

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

**GULISTAN STATE UNIVERSITY**

**DEPARTMENT OF THE ENGLISH LANGUAGE AND LITERATURE**

# **INTEGRATED SKILLS**

**METHODOLOGICAL COMPLEX**

<b>Area of knowledge:</b>	100000 – Humanitarian sciences
<b>Area of Education:</b>	110000 – Pedagogy
<b>Specialty:</b> literature (English)	5111400 – Foreign language and literature (English)

**Gulistan – 2021**

The given methodological complex is compiled on the basis of model curriculum on the Integrated Skills approved according to the 2<sup>nd</sup> appendix of the order No. 603 of the Ministry of Higher and Special Secondary Education of the Republic of Uzbekistan as of 24 August, 2017.

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Methodological complex was recommended by the Methodological Council of Gulistan State University. Minutes No. \_\_\_\_ as of “ \_\_\_\_ ” \_\_\_\_\_, 20\_\_.

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# PRACTICE SESSIONS

## I-SEMESTER:

### INTEGRATED SKILLS

#### LESSON 1. GENERAL INFORMATION ABOUT THE COURSE.

Dear students, we are very glad to congratulate you with a new academic year. Now you are holding a new course of «Integrated Skills» which was created specially for the second year students.

The course uses a communicative approach to help you listen, speak, read and write in English which is used every day in the world.

The course consists of two directions:

- 1) Integrated skills
- 2) Listening and speaking<sup>1</sup>

Which are divided into 19 units full of interesting activities, games, speaking, listening, reading and writing tasks.

The topics of texts and dialogues emphasize international, cross-cultural and our national values and notions.

Lessons of the course may include the following sections:

#### **Listening Section:**

It can help you to develop your listening comprehension skills.

#### **Speaking Section:**

It provides opportunity to share ideas, build conversations and dialogues, prepare speeches etc.

#### **Integrated Skills Section:**

**Reading skills.** You can receive a lot of information about different things without any difficulty, such as going to a library.

**Vocabulary.** Enjoy with a good process of enlarging your own vocabulary.

**Grammar.** Without dull and complicated explanations you can use tables and then practice them doing various exercises.

#### **Activities Section:**

**Pair-work.** You and your partner can talk, write, and read during the lesson.

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<sup>1</sup>Boyle, M., Kisslinger, E. Skillful. Listening and Speaking. Full Set. –UK: Macmillan, 2013.

**Group-work.** Here you have a possibility to gather 3-5 of your groupmates to discuss different topics, even negotiate.

**Role play.** Especially for you we have some challenging activities. Are you dreaming to be an actor/ actress? Here are a lot of chances to show your acting.

**Discussion.** Are you ready to solve the most important problems, which are still bothering minds of a mankind? We are very happy to interest you in this issue.

**Home work.** This section suggests you different activities for improving your academic skills independently.

We hope this course will lighten up the learning process and heighten the joy of learning English.

## **LESSON 2. UZBEKISTAN AND THE WORLD.**

### **Uzbekistan**

The proclamation of Independence of the Republic of Uzbekistan on September 1, 1991, is a landmark in the history of the country. The republic of Uzbekistan has favorable natural and geographical conditions. Uzbekistan, in the ancient cradle between the Amu-Darya and Syr-Darya rivers, is the most historically fascinating of the Central Asian republics. Within it are some of the oldest towns in the world, some of the Silk Road's architectural splendors. Uzbekistan occupies the heartland of Central Asia, sharing a border with Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Afghanistan. The territory of the republic covers approximately 447,000 square kilometers.

Uzbekistan is a multinational republic. The population of Uzbekistan is about 25 million people. Moreover, this number includes various ethnic groups as Uzbeks, Russians, Tajiks, Kazakhs, Tatars, Karakalpaks, Koreans, etc.

Uzbekistan has great economic potential from its own resources. Heavy industry, centered in northeast, mainly petroleum and mineral processing, machinery, ferrous metallurgy, chemicals, and electric power. Light industry dominated by fabric and food processing. Uzbekistan has many joint ventures with such well-developed countries: Germany, USA, Korea, Japan, Turkey, Italy, and France. Our industrial establishments various products are well known not only in the Commonwealth of Independent States (CIS) but also in the world. Gold, copper, lead, zinc, tungsten, lithium, uranium, molybdenum, florspar, gas, coal, and oil are mined.

The past few years which have opened a new chapter in the history of our motherland, have been no means easy.

#### **The National Flag of Uzbekistan**

The national flag of Uzbekistan represents our country at conferences, world exhibition and sports competitions. Our flag is rectangle colored cloth consisting of 4 horizontal stripes: blue, white, green and red.

Blue is the symbol of the sky and water, which are the main sources of life. Mainly blue was the color of the state flag of Amir Temur.

White is the traditional symbol of peace and good luck.

Green is the color of nature and new life.

Red is the color of an active life.

In the upper left corner there is a crescent moon symbolizing the newly independent Republic. Twelve stars represent 12 months in a year.

### **The State Emblem**

The new state emblem of the Republic of Uzbekistan was created to reflect the many centuries' experience of the Uzbek people. The State Emblem represents the image of the rising sun over a flourishing valley.

Two rivers run through the valley, representing the Syr-Daryo and Amu-Daryo. The emblem is bordered by wheat on the right side and branches of opened cotton balls on the left.

An eight – pointed star is located at the top of the emblem, symbolizing the unity and confirmation of the republic. The crescent with a star inside is the sacred symbols of Islam. The mythical bird Semurg with stretched wings is placed in the center of the emblem as the symbol of the national renaissance. The entire composition aims to express the desire of the Uzbek people for peace, happiness and prosperity. At the bottom of the emblem is inscribed the word “ Uzbekistan”, written in Uzbek on a ribbon in the national color of the flag.

### **The Constitution of Uzbekistan**

The new constitution of Uzbekistan was adopted on December 8, 1992.

The constitution sets the task of creating a democratic rule of law. All citizens living in the Republic, men and women of all nations and nationalities have cultural spheres. Guaranteeing these rights to all citizens, the constitution at the same time gives rights such as to work, to keep labor discipline and to defend their country.

Uzbekistan has entered a renaissance of its spiritual and intellectual values, as era of radical transformation in the economic, political and social spheres. Uzbekistan has begun building a democratic, lawful and secular society with open-market economy and a strong system of social protection. The main aims of the policy are keeping a stable situation in the country, strengthening the international and interethnic cooperation in Uzbekistan and gradual transition to the new democratic system of rule. Taking into consideration the concrete situation and the mentality and traditions of the elaborated5 basic principles of reform, directing the country's internal policy.

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

## **The National Anthem of the Republic of Uzbekistan**

Words by **Abdulla Oripov** Music by **Mutal Burkhonov**

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

Refrain:

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

Belief of generous Uzbek does not die out, Free, young children are a strong wing for you! The torch of independence, guardian of piece, Just motherland be eternally prosperous!

Refrain:

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

### **Glossary:**

#### **1.landmark** (n)

- an event, a discovery, an invention that marks an important point or stage in smth.

**2. flourish** (v) - to grow in a healthy way.

**3. sacred** (adj) -connected with God or considered to be holy.

**4. prosperity** (n) - the state of being successful, especially financially: economic/industrial, etc.

**5. ferrous** (adj) - containing or relating to iron: ferrous and non ferrous metals.

**6. elaborated** (adj) - very detailed and complicated.

**7. radical** (adj) - favoring through or complete political or social reform .

**8. adhere** (v) - to hold or follow a set of principles, course of action, etc.

**9. inviolability** (n) - state that must be always respected and not broken or ignored.<sup>2</sup>

### **Questions for discussion:**

1. What do you understand by the phrase “Multinational Republic”? Support your answer.
2. Give information about heavy and light industry of the Republic of Uzbekistan.
3. What can you tell about the economy of Uzbekistan?
5. Talk about five principles of economical reform in Uzbekistan.
6. What does the CIS stand for?
7. Talk about Uzbekistan and USA, Uzbekistan and UK relationships.
8. Talk about state symbols of the Republic of Uzbekistan.

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<sup>2</sup>Macmillan English Campus Platform. (online and offline) –UK: Macmillan Education, 2015.

## LESSON 3. WORKING ON THE TRAVEL GUIDE BOOK ABOUT UZBEKISTAN.

### CULTURAL NOTES: Greeting in Different Countries

The handshake is probably the most common form of greeting in the world. But even this simple gesture is fraught with complications. The British handshake is firm but used sparingly; in Italy and France handshaking is something of a national pastime. Anglo-Saxons learn to look people in the eye while they shake hands. This is sometimes misinterpreted as aggressive or challenging behavior, especially by Orientals, for whom only an occasional glance into the other person's face is considered not polite.

# In the mountainous Asian Kingdom of Bhutan, residents greet each other by extending their tongues and hands.

# The Japanese business card almost needs a rulebook of its own. You must exchange business cards immediately on meeting because it is essential to establish everyone's status and position. When it is handed to a person in a superior, it must be given and received with both hands, and you must take time to read it carefully and not just put it in your pocket! Also the bow is a very important part of greeting someone. You should not expect the Japanese to shake hands. Bowing the head is a mark of respect and the first bow of the day should be lower than when you meet thereafter.

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

# In Afghanistan you should spend at least 5 minutes saying Hello.

# In the Middle East you must never use the left hand for greeting, eating, drinking or smoking.

# In Thailand you should clasp your hands together and lower your head and your eyes when you greet someone.<sup>3</sup>

### True and False questions

**Read the statements and put T for true, F for false.**

1. Kissing is the most common forms of greeting in the world. \_\_\_\_\_
2. Japanese must exchange business cards immediately on meeting. \_\_\_\_\_
3. In exchanging cards you must give and receive it with both hands and read it carefully. \_\_\_\_\_
4. In France you should bow your head as a mark of respect. \_\_\_\_\_
5. In Thailand you shouldn't sit down in a cafe until you've exchanged gifts. \_\_\_\_\_

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<sup>3</sup>Evans, V., Dooley, J. Enterprise. Full Set. -UK: Digital Publishing, 2009.



6. In Afghanistan you should spend at least five minutes saying hello.\_\_\_\_\_

**Activity:**

1. Imagine one unreal country and write about “the ways of introducing themselves and greetings” as a form of paragraph.
2. Present it to others in the form of role-play.

**FUNNY TEXT** *Read the text and put different questions.*

It was already 9 o'clock when Mr. Rahimov woke up. He got up very quickly because he had a meeting at the office at 9:30. He went to the kitchen in order to have a cup of coffee, but he hadn't any time to make it, that's why he left his house without breakfast. When he came to the bus stop, there was a bus. He immediately got on the bus, and was glad that he would get to the office in time. There were some vacant seats and he sat down on one of these seats. But after next bus stop the bus turned to another direction. He couldn't understand anything. When the conductor came up to him he asked her about it and found out that it was another bus. When the other bus came he carefully looked at number of it and got on. In 5 minutes he came to the metro. It took him 3 minutes going by metro. It was 9:25 when Mr. Rahimov was out and he had to walk to the office, that's why he caught a taxi. At last Mr. Rahimov got to the work. He saw a guard on the way to the meeting hall, the guard was looking at him with surprise. Mr. Rahimov opened the door of the meeting hall and wanted to greet with everybody, but to his great surprise there wasn't anybody there. He couldn't understand anything. But when he looked at his watch everything was clear. There was a sign “Sunday”.<sup>4</sup>

**TRAVEL QUESTIONNAIRE:**

1. Look at the questionnaire. Then write these words in the correct order and make four questions about 1 (Take a bus?).

1. you / take/ When/ bus/ did/ last/a ?
2. go/ you/ Where/ did?
3. it / much / How / cost / did ?
4. take / it / did / long / How ?

**Travel Questionnaire**

		Name	When?	Where?	How much?	How long?
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<sup>4</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.

1	Take a bus?					
2	Take a taxi?					
3	Fly somewhere?					
4	Drive a car?					
5	Ride a bike?					
6	Ride a motorbike?					
7	Take the train?					

2. Make similar questions for (2-7)

3. Then go round the class. Take in turns to ask and answer the questions and fill in the questionnaire.

**Situations:**

Make up dialogues to the following situations and act it with your partner. IN

**TOWN**

1. You ask a passer-by how to get to the place you want.
2. You show the way to a stranger (a tourist).
3. You are a passenger of a bus (tram, trolley- bus).
4. You hire a taxi in the street.
5. You ride in an overcrowded bus (tram).
6. You exchange the addresses with a new friend and explain to each other how to get to your place.
7. You tell your friend about the town you were born in (or visited).
8. You have returned from journey to some big city abroad, and tell your friends about your impressions of it.
9. You explain to your little sister (brother) the most important rules of street traffic.
10. You tell your friend (parents, etc.) about an incident which happened to you (or your witnessed) in the street.
11. You discuss with your friend the problem of city transport.<sup>5</sup>

**LESSON 4. WELCOME TO UZBEKISTAN.**

**PLAYTIME  
ESCAPE TO THE PAST**

*(A London school girl, Kate Parker, describes here some of her impressions when she went on a sixteen-day tour last August to Moscow, Tashkent, Samarkand and Bukhara.)*

<sup>5</sup>Macmillan English Campus Platform. (online and offline) –UK: Macmillan Education, 2015.

Two days before our tour started, I had already packed my suitcase one day before. I kept calm in order not to forget anything. I could hardly sleep the night before, but at last the morning came.

At the bus stop I had to meet the rest of our party and then we caught the bus, which ran between our district and the airport. At last we arrived at the airport. First, we had to check in. Then, our group boarded the plane where the stewardess greeted us and before the plane took off she gave the passengers all the information about the flight.

Arriving in Moscow, we entered one of the biggest and most beautiful cities in the world. Following our schedule we visited the most outstanding attractions for any foreigner, for instance, the Bolchoi Theatre with its magnificent “Swan Lake”, the Tretyakov Art Gallery and the Pushkin Fine Art Museum, where we saw a lot of interesting portraits and landscapes. Then, we made an attempt to examine all corners of the Kremlin and Red Square.

The beauty and grandeur of the Moscow metro amazed all of us. After seeing all the fine buildings, streets, museums, parks and squares we returned to our hotel “Moscow”, where the hospitable staff served us the national Russian soup “Borscht” made with beetroot. In the evening we began to pack our suitcases as we were leaving for Uzbekistan the next day.

We flew to Tashkent, in the capital of Uzbekistan we stayed at the “Sheraton-Tashkent” hotel.

After spending a great day at the hotel, the next day we got up early and went all together to the center of the city. We were eager to see the sights. First we visited Independence square where the citizens of Uzbekistan, Uzbek dancers and singers come to celebrate Independence Day. Then we came to Amir Timur square, where we saw the monument of Amir Timur. Our group spent three days in Tashkent. We also visited the theatres, museums and parks.

From Tashkent we went to the ancient city of Samarkand by bus. The first place of interest was the observatory built by Amir Timur’s grandson, Ulughbek. Next, we saw the Shoh-i-Zinda mausoleum, which is an avenue of Islamic architectural structures, notable for both their quantity and variety of colour and form. Moving toward the center of the town, we saw the famous monument of love, the Bibi Khanum mosque, built by Amir Timur for his wife. Other places like the Gur-Amir mausoleum, the Registan (place of sand) and the Bazaar (market) were also interesting and we liked the bread of Samarkand. After Samarkand our guide invited us to visit Bukhara. In the center of the city you can see monuments dating from the tenth to the seventeenth century and featuring exquisite brickwork. Moving to the east on the camel, the next site was the Ark, the main fortress and governmental center of the Emirate of Bukhara. We also visited the Mir-Arab madrassa, Ulughbek madrassa, Abdulaziz Khan madrassa and others. We bought

some souvenirs to remember this country. And of course we took hundreds of photographs of its streets and monuments.

When we came back to Tashkent after visiting Samarkand and Bukhara we spent a day in the hotel. For supper we had the national dish “palov”, which I liked very much, and then in the evening we packed our suitcases to return to London. So, I can easily say that it was one of the best tours in my life.<sup>6</sup>

### **Answer the following questions:**

1. Who is the main character?
2. Where did she travel?
3. How did she feel before the journey and why?
4. What places of interest did she visit in Moscow?
5. Where did she stay in Moscow?
6. How did she travel to Tashkent?
7. What did they like best in Tashkent?
8. How did she travel to Samarkand?
9. Why is the architecture Shahi Zinda famous?
10. In which part of the city is the Ark?

### **Glossary:**

1. destination (n) a place to which smb or smth is going or is being sent.  
E.g.: The airplane brought us to our destination.
2. impression (n) effect produced on the mind or feelings.  
E.g.: What was your first impression of London?  
to make an impression on smb  
E.g.: His speech made an impression on the audience.
3. tour, trip, journey, cruise, travel, and voyage
  - a. trip (n) – journey, especially a pleasure excursion (by any kind of transport, usually not so long a distance)  
E.g.: Let’s take a trip to the country.
  - b. journey (n) – travelling, going to a place, especially a distance place (esp. on land)  
E.g.: My father made a journey halfway round the world.
  - c. voyage (n) – journey by water, especially a long one in a ship  
voyager – a person, who makes a voyage E.g.: Last summer the Swiss went on a voyage.
  - d. cruise (v) – travel at speed (in a ship or car or aircraft)
  - e. cruise (n) – extended voyage for tourists

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<sup>6</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.

f. travel (v) – make especially long journey or journeys E.g.: Travelling around the world was my great dream.

g. tour (n) – journey out and home again during which several places are visited

E.g.: A tour round the world was the main wish of the newlyweds.

4. schedule (n) – a timetable

E.g.: The train arrives at 5 o'clock; I found this out from the schedule (time - table).

According to the schedule (as planned) we had to go to the meeting.

5. grandeur (n) – greatness, magnificence

E.g.: The grandeur of Registan Square made a great impression on us.

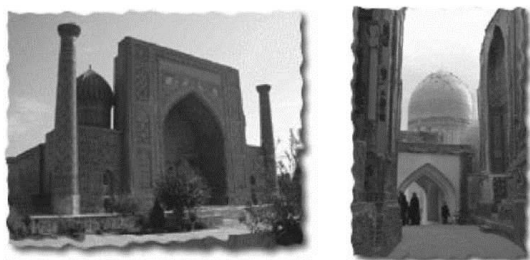
6. fortress (n) – building in town, fortified against the enemy strengthened, supported place esp. with high fence

E.g.: We have visited the Ark, which was the main fortress and government center in Bukhara in sixteenth century.

## LESSON 5. DISCOVER UZBEKISTAN. TOURISM FAIR.

### Samarkand

#### I. PRE- LISTENING



Work with your partner and share your knowledge about these places.

*Sherdor Madrasa Samarkand*

*Shohi Zinda, Samarkand*

*Ulughbek Observatory Registan, Samarkand Samarkand*

#### Exercise 1

**A. Work individually and write definitions and/or synonyms for any words you know (or think you know) the meaning of.**

1. deposit (v) to put in, to place \_\_\_\_\_

2. repository

3. discipline

4. foundation

- 5. magnificent
- 6. calculate
- 7. striking
- 8. majestic
- 9. portal
- 10. arch
- 11. exquisite
- 12. prayer
- 13. threshold
- 14. discrepancy
- 15. trim (with)
- 16. facade
- 17. resemble

***B. Form a group of 3-4 students and share your definitions. Write down the new definitions your partners give you.***

***C. Finally, look up any words you still don't have definitions for in a good dictionary. Write these last definitions in the blanks above.***

**Exercise 2**

***A. To help you remember them, place the words from the list into categories. Be prepared to explain why you categorize these words as you do.***

Words of praise	Architecture words	(Your own)	(Your own)

***B. Share your categories with another student. For any words you categorized differently, explain your reasons to your partner.***

**III. LISTENING**

***A. Aziza and Tamara are visiting Samarkand. Let's follow them to Registan Square and see what they're up to. Listen to the first part of their excursion. Then, answer these multiple-choice questions.***

1. Why is that square called Registan?
  - a. Kings lived there.
  - b. It was a sandy place.
  - c. People registered livestock.

- d. It was the place for ceremonies.
2. Why is Registan Square considered the heart of Samarkand?
    - a. All festivals took place there.
    - b. It is situated right in the middle of Samarkand.
    - c. It was an educational center.
    - d. Tamarhonim gave her first concert there.
  3. Who studied at the madrasas on Registan Square?
    - a. Smart young people
    - b. Children of royalty
    - c. Anyone who could pass the entrance exam
    - d. Rich young men
  4. What did all students study at madrasas?
    - a. Mathematics
    - b. The Koran
    - c. Science
    - d. History
  5. How many madrasas are situated on Registan Square?
    - a. Three
    - b. Four
    - c. One
    - d. Two
  6. What great discovery did Ulughbek make?
    - a. How to build a Madrasa
    - b. The distance to the sun
    - c. The exact length of a year
    - d. The distance to stars

*B. Listen to the rest of the tour guide's lecture about Registan Square. Then, answer these multiple-choice questions.*

1. When was the first madrasa built on Registan Square?
  - a. In the 20<sup>th</sup> century
  - b. In the 15<sup>th</sup> century
  - c. In the 13<sup>th</sup> century
  - d. The first madrasa on Registan Square was never completed
2. How long did the construction of Ulughbek madrasa last?
  - a. Three years
  - b. Seventeen years
  - c. Thirty years
  - d. Seventy years
3. A minaret is:
  - a. a door
  - b. a window

- c. a tower
  - d. a gate
4. The minarets of Ulughbek madrasa:
    - a. are the shortest in Samarkand
    - b. have balconies
    - c. hold up the sky
    - d. call people to prayer
  5. When and by whom was Sherdor madrasa built?
    - a. 1493 - Ulughbek
    - b. 1639 - Emir Yalangtosh
    - c. 1212 - Amir Timur
    - d. 1480 - Kamoliddin Behzod
  6. Why is it called Sherdor?
    - a. It was named after its architect.
    - b. It has the general shape of a lion.
    - c. Many lions were buried under its foundation.
    - d. Amir Timur's symbol is above the entranceway.
  7. What are the architectural differences between Sherdor and Ulughbek madrasas?
    - a. Too many to count.
    - b. Sherdor has two additional study chambers.
    - c. Sherdor has higher minarets.
    - d. Sherdor has green mosaics surrounding the entranceway.
  8. What did Tilla-Kori madrasa serve as?
    - a. A university
    - b. A university and mosque
    - c. A mosque
    - d. A museum
  9. What are the architectural differences between Tilla-Kori and Sherdor madrasas?
    - a. Tilla-Kori has two stories and shorter minarets.
    - b. Tilla-Kori has one story and taller minarets.
    - c. Tilla-Kori has taller minarets and two stories.
    - d. Tilla-Kori has shorter minarets and one story.
  10. Since when has Tilla-Kori madrasa been a museum?
    - a. Beginning of the 20<sup>th</sup> century
    - b. End of the 18<sup>th</sup> century
    - c. Middle of the 19<sup>th</sup> century
    - d. Never, it is still serving its original purpose.

*C. Listen to the tape again. This time fill in the table describing different aspects of these buildings.*



	<b>Ulughbek madrasa</b>	<b>Sherdor madrasa</b>	<b>Tilla-Kori madrasa</b>
<b>Location</b>			
<b>Facade</b>			
<b>Minarets</b>			
<b>Inside</b>			
<b>Original function</b>			

## **LESSON 6. JOB AND PROFESSION.**

### **Objectives:**

#### ***Practical:***

- to train students' vocabulary for talking about professions;
- to improve students' reading and listening skills;
- to practice grammar structures "used to" and "be used to" ;
- to train students' writing skills.

#### ***Explicating:***

- to develop students' memory and attention;
- to develop students' critical thinking.

#### ***Educational:***

- student to work together and to complete a task and reach a final goal;
- to broaden students' ideas about trades, professions and occupations;

**Equipment:** handouts, an authentic record, Power Point presentation.

**Type of the lesson:** combined.

### **Introduction**

#### **Stage 1.**

Class organizing, the topic and the goals of the lesson T: Hello, dear students! I am really happy to see you again and I hope you are ready for the lesson. I'd like you listen to the song and guess the topic of our today's lesson (slide 1).

P: The topic of our lesson is "Professions".

T: Yes, clear (slide 2).

And our goals are (slide 3):

ü to develop speaking skills,

ü to improve listening and reading skills,

ü to broaden our outlooks through getting new information about trades, professions and occupations .

#### **Stage 2.**

Pronunciation drill.

Method: repeating the quotes by the students after the speaker.

T: Repeat after the speaker. Mind your pronunciation (slide 4).

### **Stage 3.**

Warming-up.

Method 1: answering the questions. T: You will choose some profession in the future.

What professions do you know?

Can you name them?

What profession do you like best of all?

Method 2: completing the sentences. T: Good! Now, look at the advertisements and complete the sentences (slide 5):

NEEDED! A (teacher)

who is good at Maths and has more than 5 years experience working with kids.

NEEDED! A (cook)

who can make vegetarian menu.

NEEDED! An (actor)

who has acting experience in soap operas.

NEEDED! A (salesman)

who has a year experience in working in any shop.

NEEDED! A (vet)

not less than 4 year experience in treating animals, especially cats and dogs.

NEEDED! A (waiter, waitress)

in a restaurant, who has more than 2 year experience.

Main part of the lesson

### **Stage 4.**

Language work.

