи матнларни ўқиб, тушунишлари ва турли мавзуларга оид матнларни ёза олиш маҳоратига эга бўлишлари ва эгалланган ўқиш ва ёзиш кўникмаларини касбий ва илмий фаолиятда эркин қўллай олишларини таъминлашдир.				
Фанни вазифаси - Фаннинг асосий вазифаси умумэтироф этилган халқаро меъёрларга кўра талабаларнинг ўқиш ва ёзиш кўникмаларини C1 даражага етказиш, шунингдек, илмий тадқиқот иши ёзишнинг бошланғич малакасини шакллантириш ва такомиллаштиришдир.				
Мазкур дастур бўйича таълим олган талаба:				
<ul style="list-style-type: none">• ўрганилаётган асосий чет тилини Умум Европа стандартларига кўра C1 даражада ўзлаштириши;• ўрганилаётган чет тилида ўқиш ва ёзиш кўникмаларини эгаллаши;• тушуниш ва муҳокама қилиш учун босқичма-босқич турли матн турлари билан ишлаш усулларини ўзлаштириши;• матнни тушуниш мақсадида турли стратегияларни эгаллаши;• ўз фикр ва мулоҳазаларини лингвистик курс мавзуларидан келиб чиққан ҳолда ёзма равишда аниқ ва мантикий баён этиши;• битирув малакавий ишини ёзиш, илмий ишни олиб бориш босқичлари, ёзиш услубларини тўғри қўллаш ва илмий матнни таҳрирлаш борасида етарли билим, кўникма ва малакаларга эга бўлиши лозим.				
Курснинг тематик таркиби ва мазмуни				
Т/р	Мавзулар мазмуни Ўқиш	Мавзулар мазмуни Ёзма нутқ	Амалий	Мустақил иш
1-семестр				
1.	Курс силлабуси ва баҳолаш мезони	1. Курсга кириш ва баҳолаш мезонлари Силлабус ва баҳолаш мезонлари	4	2
3.	Одамлар ва уларнинг шахсиятлари	2. Маъноли гапларни тузиш	4	2

	Мунажжимлар таквими	техникаси Шахсий деталлар билан маълумотнома тўлдириш		
	Қисқа матбуот мақолалари (персонажлари) билан ишлаш	Бош ҳарф билан ёзиш ва тиниш белгиларини қўйиш қоидалари	4	2
5.	Қисқа ҳикоялар (стереотиплар)	Содда эслатмалар ва мактублар ёзиш	4	4
6.	Миллий ўхшашликлар: Ўзбекистон ва инглиз тилида сўзлашувчи мамлакатлар Информацион буклетлар	Ғап тузиш структураси билан ишлаш	4	2
7.	Брошюралар	Матндаги қисмлар ва бўрттирма иборалар (жумлалар) билан ишлаш	4	2
	Сайёҳлик йўриқномалари	3. Табрикнома ёзиш Табрикномалар ёзиш	4	4
9.	Энциклопедия қисмлари	Таклифномалар ёзиш	4	4
10.	Энциклопедия қисмлари	Ғап турлари	4	2
11.	Озиқ овқат. Тўғри овқатланиш Менюлар	4. Контекстда функционал ёзиш: Озиқ овқат. Тўғри овқатланиш Харид рўйхати	4	4
	Таомлар рецепти	Овқатлар рецептини ёзиш	4	4
12.	Журналлардаги қисқа мақолалар билан ишлаш	Реклама ёзиш	4	2
13.	Ўқишда стратегиялар ва кичик қўнималарни ишлатиш техникалари	5. Контекстда функционал ёзиш: Шахсий хатлар Ўзи ҳақида ёзиш	4	4
14.	Саломатлик сирлари Информацион буклетлар, брошюралар	Ўзи ҳақида ёзиш	4	2
15.	Инструкция билан ишлаш	Қўндалик ёзиш	4	4
16.	Журнал мақолалари билан ишлаш	Норасмий электрон хат ёзиш	4	4
17.	Саломатлик сирлари мавзусига доир матнлар	Норасмий электрон хат ёзиш	4	4
18.	Ўқиш стратегияларини ривожлантириш Ўқишда текст билан ишлаш усуллари: синчиклаб ўқиш кўз югуртириш усуллари	Ўзи ҳақида ёзиш	4	4
19.	Керакли маълумотлар билан ишлаш ва кўз югуртириш усуллари ошириш	Ўзи ҳақида ёзиш	4	2
1-семестр бўйича жами 38		38	76	58
2-семестр				
1	Оилавий қадриятлар Асар ўқиш: Ғурур ва андиша (Pride and Prejudice)	6. Ўзаро текшириш ва баҳолаш Хато текшириш усуллари	4	4
2	Асар ўқиш: Ғурур ва андиша (Pride and Prejudice)	Ўзаро баҳолаш	4	4
3	Асар ўқиш: Ғурур ва андиша (Pride and Prejudice)	Такрорлаш: Ўзаро текшириш ва баҳолаш	4	2
4	Асар асосида фикр алмашиш муҳокамаси	7. Маъноли параграфларни ёзиш техникаси Параграф ёзиш	6	4
5	Таълим тизими. Ўқув грантлари бўйича эълонлар билан ишлаш	Параграф ёзиш	4	2
6	Таълим журналлари мақолалари билан ишлаш	8. Параграфларни ташкил этиш ва тасвирлаш Тасвирий параграф ёзиш	4	4
7	Интернет матнлари	Тасвирий параграф ёзиш	4	2
8	Мавзуга доир кичик матнлар билан ишлаш	Қисқа таржимаи ҳол ёзиш	4	4
9	Шаҳар ва қишлоқ ҳаёти Сайёҳлик йўриқномалари ва	9. Параграфларни ташкил этиш: таққослаш ва фарқлаш.	4	2

	брошюралари	Параграфни таққослаш ва фарклаш 1		
10	Мавзуга оид журнал мақолалари билан ишлаш	Параграфни таққослаш ва фарклаш 2	4	4
11	Информацион буклетлар	Параграфни таққослаш ва фарклаш 3 Ўзаро баҳолаш	4	2
13	Шеърят	10. Параграфларни ташкиллаштириш: ҳикоя ёзиш Ҳикоя ёзиш. 1 қоралама	6	2
14	Спорт ва бўш вақтни самарали ўтказиш Энциклопедия қисмлари билан ишлаш	Ҳикоя ёзиш. 2 қоралама	4	4
15	Интернет матнлари	Тақдорлаш	4	2
16	Информацион буклетлар (қунни тўғри тақсимлаш)	Ҳикоя ёзиш ва текшириш	4	4
17	Мавзуга оид журнал матнлари билан ишлаш	Шеър ёзиш	4	4
18	Технология ва мулоқот	Виртуал контекст ёзиш техникаси Электрон хат ёзиш	4	4
19	Инструкциялар билан ишлаш	Онлайн форум муҳокамасида қатнашиш	4	4
2-семестр бўйича жами 38		38	76	58
Умумий		76	152	116

Т/р	Мавзулар мазмуни Ўқиш	Мавзулар мазмуни Ёзма нутқ	Амалий	Мустақил иш
3-семестр				
1.	Курс силлабуси ва баҳолаш мезони		2	
2.	Мунажжимлар тақвими	Фактлар асосида ёзиш: баённомалар (масалан, ижтимоий тадқиқотлар, жамоа муаммолари, таълим жараёнига оид муаммолар ва б.)	2	2
3.	Қисқа матбуот мақолалари (персонажлари) билан ишлаш	Фактлар асосида ёзиш: баённомалар (масалан, ижтимоий тадқиқотлар, жамоа муаммолари, таълим жараёнига оид муаммолар ва б.)	2	2
4.	Қисқа ҳикоялар (стереотиплар)		2	2
5	Информацион буклетлар	баённомалар (масалан, ижтимоий тадқиқотлар, жамоа муаммолари, таълим жараёнига оид муаммолар ва б.)	2	2
6	Брошюралар	турли мақсадлардаги хатлар	2	
7	Сайёҳлик йўриқномалари	турли мақсадлардаги хатлар	2	2
8	Энциклопедия қисмлари	турли мақсадлардаги хатлар	2	
9	Энциклопедия қисмлари	расмий ва норасмий хатлар	2	2
10	Менюлар	расмий ва норасмий хатлар	2	
11	Таомлар рецепти	ёзма танқидий, рад жавоби (масалан, бизнесдаги ҳамкорига)	2	2
12	Журналлардаги қисқа мақолалар билан ишлаш	ёзма танқидий, рад жавоби (масалан, бизнесдаги ҳамкорига)	2	2
13	Ўқишда стратегиялар ва кичик кўникмаларни ишлатиш техникалари	Норасмий электрон хатлар	2	2
14	Информацион буклетлар, брошюралар	Норасмий электрон хатлар	2	2
15	Инструкция билан ишлаш	баённомалар (масалан, ижтимоий тадқиқотлар, жамоа муаммолари, таълим жараёнига оид муаммолар ва б.)	2	2
16	Журнал мақолалари билан ишлаш	баённомалар (масалан, ижтимоий тадқиқотлар, жамоа муаммолари,	2	2