Method 1: matching the words with the pictures.

T: Now, let us remind some more professions. Match the pictures with the words (slide 6):

1. a policemen
2. a student
3. a doctor
4. a builder
5. a postman
6. a cook

Method 2: making the sentences from the given words.

T: Yes! Now make up your own sentences using these words.

P1:.....

P2:.....

T: Great!

### **Stage 5.**

Listening to the text.

Method 1: pre-listening; reading the useful words.

T: Now I invite you to listen to four people talking about their jobs. But before listening let us read some useful words (slide 7):

general public

costumers

to work outside

upset

to earn money

Method 2: listening to the text. T: Now, listen to the text attentively and match the speakers (1-4) with the jobs (slide 8).

Method 3: post-listening; completing the sentences according to the text. T: Listen to the text once again and complete the sentences with the words from the box (slide 9):

1. I don't earn a lot of \_\_\_\_\_ .
2. I enjoy working with my \_\_\_\_\_ .
3. I'm on my \_\_\_\_\_ all day.
4. I don't like using a \_\_\_\_\_ .
5. I have to work with \_\_\_\_\_ .
6. I like working \_\_\_\_\_ .

### **Stage 6.**

Pause for relaxation. T: Dear friends, let's have a rest and play game! Find eight occupations (slide 10).

### **Stage 7.**

Reading the text.

Method 1: pre-reading; reading the names after the teacher. T: Good! I've prepared some information about occupations of the people from different countries. We should read it and do the task. But first, read the peoples' names (slide 11):

Diego and Marco

Veena

Fergus

Carlos and Rosa

Method 2: reading the text. T: Read the text, please.

Method 3: post-reading; true or false. T: Say, if the following sentences true or false (slide 12):

Fergus is from Spain.

Veena is twelve years old and she is a dancer.

Carlos is a farmer.

Diego and Marco are farmers.

Fergus is a musician.

Marco's favourite sport is football.

Carlos and Rosa are dancers.

Veena is from Brazil.

### **Stage 8.**

Grammar activity.

Method: completing the sentences. T: Now, complete the sentences with the correct form of used to or be used to (slide 13):

1. When she worked in the employment agency, she ..... (find) work for people, but now she doesn't.
2. He is a porter so he ..... (carry) heavy suitcases.
3. She is a nurse so she ..... (look after) sick people.
4. My grandmother ..... (go) 5 km to school every morning.
5. He ..... (play) with children because he is a camp counselor.
6. I ..... (drive) on the left when I lived in England several years ago.
7. My brother .... (the cold) because he is a ski instructor.

### **Stage 9.**

Training writing skills.

Method: writing mini-composition. T: Express your point of view on your career opportunities in written form (slide 14).

What are you going to do when you leave the secondary school? What are you going to choose as a career? Why?

#### ***Start like this:***

After leaving my school I would like to study at one of the universities. I simply can't tell you what I am going to study yet. Well, I have thought of becoming... (a teacher). My parents share/ do not share this idea, they want me to become... (a doctor). They may be right, because a... (doctor's) work is more respected and acknowledged in a society. But I am not really persuaded by them saying that I would earn more money and I would have a better life as... (a doctor). This job is simply not for me. I would rather choose... (teaching) than... (medicine) as a career. I have no doubts about the poor financial prospects, but, you know, money is not everything. It is much more important for me to do something I really love.<sup>7</sup>

### **Final part of the lesson**

#### **Stage 10.**

Home assignment.

T: Now, it's time to open your daybooks. Your home task is to do the test. Supply the best word or words (slide 15):

1. The person in charge of a business is informally known as the...
  - a) chef;
  - b) chief;
  - c) boss.

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<sup>7</sup>Macmillan English Campus Platform. (online and offline) –UK: Macmillan Education, 2015.

2. The person who is in charge of a car is the... .
  - a) guide;
  - b) leader;
  - c) motorist;
  - d) driver;
  - e) conductor.
3. A person who prepares food is... .
  - a) cook;
  - b) cooker.
4. A person who works in an office is an... .
  - a) office worker;
  - b) officer.
5. A person who takes photograph is a... .
  - a) photographer;
  - b) photograph;
  - c) photography.
6. A person who knows how to use a keyboard is a... .
  - a) typewriter;
  - b) typist;
  - c) typing machine writer.
7. A woman who looks after other people's children is a... .
  - a) nanny;
  - b) nurse.
8. The person you work with is your... .
  - a) college;
  - b) colleague;
  - c) collaborator.
9. The person who is in charge of a restaurant is the... .
  - a) patron;
  - b) manager.
10. The person who would service your car is... .
  - a) a mechanic;
  - b) an engineer;
  - c) a technician.
11. A person who studies the origins of the universe is a... .
  - a) physician
  - b) physicist
  - c) physics.
12. Another word for 'a doctor' is a... .
  - a) physician
  - b) physicist

c) medicine.<sup>8</sup>

Stage 11.

Summing-up.

Method: discussion.

Estimation of students' achievements. T: Today we've learned a lot about professions. We have done different tasks.

T: Did you like our lesson?

P1:...

T: Which task did you enjoy best of all?

P2:...

T: Your marks are...

T: You worked hard today. I'm satisfied with your job.

The lesson is over. Good bye (slide 16)!

## Handouts

### Complete the sentences

1. I don't earn a lot of \_\_\_\_\_ .
2. I enjoy working with my \_\_\_\_\_ .
3. I'm on my \_\_\_\_\_ all day.
4. I don't like using a \_\_\_\_\_ .
5. I have to work with \_\_\_\_\_ .
6. I like working \_\_\_\_\_ .

### Read the text

1. Hello! I'm Fergus and I'm from Edinburgh, Scotland. I'm forty years old. I'm a musician. I'm not married. My favourite sport is golf.
2. This is Diego and this is Marco. They're friends and they're from Brazil. Diego is thirty-five years old and Marco is twenty-seven years old. They are farmers. Diego's favourite sport is football and Marco's favourite sport is basketball.
3. This is Carlos and this is Rosa. They're friends and they're from Spain. Carlos is twenty-two years old and Rosa is twenty years old. They are dancers. His favourite sport is football and her favourite sport is tennis.
4. Hi there! I'm Veena from New Delhi. It's in India. I'm twelve years old and I'm a student. At an English boarding-school in Manchester. My favourite sport is volleyball.

## Hometask

Supply the best word or words (slide 15):

1. The person in charge of a business is informally known as the... .

a) chef;

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<sup>8</sup>Macmillan English Campus Platform. (online and offline) –UK: Macmillan Education, 2015.

- b) chief;
  - c) boss.
2. The person who is in charge of a car is the... .
- a) guide;
  - b) leader;
  - c) motorist;
  - d) driver;
  - e) conductor.
3. A person who prepares food is... .
- a) cook;
  - b) cooker.
4. A person who works in an office is an... .
- a) office worker;
  - b) officer.
5. A person who takes photograph is a... .
- a) photographer;
  - b) photograph;
  - c) photography.
6. A person who knows how to use a keyboard is a... .
- a) typewriter;
  - b) typist;
  - c) typing machine writer.
7. A woman who looks after other people's children is a... .
- a) nanny;
  - b) nurse.
8. The person you work with is your... .
- a) college;
  - b) colleague;
  - c) collaborator.
9. The person who is in charge of a restaurant is the... .
- a) patron;
  - b) manager.
10. The person who would service your car is... .
- a) a mechanic;
  - b) an engineer;
  - c) a technician.
11. A person who studies the origins of the universe is a... .
- a) physician
  - b) physicist
  - c) physics.
12. Another word for 'a doctor' is a... .
- a) physician

- b) physicist
- c) medicine.<sup>9</sup>

## LESSON 7. BUSINESS ETIQUETTE.

### A MEETING

**Read the conversation. Find out the phrases showing respect, interest, sympathy etc.**

Mrs. Abdullaeva is an economist. She has come to a presentation at a new branch of Baracat Company Ltd.

Rano: Hello! Can I help you, Mrs..?

Abdullaeva: Oh, I'm sorry for not introducing myself to you at once. I am Mrs. Abdullaeva. I have an appointment with Dr. Smith, but unfortunately I've never met him before.

Rano: I'll be pleased to help you. Please, follow me.

Dr. Smith: Hi, Rano. How are you doing?

Rano: Very well indeed. Thanks, and you?

Dr. Smith: the same with me.

Rano: (she turns to Mrs. Abdullaeva and says) Mrs. Abdullaeva, this is Dr. Smith.

Abdullaeva: How do you do Dr. Smith?

Dr. Smith: How do you do?

Rano: Dr. Smith is an economist. He has just finished writing a book on international trade and its developing business contracts between England and Uzbekistan.

Abdullaeva: Oh?! That's my field too. I work for the UN...

Dr. Smith: I am sorry to interrupt you, but it's a little bit crowded and noisy here. Rano, can't we sit down somewhere and talk?

Rano: Sure, let's sit over there.

Dr. Smith: Yes, that's better, I think. So, you're just mentioned you work for the United Nations. In the development program, by chance?

Abdullaeva: yes, how did you guess?

Dr. Smith: I've read your article on technical assistance. They are excellent.

Abdullaeva: that's nice of you to say so.

Dr. Smith: By the way, Mrs. Abdullaeva I intended to develop a new project for private business.

Abdullaeva: Hmm... That sounds interesting. Would you mind our company participating in the project?

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<sup>9</sup>Macmillan English Campus Platform. (online and offline) –UK: Macmillan Education, 2015.



Dr. Smith: Sure. That's what I want to offer. But, let's discuss the details some other day.

Abdullaeva: Tomorrow morning, perhaps. At 9 o'clock?

Dr. Smith: that'll suit me. Is that settled, then?

Abdullaeva: Certainly, Good-bye.

Dr. Smith: It was nice meeting you. See you later.

## **LESSON 8. INTERVIEW.**

### **I. DIALOGUE "JOB INTERVIEW"**

*a. Listen to the dialogue.*

*b. Prepare a Job Interview with your partner.*

### **II. A PERSONAL QUESTIONNAIRE.**

*Fill in this questionnaire together with your partner.*

1. Family:

Have you got any brothers or sisters? How many?

2. Routines:

What time do you usually get up in the morning? What do you usually have for breakfast?

3. Reading habits:

What newspaper do you read every day? What magazines do you usually buy?

4. Present activities:

What other languages do you know?

5. Birthday:

When is your birthday?

6. Interests and sports: What music do you like?

Do you play any sport? Which?

7. Holidays:

Where did you go last year for your summer holidays?

8. Experiences:

Have you ever been to Britain or the USA? Have you ever lived in a foreign country?

### **III. SPEECH BACKGROUND**

#### **1. C.V. - Curriculum Vitae (Lat.)**

Brief written account of one's past history, used when applying for a job. It may include:

- personal observations (character, date of birth);
- marital status (married or single);

- education and qualifications (when and where you studied and what qualifications you got);

— professional experience (when and where you worked in chronological order);

— career objectives (in what position you want to work).

## 2. job interview

If your CV and letter of application for a job impressive enough you may be short listed (chosen) and asked to attend an interview.

Your success in getting a job depends on the way you act and the things you say during the interview.

## 3. personal questionnaire

The form with some questions which is given to you before the interview.

E.g.: Jasur, fill in this personal questionnaire.

## 4. present job - person's profession, current occupation

E.g.: My present job is engineer. (I am working as an engineer.)

The word "job" is used commonly with the meaning of profession such as a librarian, a waitress, and a carpenter.

## 5. Letter of Application

(1) 930 Lewis Street, Chicago, IL 60609 September 15, 1988

(2) Data Control International 111 Morris Lane Kankakee, IL 60620

(3) Dear Ms. Boswell:

(4) I would like to apply for the position of assistant programmer as advertised in the September 14, 1988 Chicago Daily News. I feel I am especially qualified, and would appreciate your sending me an application form.

Please send the application to the address above. Thank you for your help.

(5) Sincerely yours,

Maxell Taylor.<sup>10</sup>

## IV. WRITING CURRICULUM VITAE

### Curriculum Vitae (CV) vs. Resume

	CV	Resume
Content Audience	Summary of education and experience qualifications as related to the interests of academia	Summary of personal information, educational background, and work related experience
Area	Teaching/research	All other
Length	No length limits	1-2 pages

<sup>10</sup>Macmillan English Campus Platform. (online and offline) –UK: Macmillan Education, 2015.

Focus	All relevant experience	Strongest qualifications only
Purpose	Job application, grant funding, annual merit review	Job application only

## 2. CV: Possible Headings

Using the guidelines of writing CV try to write your own CV. Even if you do not have all these aspects, try to imagine.

Personal contact information	Name, address, contact information
Academic background	University, major/minor, degree awarded, title of thesis/dissertation, honors, post-graduate work
Teaching/related experience	Institution, location, dates employed, status (full/part-time, permanent/ temporary), course taught, responsibilities, graduate field work
Academic/research interests	Field of specialization and interest
Publications	Scholarly volumes, edited books, articles
Conference presentations	Plenary session, conference paper, conference demonstrations, workshops, poster session
Awards	Grant, fellowships, academic honors

Certification	Professional licenses, certificates, and exams
Other areas of expertise	Foreign language ability
Personal interests	Hobbies, volunteer work, club membership, residence abroad, foreign travel
References	Names and contact information of references

## EXERCISES

### Exercise 1

Match the words in the columns with the words below:

teacher, footballer, boxer, sportsman, sailor, manager, accountant, pilot, lawyer, driver, bricklayer, tour guide, mechanic, architect, salesman, chess player.

**What do we call someone who...**

1. teaches -
2. plays football -
3. fights in the ring -
4. goes in for sport -
5. sails -
6. runs a firm -
7. counts money -
8. flies -
9. works in a court -
10. drives a taxi -
11. builds walls -
12. guides tourists -
13. repairs cars -
14. designs buildings-
15. sells goods -
16. plays chess -

## **Exercise 2**

Complete the table writing your own letter of application.

The greeting

Body(main part, details)

Date

The address of a company

Close signature (encl. CV)

The address of an applicant

## **LESSON 9. GUIDE BOOK FOR BUSINESSMEN.**

### **THERE IS NO BUSINESS LIKE SHOW BUSINESS**

#### **I. WHO IS WHO IN THE MUSIC INDUSTRY**

Be one of these people and introduce yourself after reading the text.

##### **The Accountant**

These financial experts give advice on... \* tax \* bank accounts \*when to buy new equipment, investments. They don't help pop stars to make money, but they help them to keep it.

##### **The Agent**

An agent's job is to find work for musicians, e.g. \*TV shows \* live gigs \*radio sessions. With new artists this means creating work. With established stars it means choosing work from a long list of offers. Like accountants, agents are paid by the musicians themselves.

Their usual fee is 15%.

### **The DJ**

Few songs become major hits without airplay. That's why disc jockeys (and the producers of their programmes) are so important. They are the people who decide which records we hear on the radio. Not just the radio, though. These days there are a growing number of video jockeys or "VJs", too.

### **The Engineer**

Engineers control the technical equipment in a recording studio- that means everything from microphones to mixing desks. They help both record producers and musicians to get the best possible results.

### **The Journalist**

Rock and pop fans everywhere want to read \*news \* reviews \*gossip \* interviews \* background information about their favourite stars. That's where music journalists come in. They report on every aspect of the music business. And not just in rock magazines. Many daily newspapers now have full-time "pop" reporters, too.

### **The Lawyer**

Many bands find a lawyer before they do anything else. Why? To avoid signing bad contracts with recording and publishing companies. A lawyer's time is expensive -up to \$150 per hour -but in the end it's often money well-spent.

### **The Manager**

Different managers do different things. Some have almost complete control over their acts' careers. They make all the important business and financial decisions. Others have much less power (in fact some rock and pop artists even manage themselves) -it varies from case to case. So does the manager's percentage. On average, though, it's 20%.

### **The Tour Promoter**

World tours or huge stadium-concerts (for example, at Wembley in London) take a lot of organising. The tour promoter's job is to make concerts as exciting, profitable and safe as

### **The Stylist**

Clothes, hair and make-up are all vital in today's music industry. Stylists help to create images in the rock and pop world. They choose stage clothes and put together an artist's "look".

### **The Session Musician**

Some rock and pop musicians don't work for just one band. Instead, they appear on lots of different records. Session musicians rarely become famous, but they can become very rich indeed.

### **The Roadie**

When a band goes on tour, roadies do all the hard work. They unload and load tons of equipment before and after every gig.

### **The Publisher**

Songs aren't just recorded and released -they're always "published", too. This means that nobody else can record a songwriter's work without permission. It also means that songwriters earn money every time their songs are performed.

### **The promotion person**

To be a hit, most records need good promotion and lots of it. The people in this record company department organize \*personal appearance in clubs and in record shops \*radio and TV interviews \*advertising campaigns (TV commercials/posters/T-shirts, etc).

### **The Product Manager**

This is another record company job. Product managers are in charge of the step-by-step progress of a record from the demo stage to its final release.

### **The Producer Manager**

When a song is recorded there are lots of decisions to make. Which instruments and special effects should be used, for example? How many harmonies should be there? What rhythm, speed and general atmosphere does the song need? The person in charge of decisions like these is the producer. Some rock and pop stars produce their own records, but most use professional producers.

### **The Plugger**

Pluggers work for record companies. Their job is to get maximum airplay for the company's new records. This means visiting radio stations and plugging the records to DJs and their program producers.

### **A&R Man**

A&R stands for 'Artistes and Repertoire' (in other words 'singers and songs'). Every major record company has an A & R department. Its job is to find new acts. This means that A&R Men (and almost 100% are men) \*Listen to dozens of demo tapes every week \* regularly go to gigs in pubs /clubs/universities.<sup>11</sup>

### **Glossary:**

1. acts(n) – bands or solo artists  
e. g.: TV commercials are the best means of presenting new acts.
2. demo(n) – short for demonstration simple recording of a song to show its basic melody, rhythm and structure  
e. g.: An A & R man always listens to demos.
3. gigs(n) – pop concerts  
e. g.: Madonna is having 10 days gigs this spring.
4. tax(n) – money paid by citizens to the government for public purposes  
e. g.: Every citizen must pay local taxes.
5. investment(n) – when money is put into a business in order to get more money back later

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<sup>11</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.

- e. g : Bill gates made a great investment in Microsoft.
6. fee(n) – payment for professional advice.  
e. g.: Private teachers get their fees according to their job responsibility.
7. airplay(n) – exposure of the song on the radio or TV  
e. g.: Setora gets a lot of airplay on radio Grand.
8. sessions(n) – periods of work in a recording studio e. g.: Sometimes sessions are fun but sometimes they are difficult for musicians.
9. plugging(v) – promoting  
e.g.: Plugging the record means to get maximum airplay for the company's new records
10. vary(v) – to change  
e. g.: You should vary your diet.
11. average(n) – standard or level regarded as ordinary or usual  
e. g.: Tom's work at school is above average. on average – according to the average e. g.: On average there are twenty boys present everyday.
12. in charge of – To be in a position of responsibility e .g.:Mary was put in charge of the baby.

### Exercise 1

All the words in this grid are from the text. Write ten sentences with each, use at least two of the words or phrases listed:

For example: A & R man's job is listening to demo tapes, going to gigs and finding new acts.

Gigs	Investments	Record company	Vary
Fee	TV interviews	Image	Radio sessions
Band	Plugging	Roadies	DJ
Air play	Agent	Accountant	Journalist
Stylist	Pop star	Plugger	Demo

### Exercise 2

*Use the information in the text and your own knowledge to divide the jobs into these three groups.*

1. People who work with record companies
2. People with jobs in the media
3. People employed by pop stars

### Exercise 3

*Find the words in the texts that mean the same as....*

1. The sum of money paid by musicians to agents

2. The person whose job is to find new acts
3. Pop concerts
4. The work time in a radio studio
5. Idle talk about affairs of other people
6. Progress and development in the life and work of the acts
7. Style of an artist
8. DJ
9. The process of helping acts to be famous especially in show biz

#### Exercise 4

*Fill in the table with words from the Word Box. Which words are only for men? Which words are only for women? Which are both?*

good - looking	√ a beard	√ bald (ing)	beautiful
(black) hair	suntanned		attractive
(blue) eyes	black/white	pretty	ugly
young	handsome	a moustache	old

He's	She's
Good looking	Good looking
He has / he's got	She has / she's got
A beard	

### LESSON 10. ENVIRONMENT. LET'S PROTECT IT!

#### ANIMALS IN DANGER

Perhaps the most famous rare animal is the panda. Twenty years ago it was nearly extinct. Now, its numbers are growing again. It's even become a symbol for wildlife conservation. But many other species have been less lucky than panda.

There is a serious problem because...

1. After pollution or destruction, habitats take many years to grow again.
2. Pollution and destruction change the balance of nature. Each species in a habitat (for example, wood, jungle, marsh or forest) need and helps the rest. If one animal, bird or insect disappears, all the others suffer, too.

This is what's happening in the rainforests of South America, Africa and Asia. These are some of the world's oldest habitats. Or they were. Man is destroying an area of rainforest as big as Switzerland and every year. But the problem doesn't stop there. Habitats and animals are disappearing in Europe, too. Since 1947 in Britain, for example...



50% of the woods have disappeared. 50% of the marshes have disappeared. 95% of the meadows have disappeared.

And what has taken the place of these green, natural places? Houses, farms, cities, roads and factories. Because of this (and pollution, too) several British species are dying. In fact scientists believe that 30 British animals, fish and birds may become extinct by the year 2005.

Some are already extinct. Today, many more are in serious danger. This is because man

- (a) Hunts them
- (b) Destroys and pollutes their habitat.

Is it too late to save animals like these?

## ← **Hunting**

### **Poaching**

Man has always been a hunter. He still is. But many modern hunters don't just kill for food - they kill for profit. That's why so many rare and protected animals are still dying. Hunters like these are called poachers.

In 1981 there were 15,000 blackrhinos in Africa. Today, because of illegal hunting, that number is 4,500.

In the 1970s there were 1.3 million African elephants. Today, because of poaching, there are under 85,000.

### **The Fur Trade**

In the 1940s, 90% of skins and furs came from wild animals. Today that number is 15%. That's because most modern skins come from fur farms.

### **Fur Farm Facts**

- There are more than 2,000 in Scandinavia and 340 in Russia.
- They don't keep rare or protected animals.
- Fur farmers kill and sell over 34 million mink every year.
- Animals in fur farms live in good conditions and die without pain.

But what about the other 15% of furs? Well - these still come from wild animals. Hunters catch most of them in traps. These are made of metal and are very sharp. Most animals caught in traps die very slowly.

The USA traps over animals every year.<sup>12</sup>

### **The fur trade argument**

#### **Against**

Many wildlife experts want to stop the fur trade.

They say ...

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<sup>12</sup>Evans, V., Dooley, J. Enterprise. Full Set. -UK: Digital Publishing, 2009.

- . It's wrong to keep wild animals in cages.
  - . It's wrong to kill animals for fashion and profit.
  - . It's wrong to kill wild animals in traps.
  - . It's wrong to sell the fur of rare, protected species.
- (This is against the law, but it's very common.)

## **P ...L ...A ...N ...E ...T ...**

46. Our planet is 4,600 million years old – but imagine for a moment that it's only

- ◆ Life began in the oceans 4 years ago
- ◆ Dinosaurs appeared (and disappeared) last year
- ◆ Modern man arrived 4 years ago
- ◆ One hour ago he learned how to farm
- ◆ One minute ago machines and industry began
- ◆ In the last 60 seconds man has ...
  - Polluted the air, sea and land
  - Used most of the Earth's oil, gas and coal
  - Completely killed more than 500 kinds of animals, birds and plants
  - Made and used atomic bombs

### **Glossary:**

1. extinct (adj.) – a type of animal or plants no longer in existence  
E.g.: The dodo is an animal extinct in the world.
2. forecast (n) – to say in advance what is expected to happen  
E.g.: Forecasters forecast that it will rain tomorrow.
3. humidity (n) – the amount of wetness especially in the air  
E.g.: The low humidity in Arizona is 75 percent.
4. drought (n) – a period of continuous dry weather especially when there is not enough water for people's needs  
E.g.: Areas of Africa are affected by drought.
5. hurricane (n) – very strong storm with very strong wind especially in the western Atlantic ocean  
E.g.: A hurricane is approaching the coast Florida.
6. flood (n) – disaster with a lot of water E.g.: There was a big flood in Bangladesh
7. hemisphere – a half of the earth, especially as divided by the equator  
E.g.: The USA is situated in the Northern Hemisphere.
8. monsoon (n) – very strong storm in India E.g.: The monsoon season is coming soon.

### **Exercise 1**

**Find a word or expression in the text which has a similar meaning to the following.**

1. Storm in the Western Atlantic with circular wind -
  2. A Huge lump of ice in the sea -
  3. All over the world -
  4. A period of very dry weather without water -
  5. Slightly wet -
  6. Horizontal line around the world –
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**Exercise 2**

*Look at the list of words below and group them under the headings of Earth, Wind, Fire or Water. Some may come under more than one heading. Use your dictionary to help you.*

Earth	Wind	Fire	Water
Landslide Flood Tidal wave Volcano	Earthquake Hurricane Sandstorm Forest fire	Typhoon Avalanche Drought Blizzard	Tornado Whirlwind Gale

*Now read these descriptions of some natural disasters. Use the list above to help you decide which disaster is being described. Write your answer at the end of each description.*

1. Materials such as hot liquid rock or lava, ash steam and other gases are forced out of the crater and run down the sides of the mountain.