		таълим жараёнига оид муаммолар ва б.)		
17	Саломатлик сирлари мавзусига доир матнлар	расмий хат (тушунтириш хати ёки газета муҳарририга хат)	2	2
18	Ўқишда текст билан ишлаш усуллари: синчиклаб ўқиш кўз югуртириш усуллари	тасвирий иншо тури тақдими	2	
19	Керакли маълумотлар билан ишлаш ва кўз югуртириб ўқиш усуллари	тасвирий иншонинг биринчи қораламаси	2	2
	Якуний назорат (ЯН)			
3-семестр бўйича жами		38	38	28
4-семестр				
1	Асар ўқиш:	ҳикоя тарзидаги иншо тури тақдими	4	2
2	Асар асосида фикр алмашиш муҳокамаси	ҳикоя тарзидаги иншонинг биринчи қораламаси	4	
3	Таълим тизими. Ўқув грантлари бўйича эълонлар билан ишлаш	ҳикоя тарзидаги иншонинг иккинчи қораламаси	4	2
4	Таълим тизими Ўқув грантлари бўйича эълонлар билан ишлаш	ҳикоя тарзидаги иншонинг якуний қораламаси	4	2
5	Таълим журналлари мақолалари билан ишлаш	Қиёсий иншо тури тақдими	4	2
6	Таълим журналлари мақолалари билан ишлаш	Қиёсий иншонинг биринчи қораламаси	4	2
7	Интернет матнлари	Қиёсий иншонинг иккинчи қораламаси	4	2
8	Мавзуга доир кичик матнлар билан ишлаш	Қиёсий иншонинг якуний қораламаси	4	
9	Шаҳар ва қишлоқ ҳаёти Сайёҳлик йўриқномалари ва брошюралари	таҳлилий (сабаб ва натижаларни таҳлил қилиш) иншо тури тақдими	4	2
10	Мавзуга оид журнал мақолалари билан ишлаш	таҳлилий (сабаб ва натижаларни таҳлил қилиш) иншонинг биринчи қораламаси	4	2
11	Информацион буклетлар	таҳлилий (сабаб ва натижаларни таҳлил қилиш) иншонинг биринчи қораламаси	4	2
13	Шеърят	таҳлилий (сабаб ва натижаларни таҳлил қилиш) иншонинг биринчи қораламаси	4	
14	Энциклопедия қисмлари билан ишлаш	китеб ёки фильмларнинг қисқа тақризи	4	2
15	Интернет матнлари	китеб ёки фильмларнинг қисқа тақризи	4	
16	Информацион буклетлар (қунни тўғри тақсимлаш)	китеб ёки фильмларнинг қисқа тақризи	4	2
17	Мавзуга оид журнал матнлари билан ишлаш	университет газетаси учун мақола	4	2
18	Технология ва мулоқот	университет газетаси учун мақола	4	2
19	Инструкциялар билан ишлаш	университет газетаси учун мақола	4	2
4-семестр бўйича жами 38		38	38	28
Умумий			76	56

Т/р	Мавзулар мазмуни Ўқиш	Мавзулар мазмуни Ёзма нутқ	Амалий	Мустақил иш
5-семестр				
1.	Матн турлари (имкон даражасида аутентик, оригинал матнлар)	Хатлар ва расмий ҳужжатлар: расмий хатлар	4	4
2.	Газета ва журналлардаги мақолалар	ариза ёзиш	4	2

	(янгиликлар, маърузалар)			
3.	Газета ва журналлардаги мақолалар (катта ҳажмдаги мақолалар);	ариза ёзиш ;	4	4
4.	Газета ва журналлардаги мақолалар (халқаро илмий журналларда чоп этилган мақолалар);	илова хати;	4	2
5	Таҳлил баён этилган қисқа маълумотлар;	илова хати;	4	4
6	Шеърлар	тавсиянома	4	2
7	Асарлардан келтирилган парчалар	тушунтириш хати ва б.	4	4
8	Асарлардан келтирилган парчалар	тушунтириш хати ва б.	4	2
9	Интернет матнлари (блоглар);	Фактларга асосланган ёзма нутк: ҳисоботлар (учрашув ҳисоботлари.);	4	4
10	Интернет матнлари (вебсайтлар);	ҳисоботлар (учрашув ҳисоботлари);	4	4
11	Қўлланмалар, инструкциялар (техник восита ва асбоблар учун)	ташриф ҳисоботлари	4	2
12	Энциклопедик мақолалар	ташриф ҳисоботлари	4	2
13	Энциклопедик мақолалар	тадқиқот ҳисоботлари	4	2
14	Професионал мавзулардаги мақолалар (чет тили ўқитиш, ўқитиш муаммолари, методлари, ўқитиш тизимидаги янгиликлар ёритиладиган журналларда берилган мақолалар);	тадқиқот ҳисоботлари;	4	4
15	Професионал мавзулардаги мақолалар (чет тили ўқитиш, ўқитиш муаммолари, методлари, ўқитиш тизимидаги янгиликлар ёритиладиган журналларда берилган мақолалар);	яхши ва ёмон томонларини баҳолаш ва таҳлилий ҳисобот	4	4
16	Маърузаларда илгари сурилган ғояга нисбатан билдирилган фикрлар ва муҳокама қилинган ҳисоботлар	яхши ва ёмон томонларини баҳолаш ва таҳлилий ҳисобо	4	4
17	Маърузаларда илгари сурилган ғояга нисбатан билдирилган фикрлар ва муҳокама қилинган ҳисоботлар	Иншолар: фикр билдирувчи иншо; биринчи қоралама	4	4
18	Мавзулар юзасидан такрорлаш	Иншолар: фикр билдирувчи иншо иккинчи қоралама	4	2
19	Ўқиш кўникмасини баҳоловчи тестлар	Иншолар: фикр билдирувчи иншо охири қоралама	4	4
1-семестр бўйича жами 38		38	76	60
6-семестр				
	Мавзу	Амалий (семинар)	Мустақил иш	
1	Жадваллар турини тасвирлаш	4	2	
2	Жадваллар турини тасвирлаш	4	4	
3	Иншолар: баҳс- мунозарали иншо тури (фикрларни жамлаш)	4	4	
4	Иншолар: баҳс- мунозарали иншо тури (1 дастлабки ишлаш)	4	4	
5	Иншолар: баҳс- мунозарали иншо тури (маънога фикр билдириш)	4	2	
6	Иншолар: баҳс- мунозарали иншо тури (ишлатилган услубга – иншо тилига фикр билдириш)	4	4	

7	Макола ёзиш: : (фикрларни жамлаш)	4	4
8	Макола ёзиш: (дастлабки жараён)	4	2
9	Макола ёзиш (маънога фикр билдириш)	6	4
10	Макола ёзиш: (ишлатилган услубга – иншо тилига фикр билдириш)	4	4
11	Фактларга асосланган ёзма нутк: (тадқиқот хисоботлари)	4	2
12	Фактларга асосланган ёзма нутк: (яхши ва ёмон томонларини баҳолаш ва таҳлилий хисобот)	6	4
13	Фактларга асосланган ёзма нутк: (хисоботлар)	4	4
14	Фактларга асосланган ёзма нутк: (учрашув ва ташиф хисоботлари)	4	4
15	Тадқиқот натижаларини хисобот шаклида ёзиш	4	4
16	Ёзма нутқни ривожлантириш жараёнини қайта кўриб чиқиш	6	2
17	Якуний тақриз ёзиш	6	4
2-семестр бўйича жами		76	58
Умумий		152	118
7 ва 8-семестр			
1	Илмий мавзу танлаш	8	4
2	Танланган мавзу асосида режа тузиш	10	4
3	Илмий ишнинг мақсадини белгилаб олиш	8	4
4	Илмий ишнинг кириш қисмини ёзиш	8	4
5	Илмий мавзу доирасида адабиётлар таҳлили	10	4
6	Плагиятга йўл қўймаслик усуллари, кўчирмақашликнинг олдини олиш	8	4
7	Тадқиқот устида иш олиб бориш	10	4
8	Тадқиқот натижаларини ёзиш	10	4
9	Илмий хулосалар ёзиш	10	4
10	Дастлабки химоя	10	4
11	Ёзма нутқ амалиёти модули бўйича 3 –курс дастурини тақорлаш	8	
7 ва 8 –семестр бўйича жами		100	40
Умумий		100	40
Таълим бериш ва ўқитиш услуби:		Маъруза, амалий машғулотлар, мустақил ишлар (айлана стол, кейс стади, мастер-класслар)	
Мустақил ишлар:		Ўқув лойиҳалар, гуруҳли тақдирот, рефератлар, кейслар, докладлар, кроссвордлар, постер, проспект, эссе ва х.з.	
Маслаҳатлар ва топшириқларни топшириш вақти		Кунлар	Вақти
1.			Ауд.
2.			
3.			
Билимларни баҳолаш усуллари, мезонлари ва тартиби:			
ЖН ва ОН нинг баллари ишчи дастурда берилди			
Баҳолаш усуллари		Тестлар, ёзма ишлар, оғзаки сўров, презентациялар ва х.з.	
Фан бўйича талабалар билимининг назорат қилиш ва баҳолаш		Назорат шакллари Баҳолаш турлари фан хусусиятидан келиб чиққан ҳолда сўровлар, оғзаки савол-жавоб, ёзма иш, тест синовлари ёки бошқа қўринишда ўтказилиши мумкин.	