**Disaster:** .....

2. This is tall column of air which spins swiftly round and round. It is possible to see it moving either across sea or across land.

**Disaster:** .....

3. Sometimes a large mass of snow and ice can slide rapidly down the side of mountain, taking rocks, trees, and even people with it.

**Disaster:** .....

4. This can happen after an earthquake, when an enormous wave comes from the sea. Buildings are usually torn down, and many people may be drowned.

**Disaster:** .....

**LESSON 11. DISCUSSING PHOTOS ABOUT AIR AND WATER POLLUTION IN SOME COUNTRIES.**

**Are You Aware of the Need to Look After the Environment, or Do You Believe It Is None of Your Concern and There Is Little You Can Do about It. Give Your Reasons.**

Our Earth is 4,600 million years old. If we condense this inconceivable time-span into an understandable concept, we can liken Earth to a person of 46 years of age. It is only at the age of 42 did the Earth begin to flower. Mammals arrived only eight months ago. In the middle of last week, men-like apes evolved into ape-like men and at the weekend the last ice age enveloped the earth. Modern man has been around for four hours. During the last hour Man discovered agriculture. The industrial revolution began a minute ago. During those sixty seconds of biological time. Modern man has made a rubbish tip of paradise. He had multiplied his numbers to plague proportions.

He had caused the extinction of 500 species of animals. He had ransacked the planet for fuels and now stands like a brutish infant, gloating over the decay and pollution. The humanity now is on the brink of the war to end all wars. With the help of modern technology a man is effectively destroying this oasis of life in the solar system.

Nowadays everybody is not aware of the ecological problems that humanity faces. But of all the environmental problems facing our planet today the most pressing is global warming, better known as the greenhouse effect. In the last 200 years the temperature of the earth has risen by 1°C and is going to rise a further 3-5 °C in the next 60 years. The main reason for that is carbon dioxide (CO<sub>2</sub>), which allows the sun's rays to reach the earth, but prevents heat escaping back through the atmosphere. This will eventually melt the polar ice caps, leading to a rise in sea levels and flooding and extensive droughts in countries like Africa. Crop cultivation therefore would become impossible. The two possible ways to combat the disaster are the energy efficiency and saving the remaining rain forests.

To my mind it's not enough to put our hands in our pockets to help provide aid for the victims of flood and drought. We need to learn from the mistakes of the past and at least to slow down the pace at which we are destroying our environment. We all can contribute, not necessarily in financial terms, to a better world.

I'm absolutely sure that it's the choices we make about our own life styles that are having an impact on our beautiful planet. For better or worse the choice is ours.

The first thing I would probably do is put pressure on local authorities to provide more bottle-tanks and can-banks. It's really a waste of sand and glass and aluminum. It's a shame that nobody recycles scrap metal, scrap paper or reuses Champaign and medicine bottles. I think it's a must for our school to start a paper-collecting scheme. We should persuade a paper merchant to put one of his skips on a side agreed with a school council and then advertise a competition among the

students. The winners might be awarded with books made from the recycled paper or taken on an excursion to the recycling plant.

The students might be persuaded to buy recycled stationary, thus helping to save trees, as recycled paper uses half the water and energy of normal paper to make. Special ecological education should be introduced at schools. Since childhood children must be taught to reuse envelopes with labels, made from recycled paper. I hope they will soon be available in most of the shops.

In fact there are hundreds of little things that an ecologically conscious person can do. No matter how small is the gesture, it all adds to a better quality of life for you and your future children. Say, you can take more showers, fewer baths and keep the taps turned off to avoid water leakage. It's no use overfilling

the kettle if you're having tea for two. To keep the water clean it is necessary to use less washing up liquids that contain phosphates, harmful to fish if they get into the river. It's vital to use bleaches and acid detergents sparingly to cut back on water pollution.

When we go shopping we should take our own plastic shopping bags instead of collecting or buying realms of plastic bags at the check out. It's relevant to remember that plastic is almost impossible to recycle. But if you have to, choose those that are thought to be environmentally friendly because they are biodegradable and break down. But the best option is the paper one.

I personally try to avoid over-packaged products. They clog up the environment with waste. But generally I buy fruit and vegetables loose, not pre-packed in plastic, as foam plastic contains ozone-harming CFCs. As every civilized person I can hardly do without sprays, soap, washing powders etc. Unfortunately, they are still doing aerosols and sprays containing ozone-destroying CFCs. Most old brand aerosols from supermarkets or pump-action dispensers are safe buys.

I also try to use fewer batteries in my Walkman or CD player. Every teenager should keep in mind that batteries contain toxic chemicals, and we buy millions of them a year.

Burned, they pollute the air; buried, they poison the land. A good idea is to buy rechargeable ones.

To my mind nowadays more and more people are getting ecologically wise. They stop spending fortunes on pesticides; some of the chemical contents are banned. Gardeners stop spraying lethal chemicals at greenfly and try biological control agents. Instead of weedkillers, some of which are a danger to bees, birds and garden plants, they try to weed by hand or use a hoe. Farmers grow their own produce organically, without synthetic fertilizers. Compost and leaf mould are very widely used. My friends, for example, keep a hedgehog in the country kitchen garden. It's really a double take, as it helps them to fight slugs and snails and secondly their children are brought up in the spirit of love and respect to Nature.

And to finish with I'd like to say that one day I hope to buy a car that would run on lead free petrol. I promise to drive smoothly, as sudden acceleration

increases exhaust fumes and braking wastes petrol. In a word, when there is a way to save the oases of life there is always a way to do it.<sup>13</sup>

## EXERCISES

### I. Answer the questions.

1. Why can we compare our planet with a person of 46 years old?
2. What is the most pressing ecological problem today?
3. Why is it necessary to save the remaining rain forests?
4. What is the first thing one should do?
5. What might the students be persuaded to buy? Why?
6. What can an ecologically conscious person do?
7. What should we take with us when we go shopping? Why?
8. Why are more and more people getting ecologically wise?
9. How do you understand the last lines of the text?

### II. Circle the right answer.

1. The humanity now
  - a) faces global catastrophes day and night
  - b) grows rain forests on all continents
  - c) says no to all nuclearpower stations
  - d) is on the brink of the war to end all wars
2. The most pressing ecological problem today is
  - a) air pollution
  - b) water pollution
  - c) greenhouse effect
  - d) noise pollution
3. One of the first things to be done probably is
  - a) to build non-smoking cities
  - b) to plant more trees
  - c) to filter all drinkable water
  - d) to pressure on the local authorities to provide more bottletanks and can-banks
4. Every school should
  - a) teach how to clean water and air
  - b) invite scientists to explain to children what to do to save the planet

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<sup>13</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.

- c) start a paper-collecting scheme
- d) not use plastic plates and dishes

5. The students should

- a) write only with ink
- b) buy recycled stationary
- c) collect plastic bottles for recycling
- d) learn how to recycle metal cans

6. When we go shopping we should

- a) buy lots of plastic bags
- b) ask for additional plastic wrapping
- c) not buy ecologically friendly goods
- d) better use paper bags

7. More and more people today

- a) use rechargeable batteries
- b) use pesticides in their gardens
- c) are fond of synthetic fertilizers
- d) are getting ecologically wise <sup>14</sup>

### **III. Do you agree or not? Comment on the following statements.**

1. Our planet is young.
2. With the help of modern technology a man is building the oasis of life in the solar system.
3. We are facing some global environmental problems today.
4. The greenhouse effect is a dangerous phenomenon.
5. I don't think people should recycle things.
6. Special ecological education should be introduced at schools.
7. When you go shopping use metal baskets.
8. Every civilized person should do without sprays and soap.
9. People are getting ecologically wise.

### **IV. What do you think? Give a reason for your opinion.**

1. The humanity is on the brink of the war to end all wars.
2. We need to learn from the mistakes of the past.
3. Everyone should remember the three Rs: reduce, reuse, recycle.
4. The ecological campaign should be better advertised.
5. There are hundreds of things the ecologically conscious person can do.

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<sup>14</sup>Macmillan English Campus Platform. (online and offline) –UK: Macmillan Education, 2015.

6. Nowadays more and more people are getting ecologically wise.
7. People should buy only ecologically safe goods.

**V. Ask a member of Greenpeace organization questions about the activities of this organization.**

**VI. List all the problems touched upon in the text.**

**VII. Comment on the following quotations.**

1. "I am I plus my surroundings: and if I do not preserve the latter, I do not preserve myself." Jose Ortega y Gasset.
2. "The nation that destroys its soil destroys itself." Franklin D. Roosevelt.
3. "What a man can be is born with him, what he becomes is a result of his environment." Sayer.

## **LESSON 12. OUR PLANET. CONFERENCE.**

### **WILD WORLD LOVE FOR SALE**

*Read the text and make up ten special questions.*

There is a particular breed of humans who love animals. Some of these people are dog-lovers; others are attached to cats; some prefer horses, fish or birds. A few love all animals, including mice and snakes. True animal lovers are devoted to keeping their pets safe, happy and healthy. For example, a rich American woman, Mrs. Rockefeller-Dodge, at one time spent \$ 50,000 a year feeding her fifty dogs the finest cuts of meat. Her family finally took her to court to try to stop her from squandering her money in this way. The judge, however, agreed with Mrs. Dodge and she continued treating her dogs to the life style she felt they deserved.

Animal lovers like Mrs. Dodge believe their affection is returned, and they have evidence to support their belief. Accounts of amazing, often heroic animal behaviour suggest that many animals are, in fact, people-lovers. A canary in Tennessee saved the life of the old woman who fed it; a dog in Switzerland rescued more than forty people who were in danger of freezing in the mountains; a Japanese dog continued to meet his master's train for more than ten years after his master had died; off the coast of New Zealand, ships used to sail safely through a dangerous channel only because they were guided by a friendly porpoise.

With stories of devotion like these to encourage them, people willingly return their pets' affection by buying them things. Not only do Americans spend more than three billion dollars annually on basics like food, grooming, and veterinarian



services, they provide their animals with extras like clothes, jeweled collars, special dishes, beds, and in extreme cases, sunglasses and pet psychiatrists.

No evidence exists to prove that this expensive treatment makes the animals any happier, but it certainly pleases the pet industry. This industry has grown to a healthy six billion dollar business and looks forward to a rosy future. As one pet dealer said, “We offer love for sale. Not many businesses can make that claim.”<sup>15</sup>

### POST-READING

Read the statements and put T for true and F for false.

1. Animal lovers want to give their pets good care. \_\_\_\_\_
2. Evidence shows that animals do not return human affection. \_\_\_\_\_
3. Americans do not spend money on animal “extras”. \_\_\_\_\_
4. Expensive treatment makes animals happier. \_\_\_\_\_
5. The pet industry will probably continue growing. \_\_\_\_\_

Support - help

Evidence – anything that gives a reason for believing smth Save – make or keep safe

Porpoise – sea animal rather like a dolphin or a small whale

Annually –Every year Grooming – cleaning fur or skin Rosy – successful Pet dealer – pet- seller Veterinary (vet) – animal doctor

### II. LISTENING

#### 1. Pre-listening *Describe the following animals.*

dog          cat          snake          spider          parrot  
 rabbit      mouse      crocodile      hedgehog      fish  
 monkey

#### 2. While-listening

Listen to the dialogue and number the pets in the list in right order they appear in the dialogue.

dog	
snake	
monkey	
mouse	
fish	
cat	
spider	
crocodile	
parrot	

<sup>15</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.

rabbit	
hedgehog	

**Glossary:**

1. mean (adj) – selfish, lacking generosity E.g.: Some dogs are very big and mean. as mean as the devil (idiom.)
2. breed (n) - kind and variety of animals with hereditary qualities  
E.g.: There are good breeds of horses on my uncle’s ranch.
3. to be attached to – to be bound to by love or affection  
E.g.: She is deeply attached to her puppy.
4. devote (v) – to give one’s time, energy to smb or smth ~ oneself / smth  
E.g.: I devote myself to looking after my cat.  
devoted (adj.) – 1) giving one’s time, energy to smb or smth;  
2) faithful, loving; true  
E.g.: Devoted friends are few and we must not lose them.
5. feed (fed) (v) - give food to  
E.g.: What do you feed your dog on? What kind of food do you give it?
6. squander (v) (ing) – waste money or time E.g.: Judy’s mother punished her for squandering her money.
7. deserve (v) – ought to get  
E.g.: He deserves a parrot because he has promised his sister one for her birthday.
8. affection (n)– kindly feeling; love  
to have (feel) ~ for (toward) smb or smth E.g.: My grandfather has great affection for snakes, but grandmother feels affection toward her bobcat.
9. coast (n) – land beside the sea  
off the coast of New Zealand – near the land of New Zealand<sup>16</sup>

**Exercise 1**

Put the words in the correct column; some words may go in both columns:

**ANIMALS**

Domestic	Wild
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

<sup>16</sup>Macmillan English Campus Platform. (online and offline) –UK: Macmillan Education, 2015.

6.	6.
7.	7.
8.	8.

Words: pig, mouse, lion, snake, parrot, parakeet, bee, hedgehog, rat, hare, porpoise, alligator, monkey, goldfish, cat, llama, ladybird, zebra, horse, dog, lynx, platypus, rhinoceros, goat.

### Exercise 2

*Complete the sentences with suitable words.*

1. They've got lots of pets: two dogs, four cats,,,,,,
2. We saw some really large animals at Yunusabad Zoo such as: elephants, giraffes and ...
3. On our farm we have cows, sheep, ...
4. Our teacher asked us to list "big cats" and we replied: lions...
5. I don't like insects such as: mosquitos, flies, ...

### Exercise 3

*Find suitable words with the same meaning as the underlined words or phrases.*

1. Bring food for my cat, I want to give him some.
2. My friend Anvar has a special love for snakes.
3. I've never seen such a selfish dog in my life.
4. George always goes to the pet-shop to buy different dogs, he is crazy about collecting various kinds of dogs.
5. My grandmother is very bound to her cat, because she has had it since 1989.

### Exercise 4

*"Who runs faster?" Make sentences comparing pairs of animals.*

lion                  spider                  elephant  
cow                  tortoise                  horse                  snail  
rabbit                  tiger                  zebra  
camel                  giraffe                  cheetah  
goat                  gorilla                  bear                  dog

**E.g.:** *The cheetah runs more quickly than the snail.  
or Cows run more slowly than horses.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Exercise 5.

Match each word or phrase in the first column with the word or phrase in the second column that produces a proverb or idiom.

- |                            |                           |
|----------------------------|---------------------------|
| 1. A barking dog           | a. the dogs               |
| 2. Never look a gift horse | b. out of the bag         |
| 3. Curiosity killed        | c. but you can't make him |

- |                                      |                          |
|--------------------------------------|--------------------------|
| 4. Dog eat                           | drink                    |
| 5. You can't teach<br>an old dog     | d. lie                   |
| 6. Let sleeping dogs                 | e. never bites           |
| 7. When the cat's away               | f. new tricks            |
| 8. Let the cat                       | g. of a different colour |
| 9. There's more than<br>one way      | h. horses                |
| 10. It's raining                     | i. hog                   |
| 11. You may lead a<br>horse to water | j. dog                   |
| 12. Go to                            | k. to skin a cat         |
| 13. Go whole                         | l. in the mouth          |
| 14. Hold your                        | m. the mice will play    |
| 15. That's a horse                   | n. cats and dogs         |
|                                      | o. the cat               |

### Exercise 6.

Match each word in the first column with its correct definition in the second column.

- |            |                                 |
|------------|---------------------------------|
| 1. hog     | a. to reveal secret information |
| 2. buffalo | b. full of spite, malicious     |
| 3. bear    | c. timid, fearful               |
| 4. mousey  | d. nonsense                     |
| 5. catty   | e. to confuse or baffle         |
| 6. rat     | f. to take selfishly            |
| 7. bull    | g. support something difficult  |

### LESSON 13. POSTERS AND PRESENTATION AIMED TO PROTECT NATURE.

Various sciences that study the Earth, either as a physical entity, or as a living environment for plants, animals and human beings.



## **ENVIRONMENT**

Collective term for the elements that surround a living organism, some of which contribute directly to meeting its needs.

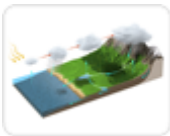


## **vegetation and biosphere**



## **food chain**

Order of the relationships of predation and dependence among living organisms.



## **hydrologic cycle**

Continuous circulation of water in its different states (liquid, solid and gaseous) between the oceans, the atmosphere and the Earth's surface.



## **greenhouse effect**

Warming of the atmosphere that occurs when certain gases absorb part of the solar radiation reflected by the Earth.



## **air pollution**

The presence in the atmosphere of large quantities of particles or gases produced by human activity; these are harmful to both animal and plant life.



### land pollution

Numerous factors contribute to soil pollution (e.g., household and industrial waste, fertilizers, pesticides).



### water pollution

The cycle of the Earth's waters is continuous, carrying and spreading pollutants introduced by human activity all around the planet.



### acid rain

Rain that contains abnormally high concentrations of sulfuric acid and nitric acid.



### selective sorting of waste

Its goal is to extract recyclable material from trash.<sup>17</sup>

**Discuss problems which occur according to pictures given above.**

## **LESSON 14. RELATIONS.**

### **LOVE AND MARRIAGE**

#### **Vocabulary**

deceive - to make someone believe something that is not true

dreadful - something that is very bad

endure - to suffer in a difficult situation for a long time

engaged - to have an agreement to marry someone

fall in love - to grow in a strong romantic feeling for someone

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<sup>17</sup>Macmillan English Campus Platform. (online and offline) –UK: Macmillan Education, 2015.

gloomy - sad

inevitable - something that is certain to happen

intense - something that has a strong effect, or is felt strongly

torment - to make someone suffer much mental or physical pain

tragic - something that is very sad, often involving death<sup>18</sup>

### **Pre-Text Discussion:**

Have you ever fallen in love? What does it feel like? Do you see stars or fireworks? Does your heart pound wildly? Or do you simply feel warm and peaceful inside? Read the story excerpt and see how Edna felt when she fell in love.

### **Text Falling In Love**

It seemed impossible that anyone should be unhappy on such a beautiful morning. Nobody was, decided Edna, except herself. The windows were flung wide in the houses. From within there came the sound of pianos, little hands chased each other and ran away from each other, practicing scales. The trees fluttered in the sunny gardens, all bright with spring flowers. Street boys whistled, a little dog barked; people passed by, walking so lightly, so swiftly, they looked as though they wanted to break into a run. Now she actually saw in the distance a parasol, peach-colored, the first parasol of the year. Perhaps even Edna did not look quite as unhappy as she felt. It is not easy to look tragic at eighteen, when you are extremely pretty, with the cheeks and lips and shining eyes of perfect health. Above all, when you are wearing a French blue frock and your new spring hat trimmed with cornflowers. True, she carried under her arm a book bound in horrid black leather. Perhaps the book provided a gloomy note, but only by accident; it was the ordinary library binding. For Edna had made going to the library an excuse for getting out of the house to think, to realize what had happened, to decide somehow what was to be done now. An awful thing had happened. Quite suddenly, at the theater last night, when she and Jimmy were seated side by side, without a moment's warning, in fact she had just finished a chocolate almond and passed the box to him again, she fell in love with an actor. The feeling was unlike anything she had ever imagined before. It wasn't in the least bit pleasant. It was hardly thrilling, unless you can call the most dreadful sensation of hopeless misery, despair, agony and wretchedness, thrilling. Combined with the certainty that if that actor met her on the pavement afterwards, while Jimmy was fetching their cab, she would follow him to the ends of the earth, at a nod, without giving another thought to Jimmy or her father and mother and countless friends again. The play had begun fairly

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<sup>18</sup>Macmillan English Campus Platform. (online and offline) –UK: Macmillan Education, 2015.

cheerfully. That was at the chocolate almond stage. Then the hero had gone blind. Terrible moment! Edna had cried so much she had to borrow Jimmy's handkerchief as well. Not that crying mattered. Whole rows were in tears. Even the men blew their noses with a loud trumpeting noise and tried to peer at the program instead of looking at the stage. Jimmy, most mercifully remaining dry eyed squeezed her free hand, and whispered, "Cheer up, darling girl," and it was then she had taken a last chocolate almond to please him. Then there had been that ghastly scene with the hero alone on the stage in a deserted room at twilight, with a band playing outside and the sound of cheering coming from the street. He had tried – Ah, how painfully, how pitifully to grope his way to the window. He had succeeded at last. There he stood holding the curtain while one beam of light, just one beam, shone full on his raised face, and the band faded away into the distance. It was simply more emotion than Edna could stand. From that moment she knew that life could never be the same. She drew her hand away from Jimmy's, leaned back, and shut the chocolate box forever. This at last was love. Edna and Jimmy were engaged. They had announced it a year ago, but they had known they were going to marry each other ever since they sat on the grass in the Botanical Garden together and shared biscuits and tea. It was so much an accepted thing that Edna had worn a wonderfully good imitation of an engagement ring all the time she was at school. Up until now they had been devoted to each other. But now it was over. It was so completely over that Edna found it difficult to believe that Jimmy did not realize it too. She smiled wisely, sadly, as she turned into the gardens of the Convent of the Sacred Heart and mounted the path that led through them to Hill Street. How much better to know it now than to wait until after they were married! Now it was possible that Jimmy would get over it. No, it was no use deceiving herself. His life would be simply ruined, that was inevitable. But he was young. Time, people always said, might make a little difference. In forty years when he was an old man, he might be able to think of her calmly, perhaps, but what about her? What did the future hold for her? If she did not marry Jimmy, of course she would marry nobody. The man she was in love with was a famous actor. Edna had far too much common sense not to realize that it would never be. It was very odd. She didn't even want to be in love with him, but her love was too intense for that. It had to be endured, silently; it had to torment her. It was, she supposed, simply that kind of love.<sup>19</sup>

### **Questions for Discussion:**

1. How did Edna feel when she experienced true love?
2. What made her feelings change so quickly?
3. Do you think that Edna should break her engagement with Jimmy?

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<sup>19</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.



**Exercise: Replace the words in italics with the most suitable phrasal verb with “to get.”**

1. It took me over two hours to succeed in reaching them *by* telephone.
2. You’ll have a good relationship *with* him all right; he is a fine old man.
3. In some months she will have forgotten her ex-boyfriend.
4. This incessant rain and fog is making me feel sad.
5. His offence is serious this time and he won’t escape *punishment*.
6. Mr. Davis had a difficult time explaining *his* ideas in Spanish *without* a translator.
7. The girl has persuaded everybody *beginning* with the director himself.
8. How are you advancing *in* your English?
9. You should be very careful with her. She’s just recovering *from* a bad heart attack.
10. Jason exceeded *the* other salesmen by selling twelve pairs of shoes yesterday.

**Speaking Practice:**

*Exercise. Is it possible to fall in love with someone simply by seeing them from a distance or by reading their writings? Share your thoughts with a partner.*

**LESSON 15. WRITING ESSAY ABOUT “HOW DO I UNDERSTAND HOSPITALITY”.**

**Case Study:**

**Read e-letter of one student from Uzbekistan. Reveal his opinion about hospitality in Uzbekistan. Help him to cover the task he is given.**

Please write a letter of introduction to your future American roommate or hostfamily. Please describe yourself.

What are your likes and dislikes, hobbies, and interests? What activities and organizations do you hope to participate in while in the US? What are your family and home community like? What accomplishment of yours are you most proud of?

Guys I really need ur help with this topic. Please comment and correct as much as possible, I would appreciate it. Especially I expect some additions to content and structure.

Dear roommate,

I am writing to you from the sunny land proudly called Uzbekistan, with a great desire to tell you about myself, because if the things are well, we will spend 1 year together sharing one room. Introducing myself through the letter is not the thing which I am experienced in, but like my father used to say "If you have sincere intentions, you will be understood, anyways".

First of all, of course, my name is Server, but my friends simply call me Sega. I am very fun to be around guy, my friends always jest that even if I were on the uninhabited island, after some time trees would speak to me and laugh on my

jokes. As you might already understand, I am the person who does not like to sit at home in front of the TV or waste the time in social networks, I prefer real communication, and always try to surround myself with the folks and friends, share ideas with them and just have fun. Having fun is important, however in relation to study I try to be diligent and hardworking.

I am thankful to my parents because they influenced enormously on shaping my personality and brought me up as intelligent, attentive and kind man. I have grown up in the ambience full of understanding and sincerity, so my creed has been "Life is too short, to waste it for no reason". I do not mean that I do only things that can be helpful to me, moreover I even hate selfishness in actions, I just want to say that I always think before I do and usually it helps me a lot.

As regarding my hobbies I would call myself "person who has tried everything", and this is truth. During my life I have gone in for lots of different sections and tried myself in football, karate, wu-shu, muay-thai and even became captain of high school basketball team. I gained a lot of benefits from training sports, developed sense of discipline, cultivated a strong will and found out what it cost to win. I also admire my trainer who formed firm ideology in my head and which I follow day in and day out, it is "healthy lifestyle", I mean life without alcohol and cigarettes.