Фан бўйича талабалар билимини баҳолаш мезони		
1- семестр		
Б. Ўқиш ва ёзиш амалиёти	1.Ўқиш модули	2. Ёзма нутқ амалиёти
Жорий назорат 40%	Талабанинг фаоллиги мезон асосида баҳоланади (1- илова), ўқиш ва ёзиш кўникмалар бўйича топшириқларни бажарганлигини исботловчи портфолионинг мавжудлиги- 10%	
	-ўқилган материалларни ўз ичига олган матнлар портфели/порфолио ва уларга ёзилган хулосалар (нимани ўқидингиз, ўқиганларингиз ёқдимиз ёки ёқмадимиз, нима учун -10% -севимли муаллиф автобиографияси-10%	шахсий резюме -10%
Оралиқ назорат 30%	турли матнларга асосланган ўқиш тести (дарс жараёнида фойдаланилмаган матнлар)-15%	норасмий хат-15%
Якуний назорат 30%	1 ва 2 модуллар асосида тест(ўқиш кўникмасининг шакллланганлигини назорат қилиш бўйича тест ва ёзма топшириқ (баён, иншо))	
2- семестр		
Б. Ўқиш ва ёзиш амалиёти	1.Ўқиш модули	2. Ёзма нутқ амалиёти
Жорий назорат 40%	Талабанинг фаоллиги мезон асосида баҳоланади (1- илова), ўқиш ва ёзиш кўникмалар бўйича топшириқларни бажарганлигини исботловчи портфолионинг мавжудлиги- 10%	
	ўқилган материалларни ўз ичига олган матнлар портфели/порфолио (тахминий саволлар: нимани ўқидингиз, ўқиганларингиз ёқдимиз ёки ёқмадимиз, нима учун -15%	-хикоя ёки эълоннинг қисқача мазмуни (Summary)-5% -ёзма ишлардаги хатолар тахлили (ёзма ишда синоним антонимлардан кенг фойдаланаманми, қандай услубий ёки грамматик хатоларга йўл қўймоқдамиз; ўз ўзини баҳолаш шакли илова қилган ҳолда) -10%
Оралиқ назорат 30%	турли матнларга асосланган ўқиш тести (дарс жараёнида фойдаланилмаган матнлар) - 15%	кичикроқ матндаги иншо-15%
Якуний назорат 30%	1 ва 2 модуллар асосида 4 та тил кўникмалар бўйича тест	
3- семестр		
Б. Ўқиш ва ёзиш амалиёти	1.Ўқиш модули	2. Ёзма нутқ амалиёти
Жорий назорат 40%	Талабанинг фаоллиги мезон асосида баҳоланади (1- илова), ўқиш ва ёзиш кўникмалар бўйича топшириқларни бажарганлигини исботловчи портфолионинг мавжудлиги- 10%	
	-вебсайт ёки блогда ўқилган матнга ёзилган тақриз-10% -мақолага ёзилган тақриз-10%	расмий хат(тушунтириш хати ёки газета муҳарририга хат)-10%
Оралиқ назорат 30%	турли матнларга асосланган ўқиш тести (дарс жараёнида фойдаланилмаган матнлар) - 15%	фикр билдирувчи иншо -15%
Якуний назорат 30%	1 ва 2 модуллар асосида тест(ўқиш кўникмасининг шакллланганлигини назорат қилиш бўйича тест ва ёзма топшириқ (баён, иншо))	
4- семестр		
Б. Ўқиш ва ёзиш амалиёти	1.Ўқиш модули	2. Ёзма нутқ амалиёти

		Талабанинг фаоллиги мезон асосида баҳоланади (1- илова), ўқиш ва ёзиш кўникмалар бўйича топшириқларни бажарганлигини исботловчи портфолионинг мавжудлиги- 10%
Жорий назорат 40%	Ўқилган материалларни ўз ичига олган матнлар портфели/портфолио (тахминий саволлар: нимани ўқидингиз, ўқиганларингиз ёқдими ёки ёқмадими, нима учун-15%	-фильм ёки китобга ёзилган тақриз -5% -ҳикоя ёзиш-10%
Оралик назорат 30%	турли матнларга асосланган ўқиш тести (дарс жараёнида фойдаланилмаган матнлар) - 15%	расмий хат(тушунтириш хати ёки газета муҳарририга хат)-- 15%
Якуний назорат 30%	1 ва 2 модуллар асосида тест(ўқиш кўникмасининг шаклланганлигини назорат қилиш бўйича тест ва иншо)	
5- семестр		
Б. Ўқиш ва ёзиш амалиёти	1.Ўқиш модули	2. Ёзма нутқ амалиёти
	Талабанинг фаоллиги мезон асосида баҳоланади (1- илова) 10%	
Жорий назорат 40%	тақдимот ва келгусида ўқиш малакасини ривожлантириши бўйича ишлаб чиқилган режа-10%	иншонинг якуний варианты - 15%
Оралик назорат 30%	тақриз (бадий асар (роман)нинг ижтимоий, маданий ва тарихий негизини таҳлил қилиш ва ёритиб бериш)- 15%	ижтимоий муаммони ўрганишга асосланган тадқиқот ҳисоботи- 15%
Якуний назорат 30%	1 ва 2 модуллар асосида тест(ўқиш кўникмасининг шаклланганлигини назорат қилиш бўйича тест ва ёзма топшириқ (баён, иншо)	
6- семестр		
Б. Ўқиш ва ёзиш амалиёти	2. Ёзма нутқ амалиёти	
Жорий назорат 40%	маълумотларга асосланган танқидий баён воқеа-ҳодисалар тўғрисида ҳисобот - 20%	
	синфда берилган газета мақоласини танқидий таҳлил қилиш -20%	
Оралик назорат 30%	илова хати-15% тавсиянома - 15%	
Якуний назорат 30%	иншо, жуфтликда берилган ўзаро ёзма тақриз билан - 30%	
Фанга доир видео маърузалар, видео роликлар:		
Глоссарийлар:		
Ахборот ресурс база:		

АСОСИЙ ҚИСМ

Фаннинг амалий машғулоти мазмуни

1-модул. Ўқиш модули

Ўқиш модули талабаларга 1-5 семестрлар давомида ўқитилади. Ушбу фан талабаларга Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэтироф этилган халқаро меъёрлари (CEFR) га кўра B1дан B2+ бўлган даражага мос келадиган мавзуларга оид турли матн турларини ўқиб, мазмунини тушунишлари ва таҳлил қила олишларига имконият яратади.

Ўқиш модули мазмунини:

- тушуниш ва муҳокама қилиш учун босқичма-босқич турли матн турлари (ҳикоялар, журнал ва газета мақолалари, янгиликлар баёни, интернет матилари ва ҳоказолар) билан ишлаш усуллари;
- матнни тушуниш мақсадида турли стратегияларни (асосий фикрларни англаш учун ўқиш, ғояни билиш учун ўқиш, махсус маълумотни олиш учун ўқиш);

- бадий адабиётларни (биринчи курсда кичик хикоялар ва шеърлар иккинчи ва учинчи курсдан романлар) шу жумладан, замонавий бадий матнларни қийналмасдан ўқий олиши ва босқичма-босқич уларда тасвирланган сиёсий, ижтимоий, маънавий, тарихий жараёнларни;
- ўқиш, тушуниш ва муҳокама қилиш учун берилган катта ҳажмдаги матн билан ишлай олиш ва тегишли хулоса чиқариш;
- ўқиш жараёнида ёзма баёнот, ҳисобот, маърузаларда келтириб ўтилган фикр-мулоҳазаларга ҳамда ўз фикрларига таяниб таҳлил ва муҳокама қилиш;
- айрим ўринларда лўғатлар билан ишлаган ҳолда турли жанр ва соҳаларга оид мураккаб матнларни ўқиб, тушуниб, таҳлил ва муҳокама қила олиш;
- ўз соҳаларига оид турли матн турларини (кичик хикоялар, журнал ва газета мақолалари, янгиликлар баёни, интернет матнлари) ўқиб, матн юзасидан хулоса чиқара олиш;
- матнлардаги фикрларни, муаллиф ғоясини ва муболағани аниқлаш;
- маданият ва санъатга оид мавзулардаги (фильм, театр, бадий адабиёт) мақола ва тақризларни ўқиб, ундаги асосий фикрларни айта олиш;
- ўқиш жараёнида учраши мумкин бўлган муаммоларни аниқлаб, уларни тўла бартараф этиш;
- берилган махсус матнлардаги маълумотлар, ғоялар ва фикрларга таяниб, мустақил тарзда илмий маъруза тайёрлай олиш каби етакчи мавзулар ташкил этади.