Population of Uzbekistan is famous in Central Asia for its hospitability and sense of respect to co-workers and neighbors, especially to older people. Every citizen from childhood is taught to value those things. In my case my sister always kids with me saying that my children will be the happiest kids in the world. The reason for such conclusions occurred 1 year ago, when I gathered 3 of my friends who also studied English, and we went to orphanage located in our district. There were a lot of kids who looked so upset (actually they should be understood), we told the mentor that we want to give lessons of English language to the orphans. Both children and workers of the orphanage were happy. We visited them three times a week for almost one year, on the lessons (they were actually more interactive than educational) kids laughed, read funny texts, listened to music and look so happy that we did not want to leave them, they felt themselves as a big family with parents, brothers and sisters. This time of my life I am most proud of, because during this period I realized how strongly I love children. I know that volunteering in the US is not new term, so as an exchange student I would really like to help little members of our society to develop and become worthy men. In addition I will be pleased if you, my roommate, accompany me in this activity.

Even though I am only 19 I have a strong principles on my future life, one of them is not to miss the opportunities given to me, and always try not to disappoint those people who believed in me.<sup>20</sup>

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<sup>20</sup>Macmillan English Campus Platform. (online and offline) –UK: Macmillan Education, 2015.

## **LESSON 16. ROLE-PLAY. FAMILY PROBLEMS.**

### **ROLE-PLAYs based on CASE STUDY**

**Working in three small groups act out the following situations.**

#### **Situation 1**

Student A is a mother and student B is a father. They are going to get divorce. They have two children and they are very sad of this event. Parents should explain to their children the reason of their divorce and decide how to solve this problem.

#### **Situation 2**

Student A is an alcoholic. He has a wife and three daughters who don't want him to drink. He wants to stop, but it is very hard for him. Students B, C, and D are the daughters of student A. Their father is a good person, but after his wife's death he became an alcoholic. They should help their father to solve this problem.

#### **Situation 3**

Students A and B are the parents of student C. Their son is a student. One day they found out that his is a drug addict when his teacher from the university called them to inform about it. They should explain to him that using drugs is very bad and he may die.

## **LESSON 17. PRESENTATION. HOSPITALITY IN OTHER COUNTRIES.**

### **Summary**

Examining interactions between Lewis and Clark and Native Americans.

### **Coin Type(s)**

- Dollar

### **Coin Program(s)**

- Native American \$1 Coins

### **Objectives**

Students will identify and describe the interactions between the Lewis and Clark Expedition and Native American tribes. Students will collaboratively develop and deliver a presentation.

### **Major Subject Area Connections**

- Social Studies
- Language Arts
- Technology
- Art

## **Class Time**

- Session Length: 60-80 minutes

## **Groupings**

- Whole group
- Small groups
- Pairs
- Individual work

## **Background Knowledge**

Students should have a basic knowledge of:

- Native Americans
- Westward expansion
- Map skills
- Internet-based research
- Citing sources

## **Terms and Concepts**

- Native American One Dollar Coin
- Reverse (back)
- Obverse (front)
- Hospitality
- Logistical Support
- Mandan, Hidatsa, Clatsop, Nez Perce, and Chinook tribes
- Lewis and Clark Expedition

Describe the Native American \$1 Coin Program for background information. The program is described at [www.usmint.gov/kids/coinNews/nativeAmerican/](http://www.usmint.gov/kids/coinNews/nativeAmerican/).

Display the "2014 Native American \$1 Coin" overhead transparency or photocopy. Tell the students that the front of a coin is called the "obverse" and the back is called the "reverse." Ask the students to share their ideas about the image on the coin's reverse. Examine the coin design with the students and identify the 2014 theme "Native Hospitality Ensured the Success of the Lewis and Clark Expedition." Ask the students to identify the images on the coin and consider what each part of the coin design might represent.

Distribute the "Ready to Read" worksheet to each student. Review the directions together. Have the students complete Part 1 of the sheet individually, recording their true or false guesses in the "Before Reading" column.

Introduce the students to the selected text about the Lewis and Clark Expedition. Remind the students that they should be listening carefully to confirm or revise their statements on the "Ready to Read" worksheet. Read the selected text to the class and attend to any unfamiliar vocabulary.

Ask the students to complete the "After Reading" column of the "Ready to Read" worksheet. Display the "Ready to Read" overhead transparency or photocopy. Review the statements as a class and discuss whether each statement is

true or false based on information provided in the text. If desired, have the students show "thumbs up" or "thumbs down" to collectively gauge responses to each statement.

Ask the students to rewrite each of the false statements on the bottom of the "Ready to Read" worksheet, making each statement correct. Have the students share and check their revised sentences with a partner.

Lead a discussion about the trip's objectives and mission. Discuss the rationale for the three main goals of the expedition: to study the plants, animals, and land; to form relationships with Native American tribes; and to search for a water route to the Pacific Ocean.

Display the "Lewis and Clark Map" and identify Lewis and Clark's route and the Native American tribes they encountered along the way.

Discuss Native American tribes Lewis and Clark encountered and details of their culture during the time of the Lewis and Clark Expedition.

Note any questions the students have that may be answered through research in a later session.<sup>21</sup>

## LESSON 18. REVISION.

### Tashkent Before and After Independence

#### I. PRE-LISTENING

*A. Look at this list of places and tell the class, which of them were built before and which of them after Independence.*

- |  |   |
|--|---|
| 1. Alisher Navoi Theatre of Opera and Ballet | 8. Building of Oliy Majlis                        |
| 2. Historical museum.                        | 9. Concert hall "Turkistan"                       |
| 3. Park "Tashkentland"                       | 10. Park " Ulugbek"                               |
| 4. The concert hall "The park                | 11. Hotel "Intercontinental"                      |
| 5. Bazaar "Yunusabad"                        | 12. Alisher Navoi National Friendship of Nations" |
| 6. Dome of Chorsu bazaar                     | 13. "Pakhtakor" stadium                           |
| 7. "Amir Temur" museum                       | 14. "Jar" Sport complex                           |
|  | 15. Yunusabad tennis court                        |

*A. Work in pairs and fill in the table finding changes in different spheres. Use your historical knowledge.*

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<sup>21</sup>Macmillan English Campus Platform. (online and offline) –UK: Macmillan Education, 2015.

Before Independence	Tashkent	After Independence

## II. LISTENING

*A. Listen to the text about Tashkent before and after Independence.*

*B. Compare and check your answer above with the text and write some more changes that you have discovered from the listening text*

## III. WRITING

Write a paragraph about one of these topics: "Tashkent in the Future", "My Imaginary Capital of Uzbekistan."

### Questions for help:

- 1) How do you imagine Tashkent after 10 or more than 10 years?
- 2) How is your dream capital built?

## LESSON 19. PREPARATION. TEST.

### Culture Notes:

**Mahalla**– Residential Community Associations in Uzbekistan is the basic administrative unit whose hierarchy ascends to tuman(district), city (shakhar), viloyat (region) and state (nation).

**osh or pilaf**– most popular national dish which is served not only at family celebrations but at celebrations nation-wide as well. Typically it is prepared of rice, carrot, mutton and other special ingredients.

**Chingiz (Ghengis) Khan**- (1162-1227) a Mongol conqueror who founded the largest land empire in history. He ruled an area that stretched across Central Asia from the Caspian Sea to the Sea of Japan.

**Shiite**– The Shiite origins lie in the controversies about the leadership of the Islamic community after the death of the Islamic prophet Muhammad in A.D.632. The Shi'ites believe that the leader of the Islamic community after Muhammad's death is Ali, the Prophet's cousin. Less than 20% of believers are the Shi'ites.

Sunni– The Sunnis believe that the leader of the Islamic community after the death of the Prophet Muhammad is AbuBakr. More than 80% of believers are the Sunnis. Kengash- Board of Residential Community Associations that guides every-day life of the mahalla.

rais - chairperson of a mahalla's Kengash.

aksakal– “whitebeard”, wise, able and fair old man who is selected by the men of the mahalla informally, by consensus. He oversees the mahalla activities from the point of view of Uzbek traditions and customs, and Muslim law. Most often, he is an informal consultant to the community Board.

a senior mahalla woman– head of the women's committee which oversees the female/gender stereotypes in the community, she quells disputes between women.

hashar– mutual free assistance in building houses, harvesting, maintaining cleanliness of streets and gutters.

guzar – community center, the place of collection of institutions such as a bazaar, a mosque, a barbershop, a tea house, a general store.

choikhona– tea house, the place for men (elderly) to socialize.

aqiqa– celebration in the community of the new-born child.

sunnat toi– male circumcision celebration.

khudoi– community gathering for prayer to remember someone who passed away.

beshik toi-celebration on the occasion of putting (beshik Uzbek national cradle) the new-born child into a cradle for the first time.

### **Check Comprehension:**

**Exercise 1: The above text is divided into eight parts. Reread each of these parts and try to give a title for each.**

**Exercise 2: Read the text and decide if the following statements are true or false. Cross out (X) the wrong word after each sentence.**

a) Early each morning men converge on the side streets of Uzbekistan's thousands of neighborhoods to converse and partake from platters of traditional Uzbek “osh”.

True: False

b) Such group activities provide the inhabitants of residential community associations only with public goods.

True: False

c) Modern mahallas trace their origins to Independence from the 13th century.

True: False

d) Mahallas consist of modern apartment complexes.

True: False

e) Membership in the mahalla is based on residency excluding the rich and religious people.

True: False

f) In the modern mahalla, a chairperson leads the residential community committee and oversees its daily activities by himself.

True: False

g) A mahalla is administered by aksaqals and a women's committee.

True: False

h) Mahallas oversee several institutions that mediate between mahalla and family, mahalla and culture, mahalla and commerce.

True: False

i) Mahallas don't own a supply of tables, chairs, cooking supplies, and other implements.

True: False

j) Uzbeks have a well-developed conception and practice of mutual assistance called hashar that transcends mutual relations.

True: False

### **Exercise 3: Questions to discuss in small groups after you have read the text.**

1. Why do men converge in the side streets of Uzbekistan's thousands of neighborhoods?
2. What do the mahalla's group activities help to create?
3. What kind of trades did the 13<sup>th</sup> century mahalla specialize in? Does the contemporary mahalla specialize in such trades?
4. Approximately how many mahallas exist in Uzbekistan?
5. What kinds of houses do the mahallas consist of today?
6. What is a modern mahalla based on today?
7. What are the duties of the mahalla chairperson and of the mahalla kengash?
8. How are the "aksakal" and senior woman chosen? What are their duties?
9. What institutions are involved in a mahalla?
10. What do mahallas externalize?
11. Where do the mahalla residents get tables, chairs, plates and so on to mark celebrations?



12. Do the mahallas lend or lease the tables, chairs, plates and so on to community members?

13. What is “hashar” and who is responsible for organizing hashar in the mahalla?

## LISTENING AND SPEAKING

### LESSON 20. SYLLABUS. RATING SYSTEM OF THE COURSE.

#### ASSESSMENT ON THE SUBJECT Rating (Semester III)

№	Task	N	Points	Total Points
<b>1. Current Assessment</b>				
<b>1.1</b>	Exercises	20	1	<b>20</b>
<b>1.2</b>	Projects and Case Studies	4	5	<b>20</b>
	<b>Total:</b>			<b>40</b>
<b>2. Intermediate Assessment</b>				
<b>2.1</b>	Independent Study №1-3	1	15	<b>15</b>
<b>2.2</b>	Independent Study №4-6	1	15	<b>15</b>
	<b>Total:</b>			<b>30</b>
<b>3. Final Assessment</b>				
<b>3.1</b>	Final Control Work or Test	1	30	30
	<b>Total:</b>			<b>30</b>
	<b>Total:</b>			<b>100</b>

#### Rating Table (Semester III)

№	Сентябрь				Октябрь				Ноябрь				Декабрь				Январь							
	4-9	11-16	18-23	25-30	2-7	9-14	16-21	23-28	30-4	6-11	13-18	20-25	27-2	4-9	11-16	18-23	25-30	15-20		22-27	29-3	5-10		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20	21		
1	ЖН 70%	Машк	1	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	
		Лойха			5					5									5					20
		МТ					5			5		5		5		5								30
2	ЯН – 30%																					30	30	
	<b>Жами</b>	<b>18</b>				<b>21</b>				<b>31</b>												<b>30</b>	<b>100</b>	
	<b>Жами ГП бўйича</b>	<b>18</b>				<b>39</b>				<b>70</b>												<b>30</b>	<b>100</b>	

Mark	5	4	3	2
Rating	86-100	71-85	55-70	< 55
Assimilation	116-135	96-115	74-95	<74

#### Rating (Semester IV)

№	Task	N	Points	Total Points
<b>1. Current Assessment</b>				
1.1	Exercises	10	1	10
1.2	Project	3	5	15
1.3	Debates	3	5	15
<b>Total:</b>				<b>40</b>
<b>2. Intermediate Assessment</b>				
2.1	Independent Study №7-9	1	15	15
2.2	Independent Study №10-12	1	15	15
<b>Total:</b>				<b>30</b>
<b>3. Final Assessment</b>				
3.1	Final Control Work or Test	1	30	30
<b>Total:</b>				<b>30</b>
<b>Total:</b>				<b>100</b>

### Рейтинг жадвали (4-семестр)

№	Февраль				Март				Апрель				Май				Июнь						
	12-17	19-24	26-3	5-10	12-17	19-24	26-3	5-10	12-17	19-24	26-3	5-10	12-17	19-24	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%	Машқ	1	1		1	1		1	1		1	1									10	
		Лойха					5					5						5					15
		Дебаг			5					5					5								15
		МТ					5	5				5	5			5	5						30
2	ЯН – 30%																				30	30	
<b>Жами</b>		<b>19</b>				<b>24</b>				<b>27</b>								<b>30</b>	<b>100</b>				
<b>Жами ГП бүйича</b>		<b>19</b>				<b>43</b>				<b>70</b>								<b>30</b>	<b>100</b>				

Mark	5	4	3	2
Rating	86-100	71-85	55-70	< 55
Assimilation	116-135	96-115	74-95	<74

### LESSON 21. DIALOGUE.

**Discuss the dialogue. Share opinion.**

### NOISY NEIGHBORS

Harriet: Pssst! Ozzie! Ozzie! Wake up!

Ozzie: Huh? What? What's the matter? It can't be seven o'clock already!

Harriet: No, it's half past one. It's those people next door again. Listen!

Ozzie: Oh, yeah. They must be having another party.

Harriet: Listen to that! They must be waking up the whole block. And they have three young children. They couldn't be sleeping through that racket. It's disgusting! Somebody should call the police! Ozzie, wake up!

Ozzie: Huh! I wasn't asleep, dear. They're all laughing. They must be having a good time. They never invite us, do they?

Harriet: Ozzie!

Ozzie: Yes, dear. What is it now?

Harriet: Listen! They all must be leaving.

Ozzie: Thank goodness for that! Maybe we'll get some sleep.

Harriet: I hope so. It's nearly three o'clock. Goodnight, dear. Oh, no! Now they're having a fight. Ozzie: I'm not surprised. They always have fights after parties.

Harriet: Uh, oh they must be throwing the dishes again.

Ozzie: No, I think that was a vase dear, or maybe the TV-set or both! They'll be sorry in the morning.

Harriet: Ozzie! Wake up!

Ozzie: Huh? Oh what's that banging?

Harriet: He couldn't be hammering at this time of night.

Ozzie: What time is it?

Harriet: Four o'clock. What could they be doing at four o'clock in the morning?

Ozzie: I don't hear any voices. Go back to sleep, Harriet dear.

Harriet: Ozzie Listen. There's someone in the backyard next door.

Ozzie: Huh? It must be the garbage man.

Harriet: No, It can't be. It's too early. It's quarter to five. Who could it be? I'd better take a look. Ooh! It's Howard Kennedy, and he's carrying a shovel.

Ozzie: Really? You don't think he's killed her, do you?

Harriet: Well, we haven't her voice for a while. No, she's probably sleeping.

Ozzie: But what could he be doing at this time of night?

Harriet: If he has killed her, he might be burying the body!

Ozzie: What?! You don't think so, do you?

Harriet: Well, he couldn't be planting tomatoes, could he? Do you think I should call the police?

Ozzie: No. Why don't you ask him what he's doing first!

Harriet: Hello there, Howard. You're up bright and early this morning.

Howard: I haven't been to bed yet. We had a party last night. I hope we didn't keep you awake.

Harriet: Oh, no, no. We didn't hear a thing, nothing at all. I slept like a log.

Howard: Well, it was a pretty noisy party. My husband knocked over the kids' tropical fish tank while we were cleaning up. The poor fish died. I'm just burying them before the kids wake up.<sup>22</sup>

## LESSON 22. MONOLOGUE.

The first step to becoming a great playwright is the ability to step inside a character and find his or her voice. Monologue writing is a great way to practice that skill. The interactive activities below will help you provide your students with the tools necessary to create a compelling monologue that rings true to their characters.

### **Warm-Up: Talk for a Minute**

#### **Speaking as Themselves**

Have students pair up for this activity. One student is "A" and the other is "B". Each student has one minute to speak on a given topic. Their mission is to stay on topic to the best of their ability and to talk for the entire sixty seconds without stopping.

If A goes first, B's job is to listen and keep track of A's speech habits. Does A pause a lot? Use "ums" and "ahs" repeatedly? Are there words she repeats more than others?

Once the minute is up, it is now B's turn to speak on a different topic and A's turn to listen and pay attention to B's habits.

After the second minute is up and both partners have spoken, open a discussion up on what students noticed about their experience when speaking to and observing their partner. Was this a hard/easy activity? Why? Were they able to stay on topic?<sup>23</sup>

#### **Speaking as a Character**

Tell them that they are going to do this exercise once more, but this time, they will speak in the voice of a given character. To prompt them, you will provide part of their first sentence. This time B will start and the character they must voice is either a king or a queen. Write on the board the beginning of their first line and give them one minute to speak.

**Example:** *As king/queen of this great nation of ours and all its people, I feel it is my duty to discuss...*

You can either give them the topic or let them choose. After the minute is up, it's A's turn again. Give them a completely different character. Here's a possible first line prompt:

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<sup>22</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.

<sup>23</sup>Macmillan English Campus Platform. (online and offline) –UK: Macmillan Education, 2015.

**Example:** *So I said to her, “I may be a slow-witted giant with a nasally voice, but there isn’t a thing I don’t know about...”*

Possible Topics:

*– volleyball – eggs – summertime – air balloons – chores – herbs & spices – camping – the circus – school lunch – worms – water – ghosts – the letter “M” – rainbows – recycling – the moon – school safety – normalcy – dreaming big – goodness – respect – peer pressure – cyberbullying – acceptance*

If they are able to stay on task without laughing, kudos to them!

Once again, discuss the experience as a class. Was it harder speaking as a character as opposed to speaking as themselves? Easier? Why? Did their use of language change when speaking as royalty or a slow-witted giant? How? How could this activity help us when writing for our characters?

Introduce: Monologues

Ask students, “How many people speak in a dialogue?”

**Vocabulary:** *Dialogue – A conversation between two people or more.*

Once correctly answered, move on to “How many people do you think speak in a monologue?”

**Vocabulary:** *Monologue – A speech made by one actor.*

They’ve already spoken two monologues today, but now they will write a monologue for a character. The character can be one they developed from any of the *Creating Character* lessons or be wholly original. However, only characters with a completed *The Eight W’s of Character Development* worksheet (worksheet D) should be considered so that there’s biographical information already in place.

**Sample Monologues**

Monologue A

**WOMAN:** This is mad crazy. Look at all this money. This is going to take care of everything. I can’t believe it. Oh, well, I better believe it. Looks like this is my lucky day.

Ask students what they learned about the character or situation from this monologue. They will most likely suggest that the woman is young because of the use of “mad crazy” and they may suggest that she won the lottery. Ask them if they know the latter for a fact. Generally speaking, they may guess about the situation, but there are not many concrete facts offered in Monologue A. All we really know is that a woman now has some money and that she may be young. Next read the second monologue.<sup>24</sup>

Monologue B

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<sup>24</sup>www.teachingenglish.org.uk

**CARRIE ANN:***(Looking at something in her hands)* Cherries. Cherries. Cherries. Cherries. Ohmygod. Cherries-Cherries-Cherries-Cherries. *(pauses for a moment and takes it all in)* Can this be what I think it is? Can this be real? I happen to tell a random stranger about my problems and like a guardian angel he swoops down to save the day. Oh, um, maybe I should get him some coffee. Do guardian angels even drink coffee? My God. Lucille is going to be fine. This kind of money is going to make everything fine. I need to call Dr. Angelo and schedule us in like now. And when Frank gets in – whenever he bothers to roll out of bed – I’m going to walk into his office, look him straight in the eye and tell him, “you can take this job and shove it ‘cause I quit!” And if Lucille gets better – *when – when* Lucille gets better, I’ll take her to Florida and enroll her in one of those fancy schools and we’ll go to Disney World everyday. This man – this-this-this this angel – has no idea that today he saved not one life, but two. Yeah, maybe I should get him some coffee. He can have all the coffee he wants.<sup>25</sup>

Ask the following questions after the second monologue:

- What’s this woman’s job?
- How do they know that?
- Where does the scene take place?
- What does she mean by “Cherries. Cherries. Cherries. Cherries”?
- Who is the man she refers to?
- Why does she say he’s her guardian angel?
- What does the man give her?
- Why does he give her something?
- Who is Lucille?
- What might be wrong with Lucille?
- What’s the name of the doctor?
- What’s the name of the woman’s boss?
- What’s the woman’s relationship to her job?

After you have thoroughly reviewed the second monologue with the class, reveal that these two monologues are for the same exact character in the same exact situation. In Monologue A, however, we learn only a little information whereas in Monologue B we are given so much more.

Show the pictures of House A and House B (worksheets E and F) introduced in the *Creating Character I* lesson and point out that Monologue A is like the version of the sketched house while Monologue B is like the version of the detailed house. Which version do students think audiences would appreciate hearing more?

Lastly, read the third monologue.

### Monologue C

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<sup>25</sup>www.teachingenglish.org.uk

**CARRIE ANN, the WAITRESS:** Wow! I was telling this middle-aged customer with a moustache all about the fact that my daughter needs an operation and then when I gave him the bill, he told me that he had enough money to pay for the cheddar cheese omelet, hash browns and orange juice he ordered, but, unfortunately, he didn't have enough to give me a tip because he only had ten dollars on him and the bill was \$9.96, so he offered me a scratch-off lottery ticket instead. I was kind of bummed. I really need my tips because Frank, my boss, pays me and the other waiters so terribly. I figured I'd win maybe five dollars at the most or nothing at the worst. But oh, well, at least he was a nice customer. Then I scratched the ticket off and I won the whole jackpot. My twelve-year-old daughter, Lucille, is now going to be able to have that surgery she needs on her kidney and everything is going to be okay!<sup>26</sup>

Like the second monologue (B), the third monologue (C) offers a lot of details, but to some extent, it offers too many. Audiences like to feel smart in figuring some stuff out on their own, so try not to spoon-feed every detail to them.

### **Outer versus Inner**

Before they start writing, review with the class the difference between outer and inner monologues. Take a moment to go over the differences, perhaps providing a brief example.

**Outer Monologue:** When the character speaks directly to somebody and that other person is aware of being spoken to.

**Inner Monologue:** When the character speaks his/her thoughts out loud either to the audience or himself.

### **Monologue Focus**

While it might be interesting to have a character share a random monologue about the time he slipped on a banana or the time he took a trip to New Jersey, remind students to keep their monologue connected to the character's journey. Carrie Ann's second monologue is about the moment she realizes she'll be able to afford her daughter's operation. A monologue about how she organizes her sock drawer just isn't relevant. Keep monologues focused. Other words of advice to share with your students:

1) Monologues often happen at heightened and impassioned moments or an important moment during the play or your character's life.

2) There should be a convincing reason why the character giving an outer monologue does not get interrupted by the person they are speaking to. Again, passion or anger or somebody who really needs to speak from the heart and be heard are useful here.

3) Monologues should reveal something about the character.

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<sup>26</sup>[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

4) Keep your monologue present and active, so it's not a character just telling us about a story they remember.

Activity: Write and Share Monologue

### **The Writing**

Give students a moment to review the character that they have created and the corresponding *Eight W's* worksheet.

Have students single out a critical moment when their character has something important to say.

### **Examples:**

The moment when...

...Dr. Angelo tells a stunned Carrie Ann that her daughter needs an operation. (outer monologue)

...Lucille is in the hospital again and Carrie Ann tells herself that she will stop at nothing to make this a better world for her daughter. (inner monologue)

...Carrie Ann, filled with anger, walks into Frank's office to give him a piece of her mind and to quit her job. (outer monologue)

Before they write their monologue, have students answer the following three questions at the top of their page:

**Question 1:** What moment are you writing from your play?

**Question 2:** Why is this a moment for a monologue?

**Question 3:** Is this an inner or an outer monologue? If outer, who is your character speaking to?

Monologue lengths vary, but if students are writing by hand, I tell them to aim for three quarters of a page single-spaced.

Lastly, remind them to incorporate passion and details, and to use language that is specific to their character.

Give students 7-10 minutes to write and revise.

### **The Sharing**

Have students partner with a neighbor. Student A briefly provides context and pertinent backstory, then reads their monologue to Student B. After A finishes, B comments, mentions details that stood out and asks questions if anything was unclear. Then it is B's turn.