Модул 2. Ёзма нутқ амалиёти

Ёзма нутқ амалиёти модули 1-6 семестрлар давомида ўқитилади. Биринчи курс якунида талабалар CEFR талабига кўра ёзиш кўникмаларини B1(+) даражада эгалласалар, 3-курс якунига келиб CEFR B2-C1 даражаси талабига жавоб берувчи турли матнларни ёза олиш маҳоратига эга бўладилар.

Ёзма нутқ амалиёти модули мазмуни:

- турли жанрдаги ёзма матнларни, жумладан таклифнома, таржимаи ҳол, шахсий ва расмий хатларни ва аризалар тўғри ёзиш ва ушбу матнларнинг ўзига хос хусусиятлари;
- эшитган, кўрган ва ўқиган мавзуси асосида қисқа иншолар ёза олиш кўникмасини босқичма-босқич ривожлантириб бориш;
- гапларни грамматик жиҳатдан тўғри тузиш;
- жумлаларни бир-бирига боғлаш учун ишлатиладиган боғловчилар, кириш сўзларидан тўғри фойдаланиш;
- иншонинг тузилиши (кириш, асосий қисм ва хулоса), унинг мантикий узвийлиги ва яхлитлигини таъминлай олиш;
- ёзма нутқда матн жанрига ҳамда мақсадига мувофиқ расмий ёки норасмий услубни танлаб, ёза олиш;
- ўз фикр ва мулоҳазаларини лингвистик курс мавзуларидан келиб чиққан ҳолда иншо мавзулари бўйича ёзма равишда аниқ ва мантикий баён этиш;
- қиёсий, таҳлилий ва танқидий турдаги баёнларни режалаштира олиш ва уларда ўз фикрларини далиларга асосланган тарзда ёзиш;
- умумий ва ўзларига яқин мавзудаги мақолаларни, учинчи босқичда эса, касбга доир илмий мақолаларни қисқачи мазмунини ёзиш;
- китоб ёки фильмларнинг мазмунини танқидий фикрларга асосланган ҳолда ёзма баён эта олиши ва уларга қисқа тақриз ёза олиш;
- ёзма нутқдаги турли услублардан маҳорат билан фойдаланиш;
- ўз ёзма нутқини таҳрир қилишга текшириш орқали она тили интерференцияси муаммоларини аниқлаш ва бартараф этиш;

- режалаштириш, баҳолаш, таҳрир қилиш ва қайта кўриб чиқиш каби мавзулардан иборат бўлади.

Амалий машғулотларни ташкил этиш бўйича кўрсатма ва тавсиялар

Амалий машғулотларини ўтказишда қуйидаги дидактик тамойилларга амал қилинади:

- амалий машғулотларининг мақсадини аниқ белгилаб олиш;
- ўқитувчининг инновацион педагогик фаолияти бўйича билимларни чуқурлаштириш имкониятларига талабаларда қизиқиш уйғотиш;
- талабада натижани мустақил равишда қўлга киритиш имкониятини таъминлаш;
- талабани назарий-методик жиҳатдан тайёрлаш;
- амалий машғулотлари нафақат аниқ мавзу бўйича билимларни яқунлаш, балки талабаларни тарбиялаш манбаи ҳамдир.

Ўқиш модули бўйича тавсия этиладиган мавзулар мазмуни

1 курс давомида

Матн турлари (ўқиш учун соддароқ оригинал матнлар)

- таомномалар, рецептлар;
- жадваллар;
- кичик ҳикоялар;
- гороскоплар;
- шахсий хатлар;
- кундаликлар;
- информацион буклетлар, брошюралар (фильмлар, кўргазма ва ҳоказолар ҳақида), сайёҳлик йўриқномалари;
- журнал мақолалари (машҳур шахслар билан суҳбатлар, гороскоплар);
- янгиликлар баёни;
- таниш мавзуларга оид қисқа газета мақолалари;
- шеърлар;
- интернет матнлари (блоглар);
- эълонлар (грантлар, саёҳат манзиллари ҳақида);
- қўлланмалар/инструкциялар (техник воситалар, асбоблар учун);
- комусий мақолалар;

Ўқиш мақсадлари

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

Ўқиш стратегиялари

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

Ўқиш жараёнида учрайдиган муаммоларни аниқлаш ва уларни тузатиб бориш

- паст овозда ёки овоз чиқариб ўқиш;
- ҳижжалаб ўқиш;
- такроран ўқиш;
- юзаки ўқиш;
- луғатларга тез –тез мурожаат қилиш

2 курс давомида

Ўқиш модули бўйича кейинги курсда ўтиладиган тахминий мавзулар биринчи курс мавзулар мазмунига ўхшаш бўлсада, бу курсларда асосий эътибор ушбу мавзуларнинг чуқур ва батафсил ўрганилишига қаратилади.

Матн турлари (оригинал матнлар)

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

Ўқиш мақсадлари

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

Ўқиш стратегиялари

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

Ўқиш жараёнида учрайдиган муаммоларни аниқлаш ва уларни тузатиб бориш

- паст овозда ёки овоз чиқариб ўқиш;
- хижжалаб ўқиш;
- такроран ўқиш;
- юзаки ўқиш;
- луғатларга мурожаат қилиш.

3 курс давомида

Матн турлари (имкон даражасида аутентик, оригинал матнлар, касбга йўналтирилган материаллар)

- газета ва журналлардаги мақолалар (янгиликлар, маърузалар, катта ҳажмдаги мақолалар, халқаро илмий журналларда ўрганилаётган чет тилида чоп этилган мақолалар);
- таҳлил баён этилган қисқа маълумотлар;
- шеърлар;
- асарлардан келтирилган парчалар;
- интернет матнлари (блоглар, вебсайтлар);
- қўлланмалар, инструкциялар (техник восита ва асбоблар учун);
- энциклопедик мақолалар;

- профессионал мавзулардаги мақолалар (чет тили ўқитиш, ўқитиш муаммолари, методлари, ўқитиш тизимидаги янгиликлар ёритиладиган журналларда берилган мақолалар);
- маърузаларда келтириб ўтилган ғояга нисбатан билдирилган фикрлар ва муҳокама қилинган ҳисоботлар

Ўқиш мақсадлари

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

Ўқиш стратегиялари

- ҳулоса ясаш, “қаторлар ораси” маънони англаш
- тез ўқиш
- ҳулоса қилиш ва ёзма баён этиш
- муаллиф фикрини ёқлаш ёки инкор қилиш ва уни асослаш;
- таҳлил қилиш;
- синтез қилиш;
- ўқиш сифатини аниқлаш

Ўқитиш методикаси

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

Ёзиш модули бўйича тавсия этиладиган мавзулар мазмуни

1 курс давомида

- табрикномалар ва таклифномалар;
- шахсий маълумотномалар, анкета саволлари;
- содда хатлар, эслатмалар, қайдлар;
- воқеа-ҳодиса, одамлар ва предметлар тасвирига бағишланган хатлар, матнлар;
- e-mail, интернет форумларига хатлар;
- резюме ва таржимаи ҳол;
- кичик ҳикоялар;
- таом рецептлари;
- шахсий кундалик

Ёзма нутқни ривожлантиришнинг асосий омиллари

- ёзма ишни режалаштириш (кластер усулида, ақлий ҳужум ва ҳ.);
- ёзма ишнинг мақсади ва кимга йўналтирилганлигини аниқлаш ва шунга қараб тегишли услубни танлаш маҳорати.

Грамматик таъомиллар

- гап тузиш (гапда сўз тартиби);
- гапда эга ва кесимнинг ўрни, мослашуви;
- гап турлари (оддий, қўшма гаплар);
- боғловчилар ва кириш сўзлари;
- сўз танлаш (расмий ва норасмий услубдаги сўзлар ва ҳ.)
- пунктуация

Қисқа иншо (параграф) ёзиш босқичлари

- мос сарлавҳани танлаш;
- кириш қисмини ёзиш;

- иншонинг асосий ғоясини ифодалаш;
- далил ва исботларни баён этиш;
- ёзма ишда плагиатга (кўчирмакашликка) йўл қўймаслик

2 курс давомида

Фактлар асосида ёзиш:

- баённомалар (масалан, ижтимоий тадқиқотлар, жамоа муаммолари, таълим жараёнига оид муаммолар ва б.)