While this is going on, walk around the room and skim a few monologues that aren't currently being read aloud to look for potential examples to share with the rest of the class.

Afterwards, ask for volunteers to share their monologue with everybody. If you don't get any volunteers, read a few monologues that stood out to you while you walked around. But usually, there are volunteers. Before they read, have them provide any pertinent details that are useful for the audience to know.

**Reflection:** Kings speak differently than giants. And giants speak differently than you. Despite the differences, we can always imagine what it would be like (and sound like) to be somebody we are not. Just as a city kid probably wouldn't



say, “y’all come back now, ya hear” or a grandmother wouldn’t say, “what’s poppin’, yo?” the words we give our characters to speak should be true to that character. And the moment they speak a monologue should be a moment where they have something important to express.

**Follow-Up:** No piece of art is necessarily perfect the first time through. Have students revise their monologue with a minimum of three changes or additions. At the bottom of the page, ask them to write down the reason why they made each change. Additionally, have them list what happens immediately before and after the monologue.

## LESSON 23. CONVERSATION.

### BUKHARA

#### I. PRE-CONVERSATION

Discuss these questions as a class.

1. Do you know the etymology of the name Bukhara?
2. What famous scientists were from Bukhara?
3. What historical places have you visited in Bukhara?
4. Which ethnic groups populate Bukhara?
5. What is Bukhara's most romantic place?

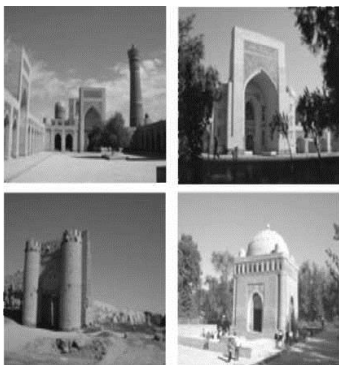
#### II. READING

Susan Payne is visiting Bukhara and has written her impressions of this city on the postcards to send her friends.

A. Form three groups with approximately the same number of students in each group. Then, read the text that is given to your group and discuss the questions below it.

#### Group 1

Dear Mom,



I hope you're doing well in sunny California. The weather is much the same here in Uzbekistan. Yesterday, I arrived in Bukhara for the ELT conference. In between seminars, I have been able to take in the sights of this fascinating city. Bukhara is older than even Babylon. And like that city, it's situated on mesopotamian territory, between the rivers Amudarya and Sirdarya. Bukhara has always been considered a major city of science. In fact, Abu Ali Ibn Sino, the father of modern medicine, was born and worked here. There are many beautiful mosques and Universities.

As you can imagine, Bukhara is one of the great repositories of ancient knowledge.

Another thing that interested me was its diverse populace. Uzbeks represent less than half of the population. Most people speak Tadjik, but you can also hear Arabic and Uzbek at the city's lively bazaar. Surprisingly, there is a substantial Jewish population dating back thousands of years. Feast your eyes on these beautiful pictures, and I'll call you when I get back.

**Your loving daughter, Susan**

## **Group 2**

*Dear Bill,*

*My ELT workshop went great! The participants couldn't get enough of my handouts. I am also learning a lot about this fabulous country. As a proof of my words, I am sending you this postcard with a picture of Sitorai Mokhi-khosa Palace. It is the only remaining example of Bukharian Emirs' country palaces. The Old Palace of Abdul-Akhad-khan (1892) is a traditional three-house complex with one- and two-story buildings. Actually, it's very similar in appearance, if not size, to Bukhara's more ordinary dwellings. Isn't it just quaint? In its halls, there is an exposition of things that were presented to Bukharian Emirs by different ambassadors. Passing the garden paths, you get to "maidenly pond". Near it is a pavilion where the khan's concubines lived. Straight before the pond, there is a summer arbor where the Kahn spent his leisure time. It's all just so romantic.*



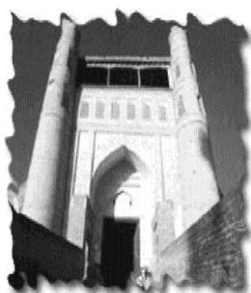
**Bye for now, Sue**

## **Discussion Questions**

1. Where is Susan from?
2. How is Bukhara like Babylon?
3. What makes Bukhara a "city of science"?
4. Who lives in Bukhara?
5. List the words that were difficult for you in this text and find definitions for these words.

## **Group 3**

*Dear Marcie,*



*I am having a ball here in Bukhara. The men are tall, dark and handsome and, boys, they do know how to dance. Look, this is Ark-Citadel. It was the home of Bukhara's kings and a powerful fortress*

*overlooking the city. Actually, the Ark is like a whole city into itself. It included the Emir's lodging and throne room, a police department, stables, stores of clothes and carpets, an armory, a jail, a mint, mosques, bazaars and more. Most interesting for me were the dungeons. You know, they punished prisoners by sweeping horse droppings down on them from the stables. Gross! I wanted to have my picture taken sitting on Emir's marble, but they didn't let me. I was really bummed out. Thankfully, I could take pictures of Emir's drawingroom for festivals and ceremonies. I'll show you everything when I get back.*

**Love, Sue**

### **Discussion Questions**

1. What is Susan doing in Bukhara?
2. What makes Sitorai Mokhi-Khosa palace so historically significant?
3. How is the Old Palace of Abdul-Akhad-khan similar to other houses in Bukhara?
4. Why is the water called "maidenly pond"?
5. List the words that were difficult for you in this text and find definitions for these words.

*A. Now, one member of each group should join the members of two other groups. In your new group of three students, each student should explain the main ideas of their text **WITHOUT LOOKING AT IT**. Be sure to explain the meaning of any unfamiliar words and include all the information you discussed with your old group.*

*B. QUIZ. Finally, it's time to test your understanding of the texts, both what you have read **AND** what you have been told by other students. Write answers to all six of these questions.*

1. How is Bukhara like Babylon?
2. What makes Bukhara a "city of science"?
3. What makes Sitorai Mokhi-Khosa Palace so historically significant?
4. How is the Old Palace of Abdul-Akhad-khan similar to other houses in Bukhara?
5. What were the functions of the Ark Citadel?
6. How did they used to punish prisoners?

### **Home assignment:**

*A. At home, find a picture of any historical place. The picture should be about 15x10 cm. Imagine that you are there on vacation and write a postcard to one of your classmates including information about the place on the picture.*

*B. Exchange postcards and present the postcard(s) that you have received to the class. When presenting your postcard, be sure to tell:*

1. from whom you received it
2. from where it was sent
3. what does the picture show
4. your own feelings: whether you like that place or not and why

## **SPEAKING**

*Nancy and Rob are planning a week-long trip to Khiva. They have their airline tickets but still need to find a good hotel. They decide to call a travel agent to get information about hotels in Khiva. Role-play a phone conversation between either Nancy or Rob and their travel agent.*

A. Form pairs and decide who will be the travel agent and who will be either Nancy or Rob.

B. Whoever is playing the role of the travel agent should study the information in the box below and be prepared to use this information when answering Nancy or Rob's questions.

C. Whoever is playing Nancy or Rob should study the information in the box and use it to 1) query the travel agent about hotels in Khiva and 2) select the hotel which best fits their requirements.

D. After role-playing the conversation, discuss the choice of hotel Nancy or Rob made with the class.

<b>A. TRAVEL AGENT</b>				
<b>Study the following information carefully so that you can answer Nancy or Rob's inquiries about hotels in Khiva.</b>				
	Khiva Inn	Khoja Hotel	Yulduz's Bed and Breakfast	The Oasis
Cost (double) per night	\$60	\$50	\$80	\$40
Distance from center	5 km	8 km	12 km	2 km
Disco	*	**	***	-
Restaurant	**	***	***	**
View	***	*	**	*
Swimming pool	*	**	---	**
Childcare facilities	-	**	*	-
*** = very good    ** =good    * =fair    - =not available				

## **LESSON 24. SHARING OPINION ABOUT YOUR FUTURE PROFESSION.**

## **How Do You Visualize the Starting Point of Your Future Career, its Prospects and Possible Changes?**

To begin with I'd like to say that at present I have a very vague idea about my future career and I am unable to give a detailed account of the activities it will involve. But as far as I can figure it out I'm going to send an application letter to a personnel officer and will be invited for an interview.

Of course I will be very nervous and anxious, but still I'll be able to think my strategy thoroughly, because doing well in an interview may be an important part of getting a good job.

Everybody knows that, however, many young people fail to create that vital first impression because their appearance lets them down.

I will keep in mind that every applicant is very closely inspected, so a good business suit will be the right thing to wear. All my clothes won't be scruffy or casual, but well pressed and in good taste. I'll carry my Curriculum Vitae and references in a special leather file or an elegant attache case but not in a plastic bag. I won't fiddle with my hair or chew my nails as it can be very off-putting and only highlight my nervousness. I'll smile pleasantly and shake a hand firmly looking straight into the eyes of my interviewer.

Psychologists say that an applicant's posture is also relevant, so I'll lean forward and not slouch back, so that to show interest and willingness.

As I said I'll present my C.V. I know that in some offices it is expected to be handwritten and in some it must be word processed. Most companies expect all the personal information to be entered on a standard application form, as they give a better impression of a candidate.

I'm sure that my knowledge of English and German will make me more advantaged than the others. I'll also tell my future employers that I know word processing, typing and have some computer skills. In a five-year time I may be having a driving license as well.

I'm sure that my firm will not hire the workers indiscriminately, so they'll recruit only worthy employees, so that to keep a better staff.

Finally they'll give me a job as a trainee and for some time I'll be the junior person in a company. I'm fully conscious of the fact that I won't earn very much but they'll give me an organized help and advice. I may be as well send on training courses. Very soon I'll get enough experience and start moving up. Generally I'm not a very ambitious person, but at the age of 22 one should be able to provide a decent living for him and the family. As the Russian proverb goes: "A soldier, who doesn't dream to be a general is no good."

That's why I'll work very hard, staying late hours, sometimes burning my candle at both ends and my prospects will look good. After my first year I hope to be given a substantial pay rise, and after two years I'll be promoted and in some six

or seven years I expect to be in charge of the whole department with several other employees under me. I'm also planning to be a shareholder of this company or at least work on commission. But most of all I'll be motivated by work satisfaction, rather than by profit or good salary.

It is also possible that I'll want a fresh challenge or a new exciting situation and resign from my company and start working for a bigger one. Maybe I'll find a job which involves a lot of foreign travel and moving around. Or on the contrary I will get fed up with living in the hotels and decide to quit being a rolling stone and start gathering moss in a family circle. As I'm a girl (a man), I admit the possibility of a maternity leave (or a sickness leave for quite a long period of time). I hope that by this time I'll either have a medical insurance or at least a considerable bank account. To my mind it's quite reasonable to save for a rainy day, because calamities and troubles can't be scheduled or pre-planned. Besides, most of retired people can hardly make both ends meet living on a pension.

Actually at present it's very difficult to predict anything but I understand that I can be dismissed if I won't be honest, industrious and efficient. I hate the idea of being unemployed and accepting a part-time job so I'll do my best not to be sacked or made redundant.

Well, these are my visions of what my job and career will be like after I graduate from the university.<sup>27</sup>

## **EXERCISES**

### **I. Answer the questions.**

1. What is the first step when you've chosen your future occupation?
2. What should one think about?
3. What should every applicant keep in mind?
4. What skills is it preferable for an applicant to have?
5. What kind of job can a beginner have?
6. How can a beginner be promoted if he/she works hard?
7. Why is it reasonable to save for a rainy day?
8. When can a person be dismissed?

### **II. Circle the right answer.**

1. The main thing at an interview is
  - a) to be aggressive
  - b) to look smart
  - c) to be rude

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<sup>27</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.

- d) to speak too much
2. The applicant should
- be dressed casually
  - produce a favourable impression at an interview
  - ask for the possible salary at first
  - present C.V. at an interview
3. Usually at first the applicant is given a job as
- a manager
  - a boss
  - a trainee
  - a senior person
4. When a person works hard he/she
- doesn't earn more
  - 'll have longer holidays
  - looks smarter
  - 'll be promoted quicker
5. If you want a fresh challenge you
- should ask for higher wages
  - shouldn't rely on anybody
  - should try to change your boss
  - should start work in a new company<sup>28</sup>

### **III. Do you agree or not? Comment on the following statements.**

- It does not matter if you do well in an interview.
- Every applicant is usually closely inspected.
- You should learn how to behave during the interview.
- Only handwritten C.V.s are taken.
- The knowledge of foreign languages is a great advantage.
- Training courses are a must for young specialists.
- Everybody is planning to be promoted.

### **IV. What do you think? Give the reason for your opinion.**

- An interview is an important part of getting a good job.
- Many young people fail to achieve the first impression.

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<sup>28</sup>[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

3. The applicant's posture during the interview is relevant.
4. The young applicants at first usually have a job of a trainee or a junior person.
5. The wages of the beginners are usually low.
6. Most people are motivated by work satisfaction.
7. It is reasonable to save for a rainy day today.

**V. Ask a personnel officer how to behave at an interview and what questions are usually asked.**

**VI. List all the problems touched upon in the text.**

**VII. Role play.** You are invited for an interview to C& A company. You open the door. You are very anxious.

**VIII. Comment on the following quotations.**

1. "Sweet is the fruit of labour." John Clarke.
2. "All play and no work makes Jack a mere toy." Maria Edgeworth.
3. "By working faithfully eight hours a day, you may eventually get to be a boss and work twelve hours a day." Robert Frost.
4. "When work is a pleasure, life is a joy. When work is a duty, life is slavery." Maxim Gorky.
5. "All work and no play makes Jack a dull boy." James Howell.
6. "It's no work, if you love what you're doing." Steve Sears.
7. "Work keeps at bay three great evils: boredom, vice, and need." Voltaire.<sup>29</sup>

## **LESSON 25. TELEPHONE CONVERSATION.**

### **TALK TO THE WORLD**

#### **I. A TELEPHONE CONVERSATION**

##### *Listen to the dialogue*

Telephone problems

You try to phone your sister Guzal but the line **is engaged** (= **the line is busy**), someone is already **on the phone**. You phone your sister again, but it's **a wrong number**. You **get through to** your sister's number (= **make contact**) but she's out. Her husband answers and says that Guzal **will not be back** (= **will not return**) for a couple of hours, so you **leave a message**:

**E.g.:** *Could you ask Guzal to ring me when she gets back?*

Guзал phones you back but you're out. Then she leaves a message on your answerphone:

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<sup>29</sup>www.learnenglish.org.uk



E.g.: *Feruza, this is Guzal. I'm just returning your call (= phone call). I'll give you a ring (= phone you) tomorrow.*

## EXERCISES

### Exercise 1

Find the synonyms of the following word combinations from the list below

1. the line is engaged \_\_\_\_\_
2. to give somebody a ring \_\_\_\_\_
3. to return somebody's call \_\_\_\_\_
4. to make contact \_\_\_\_\_
5. to be wrong number \_\_\_\_\_  
(is busy; to phone smb; phone back; to get through to; to dial a number incorrectly).

### Exercise 2

Fill the gaps in this phone conversation

A: Good morning. Uzbektourizm. Can I help you?

B: Yes, \_\_\_\_\_ Jasur Akhmedov and I'm trying to contact Mr. Jurayev. He actually left a \_\_\_\_\_ on my answerphone yesterday.

A: I see. Well, I'm afraid Mr. Jurayev's \_\_\_\_\_ at the moment. Can I ask him to \_\_\_\_\_ later?

B: Yes, please. I'll be here until lunchtime. My \_\_\_\_\_ is 76 33 42.

Good bye.

A: Good bye.

### Exercise 3

Match the words

- |                |   |
|----------------|---|
| 1. internet    | a. electronic mail  |
| 2. letter      | b. the thing that you use to call smb and speak   |
| 3. telephone   | c. the special device which is connected with the computer and gives all necessary information on paper |
| 4. e-mail      | d. the machine which is connected at the same time with a written letter and phone                      |
| 5. printer     | e. where you can leave a message  |
| 6. fax machine | f. message written on paper   |
| 7. answerphone | g. a system that allows computers to connect using telephone lines                                      |

### Exercise 4

Discuss and make a telephone conversation with your partner

1. You want to invite your friend to your party today;
2. You want to get more information from the cinema about the film tonight;
3. You want to book a room in the hotel;
4. You make a call to find out the results of your job interview.

## V. TALKING TELEPHONES

**Answer the following questions.**

1. Where do people have telephones nowadays?
2. Why don't people like answer phones?
3. What's wrong with some of the messages which owners put on their machines?
4. What are the advantages and disadvantages of mobile telephone?

Ten years ago, people had one telephone in the house and one in the office. Today, people have j telephones everywhere: in the house, in the car, in the garden. You even see people walking round the streets with cordless telephones. One man, when recently asked what his telephone number was, answered: "Which number do you want? My home number, my work number, my weekend number or my car number?" Another new thing is the answerphone. Nobody likes answerphones. For callers there is the problem of how to speak to it. It is very difficult to have a conversation with a machine. Owners of answerphones have problems too. What sort of message do they record? Some are too short, so the caller doesn't have time to think, for example: "This is a machine. Speak now." Others are too long. A New Yorker put a message on his machine which said: "This is Nathan's answerphone."

Please leave your name, number, address, height, weight, qualification, identity card number and mother's first name. Speak now"! Not surprisingly, people soon stopped telephoning him.<sup>30</sup>

## **LESSON 26. USING TONE AND STRESS WHILE SPEAKING.**

### **JOB INTERVIEW**

**Role play the following telephone conversation paying attention to proper tone and stress while speaking.**

Jasur: Good morning. My name is Jasur Ahmedov. I have got an Interview with Clare Taylor at half past nine.

Secretary: O.K. Can you fill in this questionnaire, please?

Jasur: sure

(Some minutes later)

Jasur: here it is.

Clair: Good-bye, Adam. I hope everything goes well in Mexico.

Adam: Thanks, Bye!

Clare: How do you do, Mr. Ahmedov? Glad to see you.

Jasur: Good morning Mrs. Taylor. How are you?

Clare: I am fine. Come in, please.

Jasur: Thank you very much.

Clare: Tell me about your present job.

Jasur: I work for an organization called OSS-Overseas Student's Service. I am an accommodation officer. I help overseas students to find somewhere to live when they arrive in Britain.

Clare: I see. And how long have you been with this organization?

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<sup>30</sup>www.learnenglish.org.uk

Jasur: Er... for just over year, since last May.

Clare: It sound an interesting job. Why do you want to leave?

Jasur: Oh, just want a change. I'd like to travel a bit.

Clare: What languages can you speak?

Jasur: I can speak English, French, German, Spanish, oh and Punjabi and a little Hindi.

Clare: That's good. Now, have you got a driving license?

Jasur: Yes, I've had one for three years.

Clare: And what sort of job are you looking for?

Jasur: I'd like a job as a tour guide.

## **LESSON 27. CONSTRUCTING COMPLICATED DIALOGUES ON DIFFERENT TOPICS.**

Ordering food in a restaurant is one of the most basic tasks for English learners (eating is essential and so is talking about eating!), but it can also be one of the most daunting. This simple lesson is aimed at beginners who are practicing ordering for the very first time.

**Aim:** Learn how to order food in a restaurant using basic vocabulary

**Activity:** Simple dialogues and more a more challenging listening comprehension for passive understanding skills

### **Outline:**

- Ask students to name different types of food they can find in a restaurant. Write the vocabulary on the board and make sure students also take notes.
- Give students the dialogue and menu, and ask them to read through it carefully. Point out the use of "would like" for asking for and making requests. You may also want to make sure they notice the use of "here you are" instead of "please" when handing someone something (a rather common mistake beginners make).
- Pair students up and ask them to use the menu (or a more interesting menu you may have on-hand) to role play through ordering a meal. Both students should switch roles a number of times.
- If you have access to a computer in the classroom, improve passive understanding by doing listening comprehension exercise, like the one found in this practice script.
- Ask students which other types of formulas were used in the listening comprehension.

Ordering Food in a Restaurant

**Read this dialogue:**

*Waiter:* Hello, Can I help you?

*Kim:* Yes, I'd like to have some lunch.

*Waiter:* Would you like a starter?

*Kim:* Yes, I'd like a bowl of chicken soup, please.

*Waiter:* And what would you like for your main course?

*Kim:* I'd like a grilled cheese sandwich.

*Waiter:* Would you like anything to drink?

*Kim:* Yes, I'd like a glass of Coke, please.

*Waiter... After Kim has her lunch.:* Can I bring you anything else?

*Kim:* No thank you. Just the bill.

*Waiter:* Certainly.

*Kim:* I don't have my glasses. How much is the lunch?

*Waiter:* That's \$6.75.

*Kim:* Here you are. Thank you very much.

*Waiter:* You're welcome. Have a good day.

*Kim:* Thank you, the same to you.<sup>31</sup>

Use this menu to practice ordering food in a restaurant:

**Joe's Restaurant:**

**Starters**

Chicken Soup	\$
	2.50

Salad	\$
	3.25

**Sandwiches - Main Course**

Ham and cheese	\$
	3.50

Tuna	\$
	3.00

Vegetarian	\$
	4.00

Grilled Cheese	\$
	2.50

Piece of Pizza	\$
	2.50

Cheeseburger	\$
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<sup>31</sup>[www.learnenglish.org.uk](http://www.learnenglish.org.uk)

	4.50
Hamburger deluxe	\$ 5.00
Spaghetti	\$ 5.50
<b>Drinks</b>	
Coffee	\$ 1.25
Tea	\$ 1.25
Soft Drinks - Coke, Sprite, Root Beer, etc.	\$ 1.75

### LESSON 28. UNDERSTANDING ADS.

#### Are You Influenced by Advertising?

It goes without saying that all of us are influenced by adverts, commercials, brochures, bright pictures, sample sales and free gifts that are used to advertise goods, service and I'd say a certain way of life. In fact advertising has become part and parcel of our every day life. Advertisements are all around us, not just on TV, radio and in the press, but also at sports grounds, in shop windows, and on posters, carrier bags, badges, T-shirts, trams and buses and even hot air balloons. Whether we like it or not, advertising is a powerful force, and all countries have different ways of persuading people to buy something.

Nevertheless, they have much in common. If you don't mind, I'm going to dwell upon some of the gags they use and tell you how they influence personally me. To begin with, I'd like to say that advertising often uses the language and pictures to make us believe that we should be ashamed of ourselves for not buying a certain product for our families or ourselves. They play on our feelings, emotions, and especially our wish to be up-to date and knowledgeable.

Frankly speaking I can only tell one shampoo from the other by the effect it produces on my hair. It sometimes leaves it silky, manageable, shiny or heavy, greasy or dull. But I'm flattered to hear that I'm buying the one that is "scientifically developed" or "has been scientifically approved by experts" and is "a revolution in scalp skin care".

The numerous ads exploit our wish to be as good as others. They challenge us to "keep up to date", "keep up with the neighbours", or even "keep one jump ahead". The message is to buy the product if you don't want to be left behind. I

must tell you that it's very tempting to buy a TV set of the new millennium or a coffee maker that every other family in all European countries uses. But here an average Russian consumer inevitably faces two problems: what's to be done with a previous one that is in perfect working order and, secondly, how to earn as much money as every other European family. I find those ads humiliating and try to ignore the information about weekends on Hawaii's cottages, Italian kitchens and posh cars.

The third trick they use is to say: be attractive. Pictures of sexy women and strapping young fellows are often used to draw attention to a product, and the suggestion is that we will be desirable and socially successful if we use it. That's ridiculous! An untidy woman is repulsive and vulgar no matter whether she uses a brand famous new French perfume or not.

In my opinion a man smoking "Camel" on a high mountain cliff doesn't look romantic and brave. It's totally absurd to climb that high so that to inhale nicotine instead of fresh mountain air.

Besides, he pollutes the global atmosphere and risks cancer. However, there are some ads, which I find very instructive. These ads persuade us to do things well. The idea is that you must buy the product if you want to do your job properly. Many soap powders are sold through the idea that they "wash whiter than white", "remove stains" and so on. That's how I discovered "Tide" and "Ariel" washing powders. It would have cost me a pretty penny to buy and try dozens of others.

The ads which I really like and approve of are those that tell us to be responsible or act responsibly. These are adverts for health foods, environmentally friendly products, and even charities. They really appeal to the caring side of human nature. They aim to make us feel guilty if we ignore the appeal. I do want my children and grandchildren to live on a healthy green planet without polluted forests or harmful wastes from nuclear plants and reactors. In this concern I'd like to mention the growing anxiety of Americans about GE food. For years they had been bombarded with ads full of fresh red-ripe tomatoes, green spotless apples and mouthwatering strawberries. Most of them turned out to be genetically engineered. Genetically engineered food is the one whose genes have been manipulated to resist destruction and develop desirable characteristics. It makes up about 60 to 70 percent of the stock in your grocery store. So those tomatoes, for example, may well have had fish genes inserted so that they will resist frost. Now people become more and more aware of what they are eating and now Europe's seven largest grocery chains have committed their store brands to go "GE" free and Japan, South Korea, New Zealand and Australia require labeling of all genetically modified foods.