Иншолар:

- тасвирий;
- ҳикоя тарзидаги;
- қиёсий;
- таҳлилий (сабаб ва натижаларни таҳлил қилиш);
- китоб ёки фильмларнинг қисқа тақризи;
- университет газетаси учун мақола

Хатлар ва бошқа мулоқот ҳужжатлари:

- турли мақсадлардаги хатлар;
- расмий ва норасмий хатлар;
- ёзма танқидий, рад жавоби (масалан, бизнесдаги ҳамкориға)
- норасмий электрон хатлар

3 курс давомида

Фактларга асосланган ёзма нутқ:

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

Иншолар:

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

Хатлар ва расмий ҳужжатлар:

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

Ўқиш ва ўқитишга ёндашув

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

Ёзма нутқ жараёни:

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

4 курс давомида

Илмий иш ёзиш

Муваффақиятли илмий иш таҳлили

- илмий ишнинг мақсади;
- кириш;
- адабиётлар таҳлили;
- плагиат, кўчирмакашлик
- тадқиқот натижалари;
- илмий хулосалар

Якуний давлат аттестациясига тайёргарлик

- ёзма нутқамалиёти модули бўйича 3 курсда турини такрорлаш;
- якуний имтиҳон репетицияси

Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган.

Курс ишини ташкил этиш

Фан бўйича курс иши намунавий ўқув режада режалаштирилмаган.

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Фан модуллари кесимида талабалар мустақил таълимни ташкил этиш мақсадида кафедра мутахассислари томонидан услубий кўрсатмалар ишлаб чиқилади. Уларда талабанинг мустақил ўқиб ўрганишини таъминловчи вазифа ва топшириқлар кўрсатиб ўтилади ва уларни бажариш учун аниқ кўрсатмалар мисоллар ёрдамида берилади. Тилни ўрганиш жараёнида талаба интерфаол усуллар воситасида мустақил таълим олишга рағбатлантирилади ва мустақил фикрлаш талаб қилинади. Бунда ўқитувчи билим берувчи ва баҳоловчи сифатида эмас, балки фасилитатор (инглизча facilitate сўзидан олинган бўлиб, бирор бир жараённинг боришига яхши таъсир этувчи ва унга мос шарт-шароитлар яратиб берувчи) сифатида намоён бўлади. Талабадан фан бўйича мустақил ўрганган билимларини аудиторияда турли хил интерактив услублар орқали намоёниш қила олиши ва бошқаларга ўргата олиши талаб этилади.

Тавсия этиладиган мустақил таълим мавзулари

- | | |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| - Таомномалар, рецептлар; | - Интернет матнлари (блоглар); |
| - Жадваллар; | - Эълонлар (грантлар, саёхат манзиллари ҳақида); |
| - Кичик ҳикоялар; | - Қўлланмалар/инструкциялар (техник восита, асбоблар учун); |
| - Гороскоплар; | - Қомусий мақолалар; |
| - Шахсий хатлар; | - Табриқномалар ва таклифномалар; |
| - Кундаликлар; | - Шахсий маълумотномалар, анкета саволлари; |
| - Информацион буклетлар, брошюралар (фильмлар, кўргазма ва ҳоказолар ҳақида), сайёҳлик йўриқномалари; | - Содда хатлар, эслатмалар, қайдлар; |
| - Журнал мақолалари (машҳур шахслар билан суҳбатлар, гороскоплар); | - Воқеа-ҳодиса, одамлар ва предметлар тасвирига бағишланган хатлар, матнлар; |
| - Янгиликлар баёни; | - e-mail, интернет форумларига хатлар; |
| - Таниш мавзуларга оид қисқа газета мақолалари; | - Резюме ва таржимаи ҳол; |
| - Шеърлар; | |

- Битирув малакавий иши;
- Илмий мақола.

Дастурнинг ахборот-услубий таъминоти

Талабалар ўрганилаётган чет тилида мослаштирилмаган (содалаштирилмаган) аутентик матнлар, шу жумладан, лингвистик курс мавзуларидан келиб чиққан ҳолда танланган газета ва журнал мақолалари, оригинал хат, брошюра, эълон кабилар билан кўпроқ ишлашлари лозим. Бироқ ўқиш вазифалари талабаларнинг тил билиш даражасига кўра мослаштирилиши мумкин. Ушбу аутентик материалларни қидиришга, улар асосида вазифалар ишлаб чиқишга талабаларни ҳам жалб этиш мумкин. Ўқишга ёрдам бериш мақсадида матн бўйича қизиқарли, ҳаётий саволлар бериш, жоиз бўлса 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 ундаши лозим. Масалан, матнни ўқиб саволларга жавоб бериш, ёки матндан келиб чиқиб берилган жадвални тўлдириш, берилган гапларнинг тўғри/нотўғри эканлигини баҳолаш, гапларни керакли сўзлар билан тўлдириш каби вазифалар шулар жумласидандир. 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 ифодалай олишлари 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. Курс модуллари давомида талабалар якка ҳолда, жуфтликда ва кичик гуруҳларда ишлайдилар. Ҳар бир ёзма иш 4 та босқичда ташкил этилади: ёзма иш режасини тузиш, дастлабки (хомаки) вариантини ёзиш ва ўқитувчидан ёки гуруҳдошидан тақриз олиш, таҳрир қилиш ва хатолар устида ишлаш, қайта ёзиш. Мулоқот учун ёзишга қатта аҳамият берилган ҳолда дарслар қуйидаги вазифаларга асосланиши мумкин:

- турли интерактив методларга асосланган вазифалар;
- турли ёзма матнлар намуналарини таҳлил қилишга қаратилган машқлар;
- ёзиш жараёнида эътиборга олиниши керак жиҳатларни таҳлил қилиш.

Фойдаланиладиган адабиётлар рўйхати

Асосий адабиётлар

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1. Sylvie Poisson-Quinton, Compréhension écrite Niveau 1, CLE International, Paris 2008
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Қўшимча адабиётлар

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Интернет сайтлари

Инглиз тили

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2. www.teachingenglish.org.uk
3. www.online-literature.com
4. www.literature.org/
5. www.pearsonlongman.com/ae/

Немис тили

1. www.paperball.de
2. www.zeitung.de
3. www.keepschool.de/unterrichtsmaterial/Deutsch/Textfunktionen-842.html
4. www.lehrer-online.de
5. www.teachsam.de
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2. www.france5.fr/20livres
3. <http://www.lepointdufle.net/>
4. <http://enseigner.tv5monde.com/>
5. <http://lewebpedagogique.com/ressources-fle/>
6. http://www.cafepedagogique.net/lesdossiers/Pages/2009/indis_09_Francais.aspx

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Испан тили

1. <http://hubpages.com/profile/Judy+Cullins> (en español)
2. http://ezinearticles.com/?expert=Judy_Cullins (en español)
3. http://www.youtube.com/watch?feature=player_embedded&v=21BE98mGJME
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**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ**

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ

ИНГЛИЗ ТИЛИ ВА АДАБИЁТИ КАФЕДРАСИ

“ТАСДИҚЛАЙМАН”

ГулДУ проректори
_____ Н.Р.Баракаев
«___» _____ 2017 й.

«ЁЗМА НУТҚ АМАЛИЁТИ ВА ЎҚИШ»

фани бўйича

ИШЧИ ЎҚУВ ДАСТУРИ

100000 – Гуманитар соҳа

110000 – Педагогика

5111400 – Хорижий тил ва адабиёти (Инглиз тили)

3 – Курс

5-6 – Семестр

Умумий ўқув соати – 127+127=254

Шу жумладан:

Амалиёт машғулоти – 76+76=152

Мустақил таълим соати – 51+51=102

ГУЛИСТОН – 2017 й.

Фаннинг ишчи ўқув дастури намунавий ўқув дастури ва ўқув режасига мувофиқ ишлаб чиқилди.

Тузувчи: Бозорова Л. – ГулДУ “Инглиз тили ва адабиёти”

кафедраси ўқитувчиси _____ (имзо)

Қўзиев Ш. – ГулДУ “Инглиз тили ва адабиёти”

кафедраси ўқитувчиси _____ (имзо)

Такризчи: Тожиев Х. – ГулДУ ф.ф.н., “Инглиз тили ва адабиёти”

кафедраси доценти _____ (имзо)

Фаннинг ишчи ўқув дастури “Инглиз тили ва адабиёти” кафедрасининг 2017 йил “___” _____ даги ___ - сонли мажлисида кўриб чиқилиб, факультет Илмий-услубий Кенгашида кўриб чиқиш учун тавсия қилинди.

Кафедра мудири

Х. Уразбаев

Фаннинг ишчи ўқув дастури Филология факультети Илмий-услубий Кенгашининг 2017 йил “___” _____ даги “___” - сонли мажлисида тасдиқланди.