To finish with, I'd like to say that I'm not entirely influenced by adverts like "millions of satisfied users." I don't believe that it is possible to become special by using a spray the pop-stars use, or become a VIP by driving a posh Rolls Royce's car. I remember Robert Burns' epigram about a flea that still remained a flea after

spending a day with a king. I'm not going to seek "unique experience", tasting new Fanta or Cola. LIFE itself is a unique experience and it doesn't need any advertising.<sup>32</sup>

## **EXERCISES**

### **I. Answer the questions.**

1. Why has advertising become part of our life?
2. Why is advertising a powerful force?
3. How can advertising influence you?
4. What kind of adverts are instructive?
5. What adverts can be helpful?
6. Why are Americans anxious about GE food?
7. Why doesn't life need any advertising?

### **II. Choose the right answer.**

1. Advertising
  - a) is a means of existence
  - b) is a guarantee of success
  - c) doesn't play any role
  - d) a powerful force
2. The message of advertising is
  - a) to show the right way of life
  - b) to be true to life
  - c) to teach people to choose the best and cheapest
  - d) make people buy things
3. There are some ads that can be
  - a) aggressive
  - b) cruel
  - c) instructive
  - d) violent
4. The ads people respect are the ones that
  - a) show expensive goods
  - b) offer something extraordinary
  - c) persuade people to buy goods

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<sup>32</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.

d) act responsibility

5. Life itself

a) is like a colourful ad

b) is a unique experience

c) needs advertising

d) can advertise everything<sup>33</sup>

### **III. Do you agree or not? Comment on the following statements.**

1. Advertising has become part of our life.
2. Advertising influences everyone.
3. None of advertisements tries to make us believe that we should buy a certain product.
4. Ads persuade us to be as good as others.
5. All advertisements are ridiculous.
6. Commercials can't be instructive.
7. Adverts for health foods are nonsense.
8. Life itself needs advertising.

### **IV. What do you think? Give the reason for your opinion.**

1. Advertisements are everywhere.
2. Ads make us believe that we should be ashamed if we don't buy advertised goods.
3. The message of an advertisement is to buy a product if you don't want to be left behind.
4. Advertisers use lots of tricks.
5. There are instructive advertisements as well.
6. Some advertisements help us choose right things.
7. Life itself is a unique experience.

### **V. Ask a director of commercial clips how a commercial is made.**

### **VI. List all the problems touched upon in the text.**

**VII. Role play.** Your friend persuades you to buy an advertised shampoo. You are hesitating.

### **VIII. Comment on the following quotations.**

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<sup>33</sup>[www.learnenglish.org.uk](http://www.learnenglish.org.uk)



1. "[Advertising is] the first, second, and third elements of "success." P. T. Barnum.
2. "You can tell the ideals of a nation by its advertisements." Norman Douglas.
3. "Promise, large promise, is the soul of an advertisement." Samuel Johnson.
4. "Advertising may be described as the science of arresting human intelligence long enough to get money from it." Stephen Leacock.
5. "The best ad is a good product." Alan N. Meyer.
6. "Let advertisers spend the same amount of money improving their product that they do on advertising, and they wouldn't have to advertise it." Will Rogers.

## **LESSON 29. TAKING INTERVIEW, PREPARED AT HOME.**

### **JOB INTERVIEW**

Jasur: Good morning. My name is Jasur Ahmedov. I have got an Interview with Clare Taylor at half past nine.

Secretary: O.K. Can you fill in this questionnaire, please?

Jasur: sure

(Some minutes later)

Jasur: here it is.

Clair: Good-bye, Adam. I hope everything goes well in Mexico.

Adam: Thanks, Bye!

Clare: How do you do, Mr. Ahmedov? Glad to see you.

Jasur: Good morning Mrs. Taylor. How are you?

Clare: I am fine. Come in, please.

Jasur: Thank you very much.

Clare: Tell me about your present job.

Jasur: I work for an organization called OSS-Overseas Student's Service. I am an accommodation officer. I help overseas students to find somewhere to live when they arrive in Britain.

Clare: I see. And how long have you been with this organization?

Jasur: Er... for just over year, since last May.

Clare: It sound an interesting job. Why do you want to leave?

Jasur: Oh, just want a change. I'd like to travel a bit.

Clare: What languages can you speak?

Jasur: I can speak English, French, German, Spanish, oh and Punjabi and a little Hindi

Clare: That's good. Now, have you got a driving license?

Jasur: Yes, I've had one for three years.

Clare: And what sort of job are you looking for?

Jasur: I'd like a job as a tour guide.

## LESSON 30. WATCHING AND DISCUSSING VIDEO NEWS.

### DISCOVERIES AND INVENTIONS

#### The Human Genome I. SPEAKING

A. Work with your partner and:

1. Make a list of discoveries and inventions.
2. Talk with your partner. What do you know about these discoveries and inventions? Who are the inventors? When and where were they invented?

#### II. LISTENING

A. Listen to the text about human genome and answer the questions.

1. What is the human genome?
2. When and where did studies of the human genome begin?
3. What is mapping and its role in opening some secretive sides of human beings?
4. What is a gene's function? Where are they located?
5. What results may determine the function and location of genes?
6. What is cloning? Why does it frighten the world?<sup>34</sup>

#### Exercise 1

A. Listen to the text again and circle the words in the list below that are new for you.

1. similarity \_\_\_\_\_
2. generation - \_\_\_\_\_
3. hereditary disease \_\_\_\_\_
4. get rid of - \_\_\_\_\_
5. feature - \_\_\_\_\_
6. function - \_\_\_\_\_
7. location - \_\_\_\_\_
8. genetic information - \_\_\_\_\_

<sup>34</sup>www.learnenglish.org.uk

9. gene - \_\_\_\_\_
10. determine - \_\_\_\_\_
11. particular - \_\_\_\_\_
12. collaboration - \_\_\_\_\_
13. scientist(science)- \_\_\_\_\_
14. be composed - \_\_\_\_\_
15. chromosome - \_\_\_\_\_
16. cell - \_\_\_\_\_
17. identification - \_\_\_\_\_
18. sequencing - \_\_\_\_\_
19. genetic  
engineers- \_\_\_\_\_
20. diabetes - \_\_\_\_\_
21. blood type - \_\_\_\_\_
22. mapping - \_\_\_\_\_
23. monitoring - \_\_\_\_\_
24. aging process - \_\_\_\_\_
25. curse - \_\_\_\_\_

*A. Find the definitions of the words that you circled and write them in the space above.*

*B. Working in groups of four or five students, share your definitions with each other. Give each other example sentences using the words and write the examples down next to definitions.*

*C. Listen to the text again and make your own questions, then discuss with your group mates what three best questions to ask nother groups.*

## **Exercise 2**

***Match the words with the correct definitions***

- |                             |  |
|-----------------------------|--|
| 1. hereditary disease       | a. working helping each other  |
| 2. identification           | b. the minute thread in the nucleus of living being that carries genes |
| 3. monitoring               | c. observing, controlling  |
| 4. mapping                  | d. finding location and function of genes                              |
| 5. cloning                  | e. type of disease when sugar and starchy food cannot be absorbed      |
| 6. chromosome               | f. discovery   |
| 7. genetic information      | g. producing living organisms through                                  |
| 8. nonsexual productive way |  |
| 9. diabetes                 | h. disease that transfers from parent to a child                       |

9. collaboration                    i.     *features and characteristics that identifies human carried by genes*

**Exercise 3**

**Question for discussion: "Do you support cloning of human beings?"**

**LESSON 31. HOLDING DEBATES.**

**BEAUTY OF LANGUAGE**

**American vs. British English**

**I. LISTENING**

- A. Give examples of the differences between American and British English*
- B. Listen to the information about American and British English and try to take notes of the differences.*
- C. After listening compare your notes with the rest of the class and fill in this table.*

American English	British English
1. gasoline	petrol
2.	lorry
3. line	
4. vacation	
5.	underground
6.	aerial
7. elevator	
8. eraser	
9.	flat
10. closet	
11.	to ring
12. scotch	
13.	biscuit
14. candy	
15.	rubbish
16. bathroom	

**Exercise 1**

**a) There are words with American and British spelling. Sort them out putting them in two columns.**



- b. looked and read through
- c. used as a fan to cool his friend
- 6. What did Johnny do at the hospital?
  - a. spent a night
  - b. helped doctors
  - c. looked after his friend
- 7. What did Leo mean by "the situation will liven up"
  - a. will get more exciting
  - b. will get worse
  - c. will be confusing<sup>35</sup>

Now write the definitions of these idioms and give your own example.

	Definitions	Examples
1. take it easy		
2. liven up		
3. take out		
4. drop by		
5. stay up		
6. skim through		
7. show around		
8. put (one's feet ) up		
9. have over		
10. turn on		
11. plug in		
12. drop by		
13. bury oneself in		

### Exercise 1

*Circle the answer with closest meaning of the idiom given in italic print.*

1. Mary was very tired when she came home. She sat on a coach and *took it easy*.
  - a) relaxed
  - b) cried
  - c) had coffee
2. I was bored to death at Sandra's birthday party until her uncle Ben came. He *livened up* the party with his new jokes.
  - a) made more exciting
  - b) danced

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<sup>35</sup>www.bbc.co.uk

- c) brought musicians
3. Anvar, I suggest that if you want to know Lena better, you should *take her out*.
- a) invite her restaurant, cafe, theatre and etc.  
 b) take care of her  
 c) respect and love her
4. Last weekend my uncle's family *dropped by* our house and stayed all week, making my life terrible.
- a) came not being invited  
 b) made a mess in our house  
 c) uncle's family ruined
5. To do this exercise you have to *skim through* the text "I hate women " over and over.
- a) read quickly to guess the meaning of idioms  
 b) read over and over to translate  
 c) find the idioms and write them down
6. Our family had planned to *stayed up* all night on New Year's Eve, but it was not easy and we fell asleep around 3:00 am.
- a) to sleep  
 b) to stay awake  
 c) to dance
7. The tour agency "Inturist " arranged a tri p around Bukhara to *show* African tourists *around*.
- a) to take them to the show  
 b) to introduce tourists to people in Bukhara.  
 c) to take on a tour
8. The students of Egypt State University left Prof. John Henman's lecture when he *put his feet up* on a table during the lesson. For Egyptians it was a sign of disrespect.
- a) exercised  
 b) rested  
 c) relaxed
9. Rustam, let's *have* Zulfiya's family *over* for Thanksgivingday dinner.
- a) invite  
 b) visit  
 c) congratulate them
10. I need matches to *turn on* the gas.
- a) to lit the fire  
 b) to fix the gas stove  
 c) to bake something in the oven

11. Some people *bury* themselves *in* computer games, but for me they are just not interesting.

- a) become very involved in
- b) buy a lot of computer games
- c) want to play computer games

12. Madina, *plug* the Christmas light *in*.

- a) pull the plug out of the socket.
- b) put Christmas light in the house
- c) put the plug in the socket<sup>36</sup>

## II. WRITING

A. Write a short paragraph on any topic using the idioms that you have learned. Below are some other idioms that can be useful to enrich your writing.

**come across** - meet, find, happen upon, come upon *E.g. In the story that I am holding now I came across difficult*

*phrases and idioms. They made the story difficult for me to understand.*

**(go, be) back to square one** - to return to the beginning *E.g. I have been reading the book "Shaytanat". When I got*

*to chapter five it began getting very confusing. Now, I guess, I have to go back to square one.*

**to be at loggerheads** - to be in conflict, quarrel and strong disagreement.

*e.g. John and Leo have been arguing all day about spending their summer vacation. They are really at loggerheads. John wants to go to Greece, but Leo wants to see New York.*

**(to be/ hit) below the belt** - unfair, unjust

*e.g. Anvar told Karim his ideas about the project work that they were given. During the presentation Karim used all Anvar's ideas. It was below the belt.*

**beside the point** - irrelevant

*e.g. My weight is besides the point. We were arguing about all the money you spent.*

**fed up** - to be tired of

*e.g. I am fed up eating cold food. Let's go to a restaurant*

**get up on the wrong side of the bed** - to be in a bad mood since getting up.

*e.g. I think the boss got up on the wrong side of the bed this morning. Look, he is shouting at everybody.*

**cope with** - to overcome, to deal with, to be able to do *e.g. Great job, Sasha. You coped with all difficulties in your studies at the University.*

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<sup>36</sup>www.bbc.co.uk



**put up with** - to tolerate, to bear, to stand *e.g. My dad said that he cannot put up with my lazy habits as I am 20 already.*

**stand for-** to tolerate, to put up with

*e.g. I can not stand for any more of your lies.*

**get in touch** - to contact; to speak to or write

*e.g. Mary, we should get in touch more often. I haven't seen you in years.*

*B. If you have finished writing:*

- *Make the group of three students.*
- *Read your paragraphs to each other.*
- *Ask the author any questions about the meaning of her or his text.*
- *Pay attention how many idioms your group members used. Are all idioms used correctly or not?*

*C. Prepare one paragraph to present the whole class. You may change the selected paragraph if you need to.*

## **LESSON 32. ROUND-TABLE DISCUSSION.**

### **Bukhara**

#### **I. PRE-READING**

Discuss these questions as a class.

1. Do you know the etymology of the name Bukhara?
2. What famous scientists were from Bukhara?
3. What historical places have you visited in Bukhara?
4. Which ethnic groups populate Bukhara?
5. What is Bukhara's most romantic place?

#### **II. READING**

Susan Payne is visiting Bukhara and has written her impressions of this city on the postcards to send her friends.

A. Form three groups with approximately the same number of students in each group. Then, read the text that is given to your group and discuss the questions below it.

#### **Group 1**

*Dear Mom,*

*I hope you're doing well in sunny California. The weather is much the same here in Uzbekistan. Yesterday, I arrived in Bukhara for the ELT conference. In between seminars, I have been able to take in the sights of this fascinating city. Bukhara is older than even Babylon. And like that*

*city, it's situated on mesopotamian territory, between the rivers Amudarya and Sirdarya. Bukhara has always been considered a major city of science. In fact, Abu Ali Ibn Sino, the father of modern medicine, was born and worked here. There are many beautiful mosques and Universities. As you can imagine, Bukhara is one of the great repositories of ancient knowledge. Another thing that interested me was its diverse populace. Uzbeks represent less than half of the population. Most people speak Tadjik, but you can also hear Arabic and Uzbek at the city's lively bazaar. Surprisingly, there is a substantial Jewish population dating back thousands of years. Feast your eyes on these beautiful pictures, and I'll call you when I get back.*

**Your loving daughter, Susan**

## **Group 2**

*Dear Bill,*

*My ELT workshop went great! The participants couldn't get enough of my handouts. I am also learning a lot about this fabulous country. As a proof of my words, I am sending you this postcard with a picture of Sitorai Mokhi-khosa Palace. It is the only remaining example of Bukharian Emirs' country palaces. The Old Palace of Abdul-Akhad-khan (1892) is a traditional three-house complex with one- and two-story buildings. Actually, it's very similar in appearance, if not size, to Bukhara's more ordinary dwellings. Isn't it just quaint? In its halls, there is an exposition of things that were presented to Bukharian Emirs by different ambassadors. Passing the garden paths, you get to "maidenly pond". Near it is a pavilion where the khan's concubines lived. Straight before the pond, there is a summer arbor where the Khan spent his leisure time. It's all just so romantic.*

**Bye for now, Sue**

## **Discussion Questions**

1. Where is Susan from?
2. How is Bukhara like Babylon?
3. What makes Bukhara a "city of science"?
4. Who lives in Bukhara?
5. List the words that were difficult for you in this text and find definitions for these words.

## **Group 3**

*Dear Marcie,*

*I am having a ball here in Bukhara. The men are tall, dark and handsome and, boys, they do know how to dance. Look, this is Ark-Citadel. It was the home of Bukhara's kings and a powerful fortress overlooking the city. Actually, the Ark is like a whole city into itself. It included the Emir's lodging and throne room, a police department, stables, stores of clothes and carpets, an armory, a jail, a mint, mosques, bazaars and more. Most interesting for me were the dungeons. You know, they punished prisoners by sweeping horse droppings down on them from the stables. Gross! I wanted to have my picture taken sitting on Emir's marble, but they didn't let me. I was really bummed out. Thankfully, I could take pictures of Emir's drawing room for festivals and ceremonies. I'll show you everything when I get back.*

**Love, Sue**

### **Discussion Questions:**

1. What is Susan doing in Bukhara?
2. What makes Sitorai Mokhi-Khosa palace so historically significant?
3. How is the Old Palace of Abdul-Akhad-khan similar to other houses in Bukhara?
4. Why is the water called "maidenly pond"?
5. List the words that were difficult for you in this text and find definitions for these words.

*A. Now, one member of each group should join the members of two other groups. In your new group of three students, each student should explain the main ideas of their text **WITHOUT LOOKING AT IT**. Be sure to explain the meaning of any unfamiliar words and include all the information you discussed with your old group.*

*B. QUIZ. Finally, it's time to test your understanding of the texts, both what you have read **AND** what you have been told by other students. Write answers to all six of these questions.*

1. How is Bukhara like Babylon?
2. What makes Bukhara a "city of science"?
3. What makes Sitorai Mokhi-Khosa Palace so historically significant?
4. How is the Old Palace of Abdul-Akhad-khan similar to other houses in Bukhara?
5. What were the functions of the Ark Citadel?
6. How did they used to punish prisoners?

### **LESSON 33. ARGUMENTATIVE SPEECH.**

## **STUDENT OBJECTIVES:**

### **Students will:**

- analyze a speech for rhetorical devices and their purpose.
- identify an author's purposeful manipulation of language.
- identify elements of argument within a speech.
- write an analysis of a speech with in-text documentation.

### **Session One**

1. Begin the lesson by asking students what needs to be present in order for a speech to occur. Though the question may seem puzzling—too hard, or too simple—at first, students will eventually identify, as Aristotle did, the need for a speaker, a message, and an audience.

2. The class should discuss audience and the importance of identifying the audience for speeches, since they occur in particular moments in time and are delivered to specific audiences. This is a good time to discuss the Rhetorical Triangle (Aristotelian Triad) or discuss a chapter on audience from an argumentative textbook. You may wish to share information from the ReadWriteThink.org lesson *Persuasive Techniques in Advertising and The Rhetorical Triangle* from The University of Oklahoma.

3. Next distribute Queen Elizabeth's speech to the troops at Tilbury and use the speech and its historical context as a model for the processes students will use on the speech they select. Provide a bit of background information on the moment in history.

4. Then, as a class, go over Queen Elizabeth's speech and discuss the rhetorical devices in the speech and the purpose for each one. Adjust the level of guidance you provide, depending on your students' experiences with this type of analysis. The questions provide a place to start, but there are many other stylistic devices to discuss in this selection.

5. Discuss the audience and the author's manipulation of the audience. Consider posing questions such as

- This is a successful speech. Why?
- Elizabeth uses all of the appeals – logos, pathos, and ethos – to convince all of her listeners to fight for her from the loyal follower to the greedy mercenary. How?
- The tone shifts throughout the selection. Where? But more importantly, why?

6. If time permits, discuss how politicians and speech writers employ rhetorical strategies to influence the opinions of their audience members. Refer to recent elections, if possible, and/or bring in flyers and/or brochures. Here's one example from the past you could use:

Martin Luther King, Jr. uses an appeal to pathos in his “I Have a Dream” speech through his historical allusion to Abraham Lincoln’s Emancipation Proclamation: “Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.” This is particularly effective for his audience of people sympathetic to the cause of African American men and women who would have been especially moved by this particular reference since it had such a significant impact on the lives of African Americans.<sup>37</sup>

## Session Two

1. Continue the work from the previous session by distributing the Analyzing Famous Speeches as Arguments handout and discussing the assignment and what it requires. See the background and information sheet for teachers for more details.

2. Tell students they will be getting additional practice with analyzing a speech as an argument by showing a short 10-minute clip of a presidential speech. Ask students to think about how the particular moment in history and the national audience contribute to the rhetorical choices made by the speaker.

3. Lead a discussion of the speech as an argument with regard to purpose and intent. Work with students to identify warrants, claims, and appeals.

4. Ask students to consider how the author manipulates the audience using tone, diction, and stylistic devices. What rhetorical devices aided the author’s manipulation of his audience? Discuss a particular rhetorical device that the President used and the purpose it served.

5. Share the Essay Rubric and explain to students the expectations for success on this assignment.

6. Allow students to select a speech from the List of Speeches for Students. If they wish to preview any of the speeches, they can type the speaker's name and the title of the speech into a search engine and should have little difficulty finding it.

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<sup>37</sup>www.bbc.co.uk

### Session Three

1. Take the students to the library and allow them to research their speeches. They should locate their speech and print a copy for them to begin annotating for argumentative structure and rhetorical devices.

2. Ask students to research the history of the speech. Provide a copy of the Historical Speech Research Questions to give students a place to start:

- What was the speaker up against? What is the occasion for the speech?
- What did the author have to keep in mind when composing the text?
- What were his or her goals?
- What was his or her ultimate purpose?
- What was his or her intent?

3. Remind students that the writer of the speech is sometimes not the person who delivered the speech, for example, and this will surprise some students. Many people assume that the speaker (president, senator, etc.) is always the writer, and that's not always the case, so ask your students to check to see who wrote the speech. (They might be surprised at the answer. There's always a story behind the composition of the speech.)

4. Help students find the author of the speech because this will challenge some students. Oftentimes, students assume the speaker is the author, and that's sometimes not the case. Once the speechwriter is identified, it is easier to find information on the speech. Help students find the history behind the speech without getting too bogged down in the details. They need to understand the climate, but they do not need to be complete experts on the historical details in order to understand the elements of the speech.

5. If they wish, students can use the ReadThinkWrite Interactive Notetaker to help them track their notes for their essays. Remind them that their work cannot be saved on this tool and should be printed by the end of the session so they can use it in future work.<sup>38</sup>

6. For Session Four, students must bring a thesis, an outline, and all of their research materials to class for a workday. Remind them to refer to the Analyzing Famous Speeches as Arguments, the Essay Rubric, and any notes they may have taken during the first two sessions as they begin their work.

7. The thesis statement should answer the following question: What makes this speech an effective argument and worthy of making this list?

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<sup>38</sup>[www.better-english.com](http://www.better-english.com)

### **Session Four**

1. Set up students in heterogeneous groups of four. Ask students to share their outlines and thesis statements.
2. Go around to check and to monitor as students share their ideas and progress. The students will discuss their speeches and their research thus far.
3. Have students discuss the elements of an argument that they plan on addressing.
4. Finally, have students work on writing their papers by writing their introductions with an enticing “grab” or “hook.” If time permits, have students share their work.
5. For Session Five, students should bring in their papers. This session should happen in about a week.

### **Session Five**

1. In this session, students will respond to each other's drafts using the Peer Response Handout.
2. Determine and discuss the final due date with your students. Direct students to Diana Hacker's MLA site for assistance with their citations if necessary.
3. Remind students that their work will be evaluated using the essay rubric. They should use the criteria along with the comments from their peer to revise and polish their work.

### **EXTENSIONS**

- During the process of analyzing Queen Elizabeth I's Speech, consider showing the related scene from the film *Elizabeth: The Golden Age*. Though the text of the speech is drastically cut and altered, seeing one filmmaker's vision for the scene may help reinforce the notion of historical context and the importance of audience.
- Allow students to read and/or perform parts of the speeches out loud. Then, they can share some of their thinking about the argumentative structure and rhetorical devices used to make the speech effective. This activity could happen as part of the prewriting process or after essays have been completed.
- Require students to write a graduation speech or a speech on another topic. They can peruse print or online news sources to select a current event that interests them. Have them choose an audience to whom they would deliver an argumentative speech.

## STUDENT ASSESSMENT/REFLECTIONS

- After peer response has taken place, use the essay rubric to provide feedback on student work. You may change the values of the different categories/requirements to better suit the learning goals for your classroom.

### LESSON 34. WATCHING TV PROGRAM OR TV SHOW.

## Text for Reading

### “TV or not TV”

Television plays a very important role in people’s lives. It’s a wonderful source of information and one of the best ways to spend free time. Television viewing is the most popular leisure pastime. It’s not surprising, because TV channels show a great variety of programs: documentaries and current affairs, feature films and comedies, soaps and police series, concerts and talk shows.

Television is a reflection of the modern world. It gives you an opportunity to travel all over the world, to see different people and to learn about their customs and traditions.

Television keeps you informed about the rest of the world. It also helps to escape from our everyday problems. A lot of people usually relax watching soaps. Their story lines are entertaining, but often unbelievable. I don’t think that they show life realistically. But to many people, the characters in the TV serial have become more important than real people.

Of course, not everything shown on TV is made in good taste. There are badly-written programs that contain unnecessary bad language and violence. Another thing I would like to complain about is the amount of smoking in the films that are shown on TV. Smoking is often shown as a very “cool” thing to do, making young people take up smoking themselves.

Many people admit that the quality of television could be better. One reason for the poor quality of programs is advertising. Not all people like watching commercials. They find ads silly and boring. But I am not against commercials on TV, because television companies get most of their money from advertising.

Some people say that television is a terrible waste of time. Of course, there are TV addicts who can’t drag themselves away from the box. But if we watch TV for an hour a day, to find out what is happening in the world or to relax, then television is really useful. So I think we should not blame the TV for the bad effects it has. We must know how to make the best use of it.<sup>39</sup>

## Television

<sup>39</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.