Факультет Илмий-услубий

Кенгаши раиси:

Э. Хамдамов

I. КИРИШ

1.1. Фаннинг предмети ва мазмуни

Мазкур фан лингвистик курс ҳисобланади ва тўрт йил давомида уч қисмга: ўқиш модули, ёзма нутқ амалиёти ва илмий ёзув модулига ажратилган ҳолда ўқитилади.

1.2. Фаннинг мақсад ва вазифалари

Мазкур фаннинг мақсади талабаларнинг B2-C1 даража талабига жавоб берувчи матнларни ўқиб, тушунишлари ва турли мавзуларга оид матнларни ёза олиш маҳоратига эга бўлишлари ва эгалланган ўқиш ва ёзиш кўникмаларини касбий ва илмий фаолиятда эркин қўллай олишларини таъминлашдир.

Фаннинг асосий вазифаси умумэътироф этилган халқаро меъёрларга кўра талабаларнинг ўқиш ва ёзиш кўникмаларини C1 даражага етказиш, шунингдек, илмий тадқиқот иши ёзишнинг бошланғич малакасини шакллантириш ва такомиллаштиришдир.

Мазкур дастур бўйича таълим олган талаба:

- ўрганилаётган асосий чет тилини Умум Европа стандартларига кўра C1 даражада ўзлаштириши;
- ўрганилаётган чет тилида ўқиш ва ёзиш кўникмаларини эгаллаши;
- тушуниш ва муҳокама қилиш учун босқичма-босқич турли матн турлари билан ишлаш усуллари ўзлаштириши;
- матнни тушуниш мақсадида турли стратегияларни эгаллаши;
- ўз фикр ва мулоҳазаларини лингвистик курс мавзуларидан келиб чиққан ҳолда ёзма равишда аниқ ва мантиқий баён этиши;
- битирув малакавий ишини ёзиш, илмий ишни олиб бориш босқичлари, ёзиш услубларини тўғри қўллаш ва илмий матнни таҳрирлаш борасида етарли билим, кўникма ва малакаларга эга бўлиши лозим.

1.3. Фаннинг долзарблиги

Ўқиш ва ёзиш амалиёти фани талабаларга ўрганилаётган чет тилида ўқиш ва ёзиш маҳоратини ўргатишни назарда тутди. Мазкур фан доирасида талабалар Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR) га кўра B1 ва C1 даражага мос келадиган мавзуларга оид турли матн турларини ўқиб, мазмунини тушунишлари ва CEFR B2-C1 даражаси талабига жавоб берувчи турли матнларни ёзишни ўрганадилар. Шунингдек, 4 курс талабаларига битирув

малакавий ишларини ёзиш, илмий ишни бошлаш бошқичлари, ёзиш услубларини тўғри қўллаш ва илмий матнни таҳрирлаш ўргатилади. Ушбу фан ўз таркибида уч модулни – “Ўқиш”, “Ёзма нутқ амалиёти” ва “Илмий ёзув” модулларини мужассамлаштирган.

1.4. Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Ўқиш ва ёзиш амалиёти фани мазкур таълим йўналишлари ўқув режасидаги бошқа умумкасбий ва ихтисослик фанлари билан ўзаро боғлиқ бўлиб, модуллар кетма-кетлиги ва мазмунига мос равишда 1-8 семестрлар давомида ўқитилади. Ушбу фан лингвистик курс ҳисобланади ва тўрт йил давомида уч қисмга: ўқиш модули, ёзма нутқ амалиёти ва илмий ёзув модулига ажратилган ҳолда ўқитилади. Ўқув режанинг хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш, тил аспекти амалиёти, методика, мамлакатшуносликка оид курслари ва ўрганилаётган чет тилининг назарий курслари - умумий тилшунослик, стилистика ва матн таҳлили, назарий фонетика, қиёсий типология, назарий грамматика фанларидан зарурий билимларни эгаллашда ушбу фан модуллари бўйича ўзлаштирилган кўникма ва малакалар муҳим аҳамият касб этади.

1.5. Фаннинг илм-фан ва ишлаб чиқаришдаги ўрни

“Ўқиш ва ёзиш амалиёти” фани “Хорижий тил ва адабиёти” (тиллар бўйича), “Филология ва тилларни ўқитиш” (роман-герман филологияси) таълим йўналишларида асосий умумкасбий фан ҳисобланади. Олий таълим муассасасини ушбу таълим йўналишлари бўйича тамомлаган бакалаврлар Республикамиз узлуксиз таълим тизимида ўқитувчилик фаолияти билан шуғулланадилар. Шунингдек, хорижий қўшма корхоналар, халқаро ташкилотлар ва уларнинг республикамиздаги бўлимлари, элчихона ва консулликлар, сайёҳлик агентликлари, нашриёт ва таҳририятлар, нотариал идоралар, таржимонлик бюроларида касбий фаолият олиб борадилар.

1.6. Фанни ўқитишдаги замонавий ахборот ва педагогик технологиялар ҳамда ўқув машғулотларини лойиҳалаш

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

1.7. Дастурнинг ахборот-услубий таъминоти

Талабалар ўрганилаётган чет тилида мослаштирилмаган (соддалаштирилмаган) аутентик матнлар, шу жумладан, лингвистик курс мавзуларидан келиб чиққан ҳолда танланган газета ва журнал мақолалари, оригинал хат, брошюра, эълон кабилар билан кўпроқ ишлашлари лозим. Бироқ ўқиш вазифалари талабаларнинг тил билиш даражасига кўра мослаштирилиши мумкин. Ушбу аутентик материалларни қидиришга, улар асосида вазифалар ишлаб чиқишга талабаларни ҳам жалб этиш мумкин. Ўқишга ёрдам бериш мақсадида матн бўйича қизиқарли, ҳаётий саволлар бериш, жоиз бўлса 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 ундаши лозим. Масалан, матнни ўқиб саволларга жавоб бериш, ёки матндан келиб чиқиб берилган жадвални тўлдириш, берилган гапларнинг тўғри/нотўғри эканлигини баҳолаш, гапларни керакли сўзлар билан тўлдириш каби вазифалар шулар жумласидандир. 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 ифодалай олишлари лозим.

Шунингдек, талабалар ўқиган бадиий асарларини биргаликда муҳокама қилишлари ва қайси бадиий асарларни ўқишни хоҳлашлари ва нима учун айнан шу асарни танлаганларини муҳокама қилишлари мумкин. Бадиий ўқиш талабаларнинг зарурий ўқиш кўникмаларини ривожлантириб, уларнинг самарали ўқиш стратегияларига эга бўлган китобхонга айланишларига имкон яратади. Курс модуллари давомида талабалар якка ҳолда, жуфтликда ва кичик гуруҳларда ишлайдилар. Ҳар бир ёзма иш 4 та босқичда ташкил этилади: ёзма иш режасини тузиш, дастлабки (хомаки) вариантини ёзиш ва ўқитувчидан ёки гуруҳдошидан тақриз олиш, таҳрир қилиш ва хатолар устида ишлаш, қайта ёзиш. Мулоқот учун ёзишга катта аҳамият берилган ҳолда дарслар қуйидаги вазифаларга асосланиши мумкин:

- турли интерактив методларга асосланган вазифалар;
- турли ёзма матнлар намуналарини таҳлил қилишга қаратилган машқлар;
- ёзиш жараёнида эътиборга олиниши керак жиҳатларни таҳлил қилиш.

II. АСОСИЙ ҚИСМ

2.1. Фандан ўтиладиган мавзулар ва улар бўйича машғулот турларига ажратилган соатларнинг тақсимооти

№	Машғулотлари мазмуни	Соатлар:
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		Жами:	Маъруза:	Семинар:	Амалий:	Мустақил таълим:
	V - семестр					
	Writing					
1	Letters and official documents.	2			2	
2	Writing application form.	4			2	2
3	Written request.	2			2	
4	Follow up letter.	3			2	1
5	Letter of confirmation.	2			2	2
6	Recommendation.	2			2	
7	Reference.	4			2	2
8	Explanatory note.	4			2	2
9	Writing reports based on facts.	2			2	
10	Report on visit.	4			2	2
11	Report on meeting.	4			2	2
12	Report on event.	4			2	2
13	Report on research.	4			2	2
14	Report on scientific discovery.	4			2	2
15	Report based on analysis of positive & negative sides 1.	4			2	2
16	Report based on analysis of positive & negative sides 2.	4			2	2
17	Opinion essay. Rules.	4			2	2
18	Opinion essay. Examples.	4			2	2
19	Opinion essay. Writing.					