<b>Advantages</b>	<b>Disadvantages</b>

Tell the students that they are going to be learning a bit more about UK reality TV shows and that you there are 5 TV shows – write the name of these shows on the whiteboard. These are:

- “Come Dine With Me”
- “I’m A Celebrity”
- “Strictly Come Dancing”
- “World’s Strictest Parents”
- “Don’t Tell The Bride”

To supplement the reading you could get learners to write up conversation questions related to reality TV shows for groups or pairs of learners to discuss with each other. Conversation questions could include:

1. What do you like or dislike about reality TV shows? Why?
2. What was the last reality TV show you watched? Why?
3. What English TV do you usually like to watch in your free time? Why?
4. Who do you normally watch TV with? Why?
5. When do you normally like to watch TV? Why?
6. What are the advantages and disadvantages of watching TV?<sup>40</sup>

You could extend the activity by getting groups of learners to create their own format of a reality TV show and create a poster or advert/opening title. This itself would take a lot of time but it is very motivational for the class and highly recommended.

## **LESSON 35. DETAILED REPORT ON YOUR HOBBIES.**

### **SPORTS AND GAMES** **History of the Olympic Games**

#### **I. Pre-Discussion Activities:**

##### **Exercise 1**

*What sports are not included in the Olympics?*

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<sup>40</sup>www.better-english.com

- |                    |                    |
|--------------------|--------------------|
| 1. horse-racing    | 15. diving         |
| 2. Frisbee         | 16. swimming       |
| 3. cricket         | 17. biathlon       |
| 4. baseball        | 18. marathon       |
| 5. football        | 19. figure skating |
| 6. hockey          | 20. skiing         |
| 7. archery         | 21. boxing         |
| 8. wrestling       | 22. rowing         |
| 9. mountain biking | 23. tobogganing    |
| 10. discus         | 24. bobsledding    |
| 11. basketball     | 25. billiards      |
| 12. darts          | 26. Aikido         |
| 13. speed skating  | 27. kurash         |
| 14. fencing        | 28. aerials        |

**Exercise 2**

*Now divide the Olympic sports into summer and winter events.*

Summer	Winter

**II. PRE-READING**

Discuss these questions with your classmates:

- A. What do you know about the Olympics?
- B. Why do you think this competition is called the "Olympics"?
- C. What Olympic sports do you know?
- D. Where have the Olympic Games been held?

**III. READING**

*Read the text and if you have difficulties with the words, look at the VOCAB BOX and INFORMATION BOARD*

**The Olympic Games - Then and Now**

The ancient Greek Games were both parts of Greek religion and society. Originally, the games were a type of religious ceremony. Some were held in honor of living gods, others as offerings of thanksgiving. Later, the games honored famous living people. The Greek games were accompanied by processions, feasts and music. They played an important role in developing a keen sense of beauty that was reflected in Greek art and literature. At first, the participants were not

professional athletes but rather amateurs. The Olympic Games were the most famous of the four ancient games held in Ancient Greece, the other three being the Isthmian, Pythian, and Nemean games.

The Olympic Games were held in honor of Zeus and took place every four years at Olympia, the location of the deity's principal shrine. The Olympic Games were held in summer, and early in each year of the games, messengers were sent throughout the Greek world to invite the city-states to compete. The competitions were open only to honorable men of Greek descent. In fact, with the exception of the priestess of the god Demeter, no women were even allowed to watch the games. Pottery from around 550 BC shows men taking part in the games naked or wearing only a thong.

The order of the events is not precisely known, but the first day of the festival was devoted to sacrifices. On the second day, the foot-race, the main event of the games, took place in the stadium, an oblong area enclosed by sloping banks of earth. On other days, wrestling and boxing were held. In wrestling, the aim was to throw the opponent to the ground three times. Boxing became more and more brutal as time went on. At first, the fighters wound straps of leather over their fingers to soften the blows. But later, pieces of metal were used to do more damage to the opponent.

The Olympic Games were the inspiration for the modern Olympic Games, the international athletic competition held every four years at different locations throughout the world. The first modern games were organized by a French sportsman and educator Baron Pierre de Coubertin in April, 1896. This competition evolved into the Summer Olympics. The Winter Olympics were begun in 1924. The total number of participating athletes has grown from 285 who competed in Athens in 1896 to the approximately 10,800 who competed in Atlanta in 1996.<sup>41</sup>

### VOCAB BOX

Procession - parade

Feast - large meal with lots of people

Amateur - not professional

Deity - a god

Shrine - a holy place

Pottery - ceramic artwork and bowls

Oblong - rectangle

Brutal - violent

Evolve - develop, change

<b>INFORMATION BOARD</b>
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<sup>41</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.

**Zeus** - in Greek mythology, the god of sky and ruler of the gods of Mount Olympus. He was the lord of sky, the rain god, cloud gatherer. His shrine was at Olympia, where the Olympic Games were celebrated.

**Demeter**- Zeus's sister. In Greek mythology, the goddess of corn and the harvest. Demeter caused the Earth to bring forth spring flowers and abundant fruit and grain for the harvest.<sup>42</sup>

#### IV. POST-READING

*Work in small groups writing seven questions about the text to challenge your classmates*

#### QUIZ

*Write the answers to these questions on separate paper.*

1. What was the original reason for the Greek Olympic Games?
2. Who played in the Olympic Games?
3. Why were women not allowed to watch the Olympic Games?
4. What happened on the first day of the Olympic Games?
5. What happened on the second day?
6. How did the boxing events change over time?
7. Who started the modern Olympics and when?

### Champions and Championships

#### I. PRE-LISTENING

*Do you know these champions? Write their sports below.*

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. Arthur Gregorian</li><li>2. Anatoliy Karpov</li><li>3. Evender Holifield</li><li>4. Rustam Qosijonov</li><li>5. Muhammad Ali</li><li>6. Michael Jordan</li><li>7. Rifat Riskiev</li><li>8. Garry Kasparov</li><li>9. Monica Seles</li><li>10. Mike Tyson</li><li>11. Lina Cheryazova</li><li>12. Akobir Kurbanov</li><li>13. Marat Safin</li><li>14. Renaldo</li></ol> |  |
|---|--|

<sup>42</sup>www.englishclub.com

## II. LISTENING

Listen to the information about two famous Boxers and fill in the chart.

Name	Muhammad Ali	Muhammadqodir Abdullayev
Date of birth		
Country		
Championships		
Weight		
Height		
Turned professional		

### III. Post-Listening(compare your notes with, your groupmates)

#### How To Play Chess

### III. Post-Listening(compare your notes with, your groupmates)

#### How To Play Chess

## I. PRE-READING

A. Answer the questions:

1. Do you know how to play chess?
2. What is the main idea in chess game?
3. What chess figures do you know?
4. Which figure is more powerful?



## II. READING

A. Learn how to play the game of chess. Read about one chess piece and teach how it works to other students in your class.

Chess is a two-person board game which simulates a battle between two opposing armies. The board has sixty-four squares of alternating colors. Each player has a set of sixteen pieces as shown below. One player will have a set of dark or black pieces and the other a light or white set. These symbolize opposing armies.

- |           |                     |
|-----------|---------------------|
| 8 Pawns   | 2 Rooks, or Castles |
| 2 Bishops | 1 Queen             |
| 2 Knights | 1 King              |

### BOARD SET UP

The playing board is the battlefield of the game. It's traditionally oriented so that each player has a white square on the corner to his or her right. The pieces are arranged on the board as shown. Note that the queen is always placed on a square of her own color.

#### 1. PAWN:

The pawn is considered the weakest piece on the board. It moves one square at a time with one exception. Each pawn can be advanced by two squares the first time it's moved. Pawns can only move in the forward direction. When they reach the last row, and can be moved no further, they can be promoted to any type of piece on the board except a king. Generally they are promoted to a queen since this is the most powerful piece.

#### 2. BISHOP:

The bishop has the strength of about three pawns and moves diagonally. Unlike the pawn it can move backwards or forwards. It can also move more than one square at a time as long as it moves in a straight line. In other words, a bishop can move across the entire board. A bishop cannot jump over pieces and can also never move to a different-colored square. Bishops capture by moving in their normal manner to the square occupied by an opponent's piece and replacing it.

#### 3. KNIGHT:

Like the bishop, knights have about the same strength as three pawns. Knights are moved in a rather unique manner, one square laterally and one square diagonally. They can move forwards or backwards and are the only pieces which can jump over other pieces. Knights capture by moving in their normal manner to a square occupied by an opponent's piece and replacing it.

#### 4. ROOK:

The rook, or castle, has the strength of about five pawns. Rooks are moved forwards or sideways in a lateral manner. They can move backwards and forwards one or more squares at a time. In a given move a castle can only move in one direction along a straight line. To capture a piece, castles are moved in their normal manner to the occupied square where they replace the captured piece.

#### 5. QUEEN:

The queen is the most powerful piece on the board and is the equivalent of about nine pawns. A queen can move diagonally like a bishop or laterally like a castle. Like the bishop and the castle, a queen cannot turn corners in a single move. It captures in the same manner as either a castle or a bishop.

## 6. KING:

The king is only slightly more powerful than a pawn but is nevertheless the most important piece on the board. While the king can move backwards or forwards, either laterally or diagonally just like a queen, it can only do so one square at a time. A king cannot move to a square ' where it would be captured. A king can capture a piece on any square where it can legally move.

## OBJECTIVE FOR WINNING

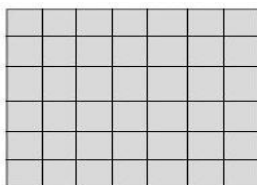
**Check:** Threatening a king with capture is treated differently from an ordinary piece. The king is not only royal but the objective of the entire game. A player declares «check» when he moves in a manner which threatens an opponent's king with capture. However, the term is only used if the king has a means of escape. The opponent must get the king out of check immediately. This can be done in one of three ways: 1) Move the king. 2) Capture the attacking piece. 3) Move a piece so that it blocks the attack.

**Checkmate:** The game is won when an opponent's king is inescapably placed in a position where it would be captured on the next turn. Actually capturing the king and removing it from the board like a common piece would have been unthinkable when chess was invented, and so this is not done. Instead the winner says the word checkmate and the game ends.<sup>43</sup>

## III. POST-READING

### Exercise 1

*Setting up the board. Write the number of each piece in the correct square.*



- |           |
|-----------|
| 1. Pawn   |
| 2. Rook   |
| 3. Queen  |
| 4. Knight |
| 5. Bishop |
| 6. King   |

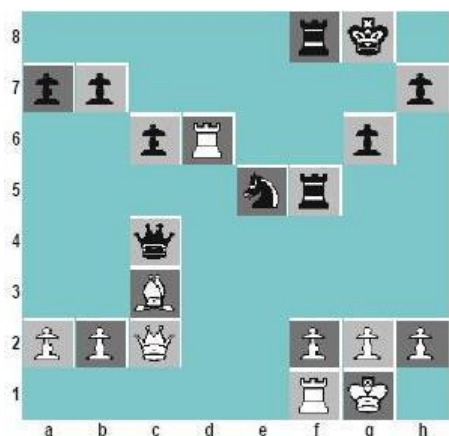
### Exercise 2

#### *Homework: Chess Problem*

Read the chess rules and try to solve this problem. After you have solved the problem, use the words in VOCABULARY NOTES (below) to write a short description of your solution. You will share it with other students in class.

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<sup>43</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.



Black to move and mate in three move

### Adverbs Showing Direction

#	Adverb	Definition	Examples
1	Forward	Toward a place or position that is in front of someone or something	Move the black pawn forward one square.
2	Diagonally	From one corner of a square shape to the opposite corner.	The queen can move diagonally like a bishop.
3	Laterally	From side to side, to left or right	The queen can also move laterally like a rook.
4	Backwards	In the direction that is behind you or something	Pawns cannot move backwards.
5	Across	From one side of something to the other	Many chess pieces can move across the entire board in one turn.
6	Sideways	To the left or right, not forwards	Queens and rooks can move sideways.
7	Over	Down from an upright position	When the King is captured, push it over.

### SPEAKING

A. Work individually. If you are student A, try to solve problem #1. If you are the student B, solve problem #2.

B. Work in pairs with another student who solved the SAME problem you did. Tell your solution to your partner and try to explain why it is correct. For example,

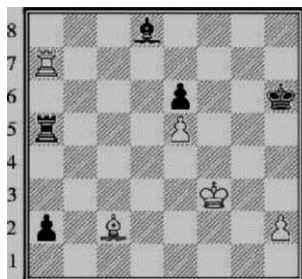
1. Move the white bishop diagonally to square h-7. Check.
2. Move the black King forward to a-1 because:



a. If black moves his King diagonally backwards, it will be captured by my pawn.

b. If black moves his King laterally to the left, my bishop will take it.

Problem 1  
white to move and  
mate in two



a b c d e f g h

Problem 2  
white to move  
and mate in two



a b c d e f g h

Group Work. Share your pair's solution with two students who solved the other chess problems.

## LESSON 36. PRESENTATION.

### 5 Rules for More Effective Presentations

*Michael Hyatt*

Presentation software can be a wonderful tool if used correctly. It can also be a dangerous distraction that interferes with communication rather than facilitating it. The line between the two is thin.

Over the course of my career, I have sat through hundreds of presentations. Most of them were done with PowerPoint. Most of them are done poorly.

I often think the presenter would be more compelling if he would ditch the presentation software and just speak. Because of this, I even thought of outlawing presentation software when I was the CEO of Thomas Nelson.

But alas, It has become a staple of corporate life. It is the ubiquitous prop that attends every presentation.

So if we can't outlaw presentation software, at least we can improve how we use it. Here are my five rules for making more effective presentations.

1. **Don't give your presentation software center stage.** This is the biggest mistake I see speakers make. They forget that PowerPoint or Keynote are tools designed to *augment* their presentation not *be* their presentation. Never forget: *You are the presenter.* Your message should be the focus. Not your slides. Not your props. And not your handouts. You are in the lead role, and you need to retain that role. No amount of "razzle dazzle" or slide effects can overcome a weak

presentation. If you don't do your job, slides won't save you. It only makes a bad presentation worse.

2. **Create a logical flow to your presentation.** Better yet, tell a story. (See Cliff Atkinson's *Beyond Bullet Points*. The absolute last thing you want to do is turn your presentation into a random assortment of bulleted lists, which is what often happens, especially when PowerPoint is involved. There *must* be a flow. Start with a good outlining or mind mapping program. I personally use OmniOutliner. Decide if your talk is going to be a persuasive speech or an enabling one. (It should be one or the other.) We teach you how to do this at The SCORE Conference. This is something I use every day.

3. **Make your presentation readable.** Memorize this sentence: "If people can't read my slides from the back of the room, my type is too small." Now repeat it over and over again while you create your slides. If people are squinting during your presentation, trying to make out what's on the slide, you've lost your audience. In my experience you must use at least 30-point type. Obviously, it depends on the size of the room, the size of the screen, etc. This is precisely why you can't afford to leave this to chance. You must test your slides and make certain they are readable. In *Really Bad PowerPoint* (PDF file), Seth Godin also sets forth five PowerPoint rules. In the first one he says, "No more than six words on a slide. EVER." This may be too extreme, but you get the idea. The more words you use, the less readable they become. I have made some really effective presentations with no more than a word or two per slide. It can be done. Steve Jobs was a master at this. So is Tom Peters. Here are some other things to remember regarding text:

- *Avoid paragraphs or long blocks of text.* If you really, really must use a paragraph, then whittle it down to the bare essentials. Use an excerpt—a couple of sentences. Emphasize the important words. Put the text block by itself on a single slide.

- *Use appropriate fonts.* I recommend a sans serif font for titles (e.g., Arial, Verdana, Helvetica, or—my personal favorite—Myriad Pro, etc.) and a serif font for bullets or body text (e.g., Times New Roman, Garamond, Goudy, Palatino, etc.). Most books are typeset this way because it makes them more readable. The serifs help you recognize the characters (and thus the words) faster. It makes the text more readable. It's also customary to use sans serif fonts for chart labels.

- *Avoid detailed reports.* If you need to include a report in your presentation, hand it out. Don't force people to try to read a ledger printout on a slide. (Financial people take note!) If you must show a report, use it as a picture and then use a "call out" to emphasize the part of the report you want people to focus on. Better yet, just fill up a whole slide with the one number you want people to take away from the presentation.

- *Avoid "title capitalization" unless (duh!) it's a title.* Sentence capitalization is much easier to read. For example, "Sales are up 100% in the

southeast region” is easier than “Sales Are Up 100% In The Southeast Region.” This is especially true when you have numerous bullet points.

4. **Remember, less is more.** Fancy slide transitions and fly-ins get old quickly. I strongly recommend that you keep things simple. A basic dissolve from one slide to another is usually sufficient. Also, have all your bullets appear at once rather than one at a time. Avoid sound effects—they serve no other purpose than annoying the audience and distracting them from your presentation. Finally, cut down the number of slides. You don’t need a transcript of your speech with every point and sub-point. Yawn! People are only going to remember the major points any way.

5. **Distribute a handout.** I have changed my mind on this over the years. I do not think that you should distribute a handout *before* you begin speaking. If you do so, people will start reading ahead instead of listening to you. It’s just one more distraction to keep them from focusing on your message. It also eliminates any surprises or drama you have built into your presentation. Instead, I tell people that I will distribute a handout of the slides *when I am finished* with my presentation. (Or now, I often create a special page on my blog, with the slides embedded into it using SlideShare.net.) That way, they can take notes during my session, knowing that they don’t have to write everything down. This allows them to stay engaged without becoming distracted.

Finally, I would encourage you to hone your PowerPoint or Keynote skills like you would any other essential business skill. The more you work at it, the better you will get. And the better you get the more compelling your presentations will become.

**Question:** What rules would you add? Comment. Prove.

**Task:** Try to make your own presentation following the rules mentioned above.

### LESSON 37. PERSUASIVE SPEECH.

Persuasive speech topics tutorial on the Golden Rules for facts values and influencing policies and lots of elementary principles for public speakers to motivate, inspire and entice. Let’s start my collection of tutorials with the two essentials for verbal class assignments:

The **First Golden Rule** is: state facts, values or policy claims to get changes. Remodel their views or convince them to act right after they

hear you. This is a so-called assertion of truth.

### FACTS

Persuade that your fact is true. Prove that your claim is the best possible one and defend yourself against oppositional ideas that attempt to invalidate your speaking thesis or proposition you put forward for consideration.

*E.g.: Prompt your audience that space exploration is beneficial.*

### VALUES

Lead to believe that something is right or wrong, moral or immoral, valuable or even worthless. Appeal to the beliefs, morality of your listeners. Family, social and educational values are great starters:

*E.g.: Propagandize among your classmates that cheating at school is absolutely unacceptable.*

### POLICIES

Impel that there is a problem and get the audience to agree with your solution. Motivate them to act or change attitudes, examine persuasive speech topics about tactics or judge coded regulations.

Do appeal to human needs, reason and emotion. Visualize the advantages, and you are able to convince them of the satisfaction it gives when they implement the fine suggested attitude change. It's a bit of playing persuasive games to put it with

a smile

*E.g.: Seduce your public to keep the thermostat in your home at 68 F in winter and 72 F in summer.*

**The Second Golden Rule** in the artistry of writing is this: *look for first-class claims that interest you the most and correspond with your audience's needs and interests.*

Learning how to deliver an impromptu speech is part of meeting the oral communications standards. Use the following activities to help students practice their presentation skills.

### Activity 1 - Speech Fluency

The purpose of this exercise is for students to practice speaking clearly and fluently. To begin the activity, pair students together and have them choose a topic from the list below. Next, give students about thirty to sixty seconds to think about what they are going to say in their speech.

Once they have gathered their thoughts, have students take turns presenting their speech to one another.

**Tip** - To keep students on track, give each group a timer and have them set it for one minute for each presentation. Also, create a handout that students must fill out after their speech to give their partner feedback on the positives and negatives of their presentation.

Possible questions to include in the handout:

- Was the message clear?
- Were the ideas organized?
- Did they speak fluently?
- Was their audience engaged?
- What can they do better next time?

Topics to Choose From:

- Favorite book
- Favorite food
- Favorite animal
- Favorite sport
- Favorite school subject
- Favorite vacation
- Favorite holiday

### **Activity 2 - Impromptu Practice**

The purpose of this activity is for students to gain experience delivering one to two minute impromptu speech presentations. For this activity you can put students into groups of two or three.

Once the group is chosen have each group select a topic from the list below. Then allow each group five minutes to prepare for their task. After the five minutes is up, each individual from the group takes turns delivering their speech to the group.

**Tip-** A fun way for students to get feedback, is to have them record their presentation and watch (or hear) themselves on tape.

The iPad is an excellent tool to use, or any video or audio recorder will work just fine.

Topics to Choose From:

- Any of the above
- Good news
- Explain the rules of your favorite game.
- Explain how to make your favorite meal.
- Explain your daily routine.

### **Activity 3 - Persuasive Speech**

The purpose of this activity is for students to gain knowledge on how to give a persuasive speech. First, use the list of persuasive language techniques to give students examples of what should be included in their speech. Then, group students

into pairs and have them each choose a topic from the list below. Give students five minutes to brainstorm a sixty second speech that will persuade their partner to their point of view. Have students take turns delivering their speeches, and then fill out the feedback form from activity one.

**Tip-** Allow students to jot down notes or key words on an index card.

Topics to Choose from:

- Any Current event.
- Convince listeners why you should be the president.
- Try to sell the listeners the clothes you are wearing.
- Convince the teacher to not give homework for a week.
- Try to convince the school board why they should have better food in the cafeteria.

### **Persuasive Language Techniques**

- Emotional appeal: Plays on peoples emotions, can manipulate the reader by triggering an emotional response.
- Descriptive language: Words that are lively and vivid. Engage the reader by inducing an emotion or producing a picture for them.
- Emotive language: Language that play's on peoples feelings. The deliberate use of words to provoke an emotional response.
- Inclusive Language: Language that engages the audience and sounds friendly.
- Alliteration: Using the same letter to persuade by adding emphasis and reinforcing the meaning. (ex. cruel, calculating and crooked)

## **LESSON 38. REVISION. TEST.**

### **The Family Is One of the Nature's Masterpieces**

A vocabulary defines a family as "people who are closely related." Psychologists usually refer to a family consisting of mother, father and their children, who are either twins or siblings, as a nuclear family. Some of them are one-parent or single parent families. They usually call all the family including aunts, uncles, nephews, cousins, nieces, grandparents, daughters- and sons-in law as an extended family. George Orwell (1903-1950) wrote that he came from a "stuffy Victorian family, with not many black sheep in it but with all its cupboards bursting with skeletons (family secrets). It has rich relations who have to be kow-towed to and poor relations who are horribly sat upon, and there is a deep conspiracy about the source of income. It is a family in which the young are generally thwarted and most of the power is in hands of irresponsible uncles and bedridden aunts. Still it is a family.

To my mind there is no exact definition, what a family is. It is definitely a fabulous phenomenon, cemented by blood, which is thicker than water. It is really a masterpiece and as every genius creation of humanity it is immortal. Its roots date back to prehistoric times, and it has made a long way from polygamy to monogamy. Like a real masterpiece it constantly changes preserving its essence. Prehistoric mothers used to be as caring, over-protective and ambitious about their adorable offsprings, as all today's mothers are.

Most of families start with marriages, which are said to be made in heaven. Ancient philosopher Diogenes (the Cynic) said, "Marriage is the greatest earthly happiness when founded on complete sympathy." Like every masterpiece this highly personal matter is strictly controlled and supported by law. Young people nowadays are to understand that it is not enough to promise to love and cherish each other, it is important to realize that they have taken a big step both legally and financially by deciding to get married. A husband is entitled to a married man's allowance, and both husband and wife can claim tax relief. They start sharing common property and if they decide to split up they will both have to start a divorce proceeding. If they have children and decide to separate they will have to agree who gets the custody over their children and set the proposed arrangements for children to meet both parents.

In fact, it is such a fragile social organization that a slight error can cause unpredictable consequences. Crime statistics shows that 70% of the murderers, maniacs, muggers and misfits are products of the broken families.

As it often happens to a masterpiece too much perfection can spoil it. Sometimes the parents believe that their critical comments would encourage their children to greater efforts.

Sadly they have exactly the opposite effect. After a number of criticisms the child loses not only his interest in creating, but a great deal of his confidence. So being an ideal parent is a very delicate task demanding tact, patience and diligence. A wise parent remembers that it is all too easy to be destructive while attempting to be constructive. Of course, parents must point out mistakes for progress to be made. Yet acid comments designed to improve performance can unintentionally increase anxiety and undermine achievement.

Every masterpiece is born in pain, so it would be a mistake to think that a happy family doesn't face any problems.

However, clever and understanding parents are always ready to experiment and find the way out. For example, the teenagers are very radical in their opinions. Anything less than fulsome praise is likely to provoke hostility and alienation. A clever parent will show how excited he is by his child's originality and search for ways to take it further. In this connection, a humorous story by Emma Bombeck called "Convenient Hearing" inevitably comes to my mind. Her son used to ignore all the comments and she tried to communicate with him through homemade posters and stickers, refusing to hear his questions as well.