	Reading					
1	Reading authentic articles.	2			2	
2	Reading newspaper articles.	2			2	
3	Reading articles from magazines.	2			2	
4	Reading scientific articles.	2			2	
5	Reading analytical articles.	2			2	
6	Reading poems.	4			2	2
7	Reading passages from literary works 1.	4			2	2
8	Reading passages from literary works 2.	4			2	2
9	Reading passages from internet blogs 1.	4			2	2
10	Reading passages from internet blogs 2.	4			2	2
11	Reading instruction about technical equipment.	4			2	2
12	Reading encyclopedia entries 1.	2			2	2
13	Reading encyclopedia entries 2.	2			2	
14	Reading professional articles on methodology.	4			2	2
15	Reading professional articles on methodology.	2			2	

16	Reading scientific lectures 1.	4			2	2
17	Reading scientific lectures 2.	4			2	2
18	Revision.	4			2	2
19	Test on reading skills.	2			2	
	Жами 5-семестр:	12 7			76	51

	VI - семестр					
	Writing					
1	Describing tables.	4			2	2
2	Describing charts.	2			2	
3	Discursive essay.	2			2	
4	Essays Suggesting solutions to problems.	2			2	
5	Reflective essay.	2			2	
6	Assessment reports.	2			2	
7	Informative reports.	4			2	2
8	Survey reports.	2			2	
9	Proposal reports.	4			2	2
10	Writing article. First stage.	4			2	2
11	Writing article. Gathering opinions.	2			2	
12	Writing article. Meaningful writing.	2			2	
13	Writing article. Editing.	4			2	2
14	Report based on analysis of positive & negative sides 1.	2			2	
15	Report based on analysis of positive & negative sides 2.	2			2	
16	Report based on analysis of positive & negative sides 3.	2			2	
17	Report based on analysis of positive & negative sides 4.	2			2	
18	Reviews.	4			2	2
19	News reports.					
20	Letter of request.	8			2	6
21	Letters giving information.	2			2	
22	Letters of advice.	8			2	6
23	Letters making suggestions.	2			2	
24	Letters of complaint.	8			2	6
25	Letters of apology.	2			2	
26	Choosing sources.	8			2	6
27	Academic language.	2			2	
28	Writing reports based on facts.	2			2	
29	Report on visit.	4			2	2
30	Report on meeting.	2			2	
31	Report on event.	4			2	2
32	Report on scientific research 1.	2			2	
33	Report on scientific research 2.	4			2	2
34	Report on scientific research 3.	4			2	2

35	Report on scientific research 4.	4			2	2
36	Preparing material for research.	2			2	2
37	Writing feedbacks.	3			2	1
38	Writing final feedback.	2			2	
		12			76	51
		7				

	Жами 5-6 семестр:	254			152	102
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2.2. Ўқув материаллари мазмуни

3 курс давомида ўқиш модули бўйича тавсия этиладиган мавзулар мазмуни:

Матн турлари (имкон даражасида аутентик, оригинал матнлар, касбга йўналтирилган материаллар):

- газета ва журналлардаги мақолалар (янгиликлар, маърузалар, катта ҳажмдаги

мақолалар, халқаро илмий журналларда ўрганилаётган чет тилида чоп этилган

мақолалар);

- таҳлил баён этилган қисқа маълумотлар;

- шеърлар;

- асарлардан келтирилган парчалар;

- интернет матнлари (блоглар, вебсайтлар);

- қўлланмалар, инструкциялар (техник восита ва асбоблар учун);

- энциклопедик мақолалар;

- профессионал мавзулардаги мақолалар (чет тили ўқитиш, ўқитиш муаммолари, методлари, ўқитиш тизимидаги янгиликлар ёритиладиган журналларда берилган мақолалар);

- маърузаларда келтириб ўтилган ғояга нисбатан билдирилган фикрлар ва муҳокама қилинган ҳисоботлар.

Ўқиш мақсадлари:

- экстенсив ўқиш (бадий ўқиш);

- интенсив ўқиш (маълумот учун ўқиш, тушуниш учун ўқиш);

- тайёрланган дарс режаларининг муайян контекстга мувофиқлигини баҳолаш;

- маълум контекст учун дарс режасини тузиш.

Ўқиш стратегиялари:

- хулоса ясаш, “қаторлар ораси” маънони англаш;

- тез ўқиш;

- хулоса қилиш ва ёзма баён этиш;

- муаллиф фикрини ёқлаш ёки инкор қилиш ва уни асослаш;

- таҳлил қилиш;

- синтез қилиш;

- ўқиш сифатини аниқлаш;

Ўқитиш методикаси:

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

3 курс давомида ёзиш модули бўйича тавсия этиладиган мавзулар мазмуни:

Фактларга асосланган ёзма нутқ:

- ҳисоботлар (учрашувҳисоботлари, ташрифҳисоботлари);
- тадқиқот ҳисоботлари;
- яхши ва ёмон томонларини баҳолаш ва таҳлилий ҳисобот

Иншолар:

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

Хатлар ва расмий ҳужжатлар:

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

Ўқиш ва ўқитишга ёндашув:

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

Ёзма нутқ жараёни:

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

2.3. Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган.

2.4. Курс ишини ташкил этиш бўйича услубий кўрсатмалар

Фан бўйича курс иши намунавий ўқув режада режалаштирилмаган.

2.5. Мустақил таълим

2.5.1. Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Фан модуллари кесимида талабалар мустақил таълимини ташкил этиш мақсадида кафедра мутахассислари томонидан услубий кўрсатмалар ишлаб чиқилади. Уларда талабанинг мустақил ўқиш ўрганишини таъминловчи вазифа ва топшириқлар кўрсатиб ўтилади ва уларни бажариш учун аниқ кўрсатмалар мисоллар ёрдамида берилади. Тилни ўрганиш жараёнида талаба интерфаол усуллар воситасида мустақил таълим олишга рағбатлантирилади ва мустақил фикрлаш талаб қилинади. Бунда ўқитувчи билим берувчи ва баҳоловчи сифатида эмас, балки фасилитатор (инглизча facilitate сўзидан олинган бўлиб, бирор бир жараённинг боришига яхши таъсир этувчи ва унга мос шарт-шароитлар яратиб берувчи) сифатида намоён бўлади. Талабадан фан бўйича мустақил ўрганган билимларини аудиторияда турли хил интерактив услублар орқали намоёниш қила олиши ва бошқаларга ўргата олиши талаб этилади.

2.5.2. Талабалар мустақил таълимининг мазмуни ва ҳажми

Мустақил таълим мазмуни	Вақти	Ҳажми	Максимал балл
5-семестр			
Writing report (meeting)	1-6 ҳафта	1	4
Analysing scientific articles	7-9 ҳафта		4
Writing report (visit)	10-11 ҳафта		4
Writing report (research)	14-15 ҳафта	1	4
Reading professional articles	16-17 ҳафта		4
6-семестр			
Analysing texts of different genres	1-6 ҳафта	1	4
Writing for and against essay	8-12 ҳафта		4
Writing comments on events	13 ҳафта	1	4
Reading lectures on specific topic	14-16 ҳафта		2
Жами:	9	4	34

IV. РЕЙТИНГ БАҲОЛАШ ТИЗИМИ

4.1. Рейтинг назорати жадвали (5-семестр)

№	Вазифа	Сони	Балл	Умумий балл
1. Жорий Назорат (ЖН)				
1.1	Талаба фаоллиги	3	0.5/1 2	36
1.2	Талаба мустақил иши	5	4	20

1.3	ОАВга мос келадиган илмий мақола/ҳисобот тайёрлаш	2	7	14
	ЖН Жами:			70
2. Якуний Назорат (ЯН)				
2.1	Ёзма шакли ёки тест	1	30	30
	ЯН Жами:			30
	Жами (ЖН+ЯН):			100

4.2. Рейтинг жадвали (5-семестр)

№			Сентябрь				Октябрь				Ноябрь				Декабрь				Январь					
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		21
1	ЖН 70%	Фаоллиги	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			36
		М.Т		4			4			4				4				4						20
		ОАВ										7						7						14
2	ЯН – 30%																						30	30
	Жами		24				24				22										30	100		
	Жами ГП бўйича		24				48				70										30	100		

Эслатма: 5-семестрда ўқитиладиган “Ёзма нутқ амалиёти ва ўқиш” фанининг ўқув ҳажми 127 соатни ташкил этганлиги сабабли фан коэффиценти 1,27 бўлади. Фан бўйича ўзлаштиришни аниқлашда талаба тўплаган бали 1,27 га кўпайтирилади ва бутунгача яхлитлаб олинади.

Баҳо	5	4	3	2
Рейтинг	86-100	71-85	55-70	< 55
Фанни ўзлаштириш кўрсаткичлари	109-127	90-108	70-89	<70

4.3. Рейтинг назорати жадвали (6-семестр)

№	Вазифа	Сони	Балл	Умумий балл
1. Жорий Назорат (ЖН)				
1.1	Хат ёзиш – шикоят, сўровнома, фидбак	3	6	18
1.2	Талаба фаоллиги	3	0.5/1 2	36
1.3	Мустақил таълим	4	4	16
	ЖН Жами:			70
3. Якуний Назорат (ЯН)				

2.1	Ёзма шакли ёки тест	1	30	30
	ЯН Жами:			30
	Жами (ЖН+ЯН):			100

4.4. Рейтинг жадвали (6-семестр)

№			Февраль				Март				Апрель				Май				Июнь				
			12-17	19-24	26-3	5-10	12-17	12-17	19-24	26-3	5-10	12-17	12-17	19-24	26-3	5-10	12-17	26-3	5-10	12-17	23-28		
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		21
1	ЖН 70%	Фаоллиги	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2				36
		Амалий					6						6						6				18
		М.Т		4								4			4				4				16
2	ЯН – 30%																				30	30	
	Жами		22				24				24										30	100	
	Жами ГП бўйича		22				46				70										30	100	

Эслатма: 6-семестрда ўқитиладиган “Ёзма нутқ амалиёти ва ўқиш” фанининг ўқув ҳажми 127 соатни ташкил этганлиги сабабли фан коэффициентини 1,27 бўлади. Фан бўйича ўзлаштиришни аниқлашда талаба тўплаган бали 1,27 га кўпайтирилади ва бутунгача яхлитлаб олинади.

Баҳо	5	4	3	2
Рейтинг	86-100	71-85	55-70	< 55
Фанни ўзлаштириш кўрсаткичлари	109-127	90-108	70-89	<70

4.5. Талабалар билимини баҳолаш мезони

Баҳо	Мезон
100-86 (Аъло)	Турли жанрдаги ёзма матнларни, жумладан таклифнома, таржимаи ҳол, шахсий ва расмий хатларни ва аризалар тўғри ёзиш; эшитган, кўрган ва ўқиган мавзуси асосида қисқа иншолар ёза олиш; гапларни грамматик жиҳатдан тўғри тузиш; жумлаларни бир-бирига боғлаш учун ишлатиладиган боғловчилар, кириш сўзларидан тўғри фойдаланиш; иншонинг тузилиши (кириш, асосий қисм ва хулоса), унинг мантикий узвийлиги ва яхлитлигини таъминлай олиш; ёзма нутқда матн жанрига ҳамда мақсадига мувофиқ расмий ёки норасмий услубни танлаб, ёза олиш; ўз фикр ва мулоҳазаларини лингвистик курс мавзуларидан келиб чиққан ҳолда иншо мавзулари бўйича ёзма равишда аниқ ва мантикий баён этиш; қиёсий, таҳлилий ва танқидий турдаги баёнларни режалаштира олиш ва уларда ўз фикрларини далиларга асосланган тарзда ёзиш; умумий ва ўзларига

	<p>яқин мавзудаги мақолаларни, учинчи босқичда эса, касбга доир илмий мақолаларни қисқачи мазмунини ёзиш; китоб ёки фильмларнинг мазмунини танқидий фикрларга асосланган ҳолда ёзма баён эта олиши ва уларга қисқа тақриз ёза олиш; ёзма нутқдаги турли услублардан маҳорат билан фойдаланиш; ўз ёзма нутқини таҳрир қилишга текшириш орқали она тили интерференцияси муаммоларини аниқлаш ва бартараф этиш; режалаштириш, баҳолаш, таҳрир қилиш ва қайта кўриб чиқиш каби мавзулардан иборат бўлади; тушуниш ва муҳокама қилиш учун босқичма-босқич турли матн турлари (ҳикоялар, журнал ва газета мақолалари, янгиликлар баёни, интернет матнлари ва ҳоказолар) билан ишлаш; матнни тушуниш мақсадида турли стратегияларни (асосий фикрларни англаш учун ўқиш, ғояни билиш учун ўқиш, махсус маълумотни олиш учун ўқиш); бадиий адабиётларни (биринчи курсда кичик ҳикоялар ва шеърлар иккинчи ва учинчи курсдан романлар) шу жумладан, замонавий бадиий матнларни қийналмасдан ўқий олиши ва босқичма-босқич уларда тасвирланган сиёсий, ижтимоий, маънавий, тарихий жараёнларни; ўқиш, тушуниш ва муҳокама қилиш учун берилган катта ҳажмдаги матн билан ишлай олиш ва тегишли хулоса чиқариш; ўқиш жараёнида ёзма баёнот, ҳисобот, маърузаларда келтириб ўтилган фикр-мулоҳазаларга ҳамда ўз фикрларига таяниб таҳлил ва муҳокама қилиш; айрим ўринларда луғатлар билан ишлаган ҳолда турли жанр ва соҳаларга оид мураккаб матнларни ўқиб, тушуниб, таҳлил ва муҳокама қила олиш; ўз соҳаларига оид турли матн турларини (кичик ҳикоялар, журнал ва газета мақолалари, янгиликлар баёни, интернет матнлари) ўқиб, матн юзасидан хулоса чиқара олиш; матнлардаги фикрларни, муаллиф ғоясини ва муболағани аниқлаш; маданият ва санъатга оид мавзулардаги (фильм, театр, бадиий адабиёт) мақола ва тақриزلарни ўқиб, ундаги асосий фикрларни айта олиш; ўқиш жараёнида учраши мумкин бўлган муаммоларни аниқлаб, уларни тўла бартараф этиш; берилган махсус матнлардаги маълумотлар, ғоялар ва фикрларга таяниб, мустақил тарзда илмий маъруза тайёрлай олиш каби етакчи мавзулар ташкил этади.</p>
85-71 (Яхши)	<p>Турли жанрдаги ёзма матнларни, жумладан таклифнома, таржимаи ҳол, шахсий ва расмий хатларни ва аризалар тўғри ёзиш; эшитган, кўрган ва ўқиган мавзуси асосида қисқа иншоолар ёза олиш; гапларни грамматик жиҳатдан тўғри тузиш; жумлаларни бир-бирига боғлаш учун ишлатиладиган боғловчилар, кириш сўзларидан тўғри фойдаланиш; иншонинг тузилиши (кириш, асосий қисм ва хулоса), унинг мантикий узвийлиги ва яхлитлигини таъминлай олиш; ёзма нутқда матн жанрига ҳамда мақсадига мувофиқ расмий ёки норасмий услубни танлаб, ёза олиш; ўз фикр ва мулоҳазаларини лингвистик курс мавзуларидан келиб чиққан ҳолда иншо мавзулари бўйича ёзма равишда аниқ ва мантикий баён этиш; тушуниш ва муҳокама қилиш учун босқичма-босқич турли матн турлари (ҳикоялар, журнал ва газета мақолалари, янгиликлар баёни, интернет матнлари ва ҳоказолар) билан ишлаш; матнни тушуниш мақсадида турли стратегияларни (асосий фикрларни англаш учун ўқиш, ғояни билиш учун ўқиш, махсус маълумотни олиш учун ўқиш); бадиий адабиётларни (биринчи курсда кичик ҳикоялар ва шеърлар иккинчи ва учинчи курсдан романлар) шу жумладан, замонавий бадиий матнларни қийналмасдан ўқий олиши ва босқичма-босқич уларда тасвирланган сиёсий, ижтимоий, маънавий, тарихий</p>

	жараёнларни; ўқиш, тушуниш ва муҳокама қилиш учун берилган катта ҳажмдаги матн билан ишлай олиш ва тегишли хулоса чиқариш.
56-70 (Қони- карли)	Турли жанрдаги ёзма матнларни, жумладан таклифнома, таржимаи ҳол, шахсий ва расмий хатларни ва аризалар тўғри ёзиш; эшитган, кўрган ва ўқиган мавзуси асосида қисқа иншолар ёза олиш; гапларни грамматик жиҳатдан тўғри тузиш; жумлаларни бир-бирига боғлаш учун ишлатиладиган боғловчилар, кириш сўзларидан тўғри фойдаланиш; тушуниш ва муҳокама қилиш учун босқичма-босқич турли матн турлари (ҳикоялар, журнал ва газета мақолалари, янгиликлар баёни, интернет матнлари ва ҳоказолар) билан ишлаш; матнни тушуниш мақсадида турли стратегияларни (асосий фикрларни англаш учун ўқиш, ғояни билиш учун ўқиш, махсус маълумотни олиш учун ўқиш); бадиий адабиётларни (биринчи курсда кичик хикоялар ва шеърлар иккинчи ва учинчи курсдан романлар) шу жумладан, замонавий бадиий матнларни қийналмасдан ўқий олиши ва уларда тасвирланган жараёнларни; ўқиш, тушуниш ва муҳокама қилиш.
0-55 (Қони- қарсиз)	

V. ФОЙДАЛАНИЛАДИГАН АДАБИЁТЛАР РЎЙХАТИ

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5. www.literature.org/
6. www.pearsonlongman.com/ae/
7. www.developreading.com