The fantastic thing about family ties is that it always stirs the best feelings in people. Everybody craves for a happy family dinner for Christmas. Crestfallen orphans dream about generous loving mothers. Prodigal sons return to support their helpless parents, bound to bed. Most flirtatious wives turn out to be the best nurses, when their husbands get seriously ill. For example, Pierce Brosnan, who plays passionate womanizers in most of his films turned out to be a most loving and daring husband, giving all possible care and comfort to his wife Cassy Harris, ill with cancer and his three children. Another American celebrity Arnold Schwarzenegger has changed his image of Conan the Destroyer and Terminator and now stars in such films as "Last Action Hero" (1993), "Jingle Bells", "Kindergarten Cop (1990)" and "Junior" (1994). The man who made millions of dollars and delighted his huge army of fans by brutally slaughtering an estimated 275 people on screen in the '80 s, was rather relishing the prospect of happy family life in his palatial estate overlooking the ocean in Pacific Palisades! He announced in public that he doesn't want to expose his children to violence and gore. He wants to make movies that he can take his kids to see.

To finish with, I'd like to say that there are times in our lives, when everything seems to be going badly. We all have problems we can't cope with. We feel depressed and dispirited and suffer from acute anxiety and despair. We moan and groan and think we are losers and failures. A fatherly manly hug or a mother's loving embrace can really restore you from the ashes. Then I hear my Mom's favourite words: "You are a Fallible Human Being "and understand that even if the whole world turns its cold shoulder on me, there'll still be a family to turn to for love, compassion and understanding. And a every great masterpiece the family will remain in your soul forever.<sup>44</sup>

## **EXERCISES**

### **I. Answer the questions.**

1. What is a family?
2. Why is the family one of the nature's masterpieces?
3. How do you understand Diogenes's words?
4. What do young people understand today?
5. Why is the family a fragile social organization?
6. What things can spoil the nature's masterpiece?
7. What problems does a happy family face?
8. Why will the family remain in one's heart for ever?

### **II. Choose the right answer.**

1. A family is

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<sup>44</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.



- a) people who live under one roof
- b) parents and children
- c) people who aren't closely related
- d) grandparents and grandchildren

2. Most of the families

- a) start with divorce
- b) are very large
- c) are one-parent families
- d) start with marriages

3. Every masterpiece

- a) a product of its time
- b) born in happiness
- c) to be appreciated
- d) born in pain

4. The fantastic thing about the family ties is that

- a) it always associates with bad feelings
- b) it always stirs the best feelings in people
- c) it is never late to create your own one
- d) the members of the family tease each other rather often

5. Everybody realizes the family

- a) is nothing serious
- b) is important
- c) helps develop the world
- d) will remain in one's soul for ever

**III. Do you agree or not? Comment on the following statements.**

1. A dictionary gives an exact definition of a family phenomenon.
2. A family constantly changes preserving its essence.
3. A marriage has become a common thing nowadays.
4. Too much perfection can't spoil the family.
5. Every masterpiece is born in pain.
6. Family ties never stir best feelings in people.
7. There are times in one's life when everything seems to be going badly.

**IV. What do you think? Give a reason for your opinion?**

1. The family is immortal.
2. There is no exact definition what a family is.

3. Mothers of all times and nations resemble each other.
4. Young people today are to understand that a marriage is a very serious step.
5. 70% of all murderers are products of the broken families.
6. The parents should be constructive.
7. The family ties always stir the best feelings in people.
8. When everything seems to be going badly you always turn to your parents for advice and understanding.

**V. Ask a psychologist questions concerning the family problems.**

**VI. List all the problems touched upon in the text.**

**VII. Role play. You are going to be married. Your Mum is not very happy.**

**VIII. Comment on the following quotations.**

1. "To us, family means putting your arms around each other and being there." Barbara Bush.
2. "Many men can make a fortune, but very few can build a Family." J. C. Bryan.
3. "The happiest moments of my life have been the few which I have passed at home in the bosom of my family." Thomas Jefferson.
4. "There are secrets in all families." George Farquhar.

## **IV-SEMESTER: INTEGRATED SKILLS**

### **LESSON 39. DISCUSSING EXAMPLES OF DIFERENT CULTURAL PECULIARITIES AND THEIR ROLE IN PEOPLE’S COMMUNICATION.**

#### **1. The reflection of the nationally - cultural peculiarities in the lexical system of the English language**

*(language as a tool of culture; the background knowledge of the user; “cumulative function of the language”; the cultural background knowledge of the world; words without equivalents; cultural component of the word; additional shades of word meaning; culturally marked, territorially determined words, referring to the natural environment, food & drinks, etc [the Yorkshire Dales, the Yorkshire Moors, Lancashire cheese, Lancashire hotpot, Yorkshire pudding, high tea, haggis, alumnus, public school, Scottish bagpipe]).*

Discuss the following:

1. The function of language as a tool of culture. The cultural background of a language
2. The linguistic study of the country
3. The cultural component of lexical units
  - a) territorially determined words, referring to the natural environment;
  - b) culturally marked words, referring to food & drinks ethnographic realia; words without (full) equivalents;
  - c) functional differences of words in the sphere of education;
  - d) denotative realia , words without (full) equivalents.

A new and progressive way of teaching cultural studies to students of a foreign language is to give them the fullest possible information about the world of the language under study. This is, by the way, a new term for the subject introduced in the curriculum: the world of the language under study, the linguistic study of the country. Thus, the new way of teaching this new subject is to deliver the course by having two parallel courses presenting this world from two points of view: through the eyes of the native speaker and through the eyes of a representative of the world of the students. The studies of the world where the foreign language is naturally used as a means of communication are indispensable as an aid to understanding the peculiarities of speech production, additional shades of word meanings, their cultural, historical, political connotations, etc. Thus, the tasks of teaching a foreign language as a means of communication are closely intertwined with the tasks of studying the sociocultural aspects of the life of the peoples and countries where the foreign language is used.

## **2. Culture bumps: overcoming misunderstandings in cross – cultural communication**

*(the vision of the world of a nation, realia, words without equivalents, the function of language as a tool of culture, the vision of the world, the sociocultural component, the world of language , the world of reality, different speech communities, actual “equivalents” in the full sense of the word, mode of living, the moral code, relations between people, the system of values, determined by socio-historical factors)*

Discuss the following:

1. Man – Language – World Relationship
2. Shattering the idea of word equivalence at the level of lexical units

## **3. National images and intercultural communication**

*( national image, mentality, national character, stereotype, the English national character, the Welsh national character, the Irish national character, the*

*Scottish national character, the American national character, John Bull, Uncle Sam, Union Jack, St George, St Andrew, St David, St Patrick, Stars & Stripes; floristic symbols : leek, rose, thistle, shamrock, melting pot, etc.)*

Discuss the following:

1. National image. Stereotype. National character. National mentality
2. What the British think of Americans (a humorous look at the stereotypes)
3. What Americans think of the British (a humorous look at the stereotypes)
4. The national character of the Welsh, the Irish
5. “Devils in skirts”, “ladies from hell”
6. Images of Great Britain, of the US. What the British think of Americans(a humorous look at the stereotypes)

#### **LESSON 40. CASE STUDY. GONE ABROAD TO LEARN ENGLISH.**

##### **CASE STUDY: STUDY ABROAD PROGRAMS**

*Your task is to write a paragraph for each of the three points given in the Statement of Purpose prompt below, i.e., you should write three paragraphs.*

**Student Name**

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##### **STATEMENT OF PURPOSE**

Please write an essay in English addressing the following points:

- Your personal objectives while you are abroad;
- How one year of study abroad will help you in your career;
- How you believe your year abroad will be useful to your home country in the future?

Do not merely list facts. In your essay, explain how your background, education and employment experience have prepared you for study on the program at this time in your life. (The statement of purpose should be at least one page in length, but no more than two pages. If you wish to write more than one page, you may continue on another sheet of paper. Please type or print clearly using blue or black ink.)

#### **LESSON 41. DISCUSSING POSSIBLE DIFFICULTIES AND ADVANTAGES OF STUDYING ABROAD.**

##### **FILLING IN APPLICATIONS**

## APPLICATION FOR STUDY ABROAD

Deadline: November 2, 2004 Submit one original and two photocopies of the application. Make a third photocopy for your records.

1. Name: \_\_\_\_\_  
*Surname/last Name      First Name      Middle or Patronymic Name*

2. Date of Birth: \_\_\_\_\_

3. Place of Birth: \_\_\_\_\_

4. Current Citizenship: \_\_\_\_\_

5. Country of Legal Residence: \_\_\_\_\_

6. Sex (check one):  Male  Female

7. Marital Status:  Single  Married

8. Current address and Telephone:

9. Permanent address and Telephone:

Street: \_\_\_\_\_ Street

\_\_\_\_\_

Building \_\_\_\_\_ Korpus \_\_\_\_\_ Building \_\_\_\_\_ Korpus

Apartment \_\_\_\_\_ Apartment

City \_\_\_\_\_ Index \_\_\_\_\_ City Index

Region/  
AO/Republic \_\_\_\_\_ Region/  
AO/Republic

Telephone: ( ) \_\_\_\_\_ Telephone: ( )

Fax: ( ) \_\_\_\_\_ Fax: ( )

E-Mail address: \_\_\_\_\_ E-Mail address:

10. Institution where currently studying: \_\_\_\_\_

11. Department/ Faculty: \_\_\_\_\_

12. Current Specialization/major: \_\_\_\_\_

13. Please select a specialization (check one)

Business

Computer Science (for first year students only)

Economics

Education (for second and third year students only)

Environment Management

- \_\_\_ International Relations/
  - \_\_\_ International Studies (for second and third year students only)
  - \_\_\_ Journalism/mass Communication
  - \_\_\_ Political science
  - \_\_\_ Sociology
14. Please indicate your present "course" year:  
First \_\_\_\_ Second \_\_ Third

## **Paying For an Education**

### **I. PRE-LISTENING**

*Try to answer these questions:*

1. Are there any private schools or universities in Uzbekistan? Give examples.
2. What is a 'public' school or university? What are some differences between a public and private school or university?
3. What do you understand by the word 'tuition'? What is the amount of tuition at your university?
4. What other costs must a university student pay? What could the term 'room and board' mean?
5. How do you pay tuition for your education? Pick one:
  - a. Some institutions sponsor me (grants / scholarshi ps)
  - b. I get loans from the bank (student loans)
  - c. I pay from my family's income

#### **VOCAB BOX**

Tuition - the money students pay to study  
Public school - an institution of learning that is funded by the State  
Private school - an institution of learning that is only funded through student tuition  
Grant - money given to students for study. Also, 'scholarship'  
Room and board - cost to students for their dormitory room and food. This cost is in addition to tuition.

### **II. LISTENING**

*Listen to the conversation between CNN reporter Amanda Cortez and Analyst with a college board Glen Sharp.*

#### **College Cost Increases**

### Exercise 1

*Fill in the blanks with exact information from the conversation*

1. University tuition rose this year in the USA.  
A. 4 %      B. 40%      C. 14%
2. Tuition had risen the previous year.  
A. 6%      B. 4%      C. 5%
3. For public four-year institutions, the cost for room and board rose \_\_\_ bringing the total to \_\_\_\_ .  
A. 172 / 4, 530    B. 100 / 2,300      C. 113 / 3,430
4. To attend public four-year universities, students spend over \_\_\_\_\_ on average in the U.S.  
A. \$21,000      B. \$8,000      C. \$14,508
5. Average tuition at private schools rose to \_\_\_\_\_, up  
A. \$5, 765 / 4%    B. \$8,000 / 5%      C. \$14,508 / 5%

### Exercise 2

*Fill in the table after listening the second time*

	Tuition	Room and Board	Total	% Increase
Public School				
Private School				

### Exercise 3

*Match the words on the right with their synonyms underlined in the sentences on the left.*

1. Uz Daewoo automobiles vary in size from the small Tico to the large Damas.
2. My brother is going to rent a room for a month.
3. Some gifted youth who have brilliant minds cannot study at the university because they are very poor.
4. The news was very serious and depressing.
5. Lynda pays 50,000 som a month for her daily meals.
6. In the U.S. many families try to save money for their children's education.
7. The zoo manager went crazy and Jet out all the penguins.
8. My business failed, so I asked the bank for some money.

9. I got 1,000,000 som from the bank.  
10. The student paid a little extra money to have her school records printed.  
11. The announcer invited the guest speaker to join her in the recording room.
- 

- a. loan  
b. lodgings  
c. to put away  
d. to borrow  
e. range from  
f. neediest  
g. board  
h. fee  
i. studio  
j. grim  
k. to release

#### **LESSON 42. POSTERS AND PRESENTATIONS. BODY LANGUAGE.**

Teachers may either print out the lesson and have students read it themselves, or use the lesson for your own body language communication lesson.

##### **Discussion:**

Discuss the following points:

1. When you meet someone for the first time, how do you greet him or her?

Read the text below and check the meanings of any words you do not understand in a dictionary.

When we communicate with other people it is not only our words that contain the meaning. An important part of that meaning comes from what is called 'non-verbal communication'. By this we mean facial expression; gestures with hands, arms, legs; the way we sit or stand; the way we touch other people; the distance we keep between ourselves and the people we are talking to; our dress and our appearance. All these say something to other people.

Anticipatory Set- Students will review the vocabulary from the last lesson.

Presentation of New Material- Teacher will pass out body parts worksheet and use the overhead to identify the Spanish words for the parts of the body.



## **Production Practice-**

**Mechanical-** Students will repeat the Spanish body parts words after the teacher.

**Meaningful-** Teacher will point to body parts and have the children identify them in Spanish. Students will then do the same drill with partners, one pointing and one identifying in Spanish.

## **LESSON 43. CULTURAL EDUCATION. GUIDE BOOK FOR STUDENT.**

### **UNIVERSITY EDUCATION**

#### **University Studies**

#### **Vocabulary**

Campus - land or territory of a university, college, or school

Comprehensive - complete; including all parts

Credit - unit of study counting toward a degree

Dormitory - student housing on a university campus

Earn money - work for a salary

Entrance exam - required test for students wanting to study at university

Exceptional - very special

Facilities - buildings or rooms available for meeting or study

Finals - exams that test students' accumulated knowledge before graduation

Forthcoming - to happen in the near future

Furiously - with great energy and concentration

Graduates - students who have successfully completed required university courses

Grant - money given for advanced study or research

Hall of residence - (same as dormitory)

Hub - the central point of activity

Longish - somewhat or fairly long (in this context – at least one or two pages)

Part time job - paid work that is done less than 30 hours per week

Rating - a determined level of quality

#### **Pre-Text Discussion**

1. Do you think university degrees in the UK, USA and in Uzbekistan are the same?
2. What are the advantages and disadvantages of leaving home to study at the age 15-18?
3. What do you like and dislike about the Uzbek system of education?
4. What famous universities in the UK, the USA and Uzbekistan do you know?

## 5. What are they famous for?

### **Text** **The Finals**

“A month before my finals I received a letter from the University telling me the exact date of my forthcoming examination. When the fateful day arrived I went into the lecture hall where we had been listening to lectures on European history throughout the term. It was now the examination hall. At the high table sat the examiner in cap and gown and all the students, too, were dressed in undergraduate gowns.

At ten o'clock I sat down at my desk and was given a question paper. On it there were fifteen questions, out of which I could choose any three. In three hours I was supposed to write three essays. The questions were phrased in a way that required comprehensive and longish answers and demanded a broad knowledge of facts and historical analysis. Before many minutes had passed all the students in the examination hall were writing furiously.

After handing in our papers we had to wait for a whole month before we got the results. Three examiners examined each paper separately; who then met to compare marks and make the final decision. This, we were told, would take into account the student's work, and particularly his essays over the years. But the most important thing is the written examination. There is no oral.

If a student fails in one subject he can take the examination again the following year. If he fails in two, he cannot; only under exceptional circumstances can he get permission to sit for the whole examination again the following year.”<sup>45</sup>

### **Check Comprehension:**

1. What is described in the text?
2. How is the examination system at your university different from the one described in the text?
3. What other systems of assessment do you know?
4. Do you like the form of checking students' knowledge used in your country? If yes why?
5. What does one do when he fails in one or two exams in your country?
6. Why do think a student who fails two exams in the UK can get permission to sit for the whole exam again only under exceptional circumstances?

### **Speaking Practice**

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<sup>45</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.

Task: In groups of 3 or 4 students, have impromptu conversations about the topics given considering the location and conditions described.

**1. Topic: A professor gave an exam you consider to be unfair.**

Situation: You are standing in the corridor near the dean's office.

**2. Topic: Last night your university's football team won the championship game.**

Situation: You are in the quad on campus.

**3. Topic: You and your group mates are making plans to study abroad.**

Situation: You are sitting together in the campus café and there are many other students near you.

**LESSON 44. MASS-MEDIA. CREATING YOUR OWN RADIO CHANNEL.**

**Pre-Text Discussion**

1. How often do you read the newspaper?
2. What do you think about Uzbekistan's newspapers?
3. What is the most popular newspaper in Uzbekistan?
4. What do you think should change in Uzbekistan's newspaper industry?

**Text**

**A Changing World At Your Fingertips**

“Extra! Extra! Read all about it!” were familiar words heard on the streets of New York City in 1833 when a young 22 year old, Benjamin Day, developed the idea of printing newspaper for the masses. People on the crowded streets of New York City heard newsboys yelling the latest news in print available for only a few cents. Within hours thousands of passers-by would read the same article about the day's news. This young inventor was probably no more aware of the history behind print communication than he was of his own place in history delivering mass media communications for the first time to a watching world. Centuries before people were crowding the streets of New York City to buy the latest newspaper, the idea of print and even the invention of paper itself were accomplished in the Far East. The Italian explorer, Marco Polo, described the Chinese system of printing and the invention of paper upon his return to Italy in 1295. Soon after paper arrived, experiments with the idea of a printing press were underway. This simultaneous experimentation in various countries with typesetting ended when a German, Johann Gutenberg, received the most recognition for setting his type with metal instead of wooden blocks to create a printing press that would cleanly print ink on paper. As his printing press ideas swept through Europe, the incredible

power of the written word was spread. Since those early days of print communication, many have thought that the printing press has proved more powerful than the armies of history. The King of England recognized it as such when in 1530 he demanded that all printers obtain royal approval before printing a single word. This foundational idea that a government should have control of printed communications has kept a prominent place in the future of the newspaper industry. However the values and purposes for printing news have evolved from what they were originally to what they have become today.

Opinions about what should be printed took many years to develop into the news reporting standards of today. At the end of the 1600s a Boston paper was ridiculed for printing the truth about a scandal within the French royal court. Citizens of Boston were appalled, even if it was true because they felt a newspaper should have royal consent in order to be published. The idea of a free press was not yet in the hearts and minds of citizens in America. A change in this opinion did not come about till the late 1700s when the America colonies began to feel the injustices of the king of England were too much to bear. As ideas of declaring independence stirred, they began to use the outlet of the newspaper to fuel both sides of the revolution. Newspapers in all of the colonies began printing without Royal consent. With that luxury, editors experienced plenty of negative feedback, usually being beaten for what they wrote. The public, however, saw the benefit of balancing the government's power with the people's right to a free press.

During this time of revolution, newspapers became very political. No longer believing that England had the right to tell the colonies what to write about in their newspapers, it was now acceptable and in fact expected to print the negative side of a news story. Soon after America declared its independence from England, free speech and free press became part of the law of the new nation. Press criticism of the government became a normal part of daily news. It even became extreme when journalists began printing sensationalism in their stories in order to get more readers to buy their newspapers. Though newspapers have seen many extremes, there is more of a balance and variety in today's newspapers.

Many newspapers serve a certain demographic of society. Print communication is usually targeted by social class, occupation, political position, age group, interests and even salary. There are college newspapers, women's magazines, sports magazines, arts and crafts magazines, international papers, religious magazines, and minority magazines. The circulation of a daily newspaper like the Wall Street Journal is close to 2 million. With the introduction of other news sources, such as the Internet and television, editors have had to find new ways to recapture their subscriber's attention. Often you will see headlines reporting "news you can use," such as "Best Restaurants in Town." Other columns are now devoted to entertainment and lifestyle topics. For those who enjoy hearing about the private lives of the rich and famous, many purchase a tabloid as they wait in line at a super market instead. Newspapers progressed through many changes since the early days

of Benjamin Day on the streets of New York. They have gone from being censored by the government, to being extremely political and one-sided in content, to becoming politically neutral and marketed instead to different segments of society. The newspaper industry has found a way to survive in the fast technological world of Internet news by adapting its practices of marketing news on the printed page.<sup>46</sup>

### **Check Comprehension**

1. What were some of the changes in print communications history in America?
2. What did Benjamin Day's invention make possible for the average person?
3. Why did governments quickly begin to control what was printed?
4. When and for what reason did Americans begin to desire freedom of the press?
5. What is a particular challenge to newspapers today?

### **Speaking Practice**

Exercise 1. Write your own news story with an interesting headline or use the following headlines. Read your story to the class.

- a) JET CRASH
- b) NATURAL CALAMITY STRIKES
- c) INTERNATIONAL TERRORISM

Example: JET CRASH! An Egypt Air jetliner bound for Cairo with 217 people plunged 33,000 feet in 2 minutes, crashing into the ocean off Nantucket Island early Sunday. Dozens of American tourists were among the passengers. By nightfall, searchers had retrieved debris and one body, but held out little hope of finding survivors in the chilly Atlantic waters.

2. Now imagine you're a potential newspaper owner. What kind of newspaper would you produce if you had the opportunity? Think of your objectives as a newspaper owner.

The target reader would be from which:

1. social class
2. occupation
3. age group
4. interests
5. political position
6. salary

Make a formal presentation of your new newspaper including content, target readership and political position.

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<sup>46</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.

## TELEVISION IN UZBEKISTAN

The birth place of television is Tashkent. The famous Russian scientist B.L. Rosing was the founder of the electronic television.

In 1911, he constructed a cathode-ray tube which was an electronic television. However, Rosing didn't invent an electronic transmitting device. That was the creation of two other Tashkenters - B.P. Grabovsky and I.F. Belyansky - both inventors.

In 1928 the young inventors demonstrated their Telegot prototype of present-day electronic television. Nowadays you may see this TV in the Tashkent museum. This invention is recognized by scientific organizations of the world and a certificate was given and there it is written: «Knowing the history of the development of electronics we testify, that the service of B.I. Grabovsky and I.R. Belyansky in the development of electronic television is incontestable».

On the 26<sup>th</sup> of June, 1968, the Uzbek people marked the 40<sup>th</sup> anniversary of TV's invention. The television of Uzbekistan, although very much younger than radio broadcasting, developed at such a rapid rate that soon it embraced nearly 90% of the population; showing its programs on a number of channels.

Today the Uzbek TV Committee is equipped with the most up-to-date installation and equipment and is serviced by a staff of thousands of specialists - journalists, producers, operators, artists, engineers and others.

Special programs are devoted to different branches of industry, agriculture and small business and moral, ethical and family affairs.<sup>47</sup>

### Check Comprehension

1. How is Tashkent related to the 'birth' of television?
2. According to the text, approximately how many citizens of Uzbekistan watch television regularly?

## LESSON 45. DISCUSSING PHOTOES FROM LOCAL AND FOREIGN NEWSPAPERS.

### Brief Description:

Students compare and contrast front-page stories from two local or state newspapers.

### Objectives:

Students describe the similarities and differences in the contents on the front page of two local or state newspapers.

### Keywords:

newspaper, front page, news, local, state, headlines

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<sup>47</sup>Evans, V., Dooley, J. Enterprise. Full Set. -UK: Digital Publishing, 2009.

**Materials Needed :**

- front pages from two local, regional, or state newspapers with the same date (one set per group)
- paper
- pens or pencils
- computers with Internet access (optional)

**Lesson Plan:**

- Prior to the lesson, collect the front pages from the same date of two different local, regional, or state newspapers. If you have Internet access, you might locate newspapers in your state at National News Sites or newspaperlinks.com. Print out the front pages for a specific date.
- Divide the class into small groups. Tell students to study the front page of each paper.
- Have each group complete the Newspaper Comparison sheet and report the results to the class. Tell students to include information about headlines, kinds of stories, use of color, typefaces, and anything else they note to compare and contrast the two newspapers.
- Have each group present their answers to the class.

**Variation:** Have students compare national newspapers and/or large metropolitan newspapers.

**Assessment**

Evaluate students' answers and presentations.

**LESSON 46. INTERNET – 10 YEARS LATER. RADIO PROGRAM.****Internet Communications****Vocabulary**

Chat - informal conversation

Contingent - dependent on; conditional

Dominance - in a place or position of power

Dramatically - sudden; quick; unexpected; notable

Employable - skilled; able

Ensure - to make certain

Exploit - to use or take advantage of someone or something

Feasible - likely; probable

Figure out - find; discover

Gap - empty or blank space in time or distance  
Hook-ups - connections  
Prospects - possibilities; expectations  
Sophisticated - highly developed or complex  
Veracity - truthfulness; honesty

### **Pre-Text Discussion**

1. What are the most feasible ways to make Internet resources and services available to the most people?
2. How far will Internet - based services penetrate into consumer marketplace?
3. Support or refute:  
The Internet has become impossible to ignore in the past two years. Even people who do not own a computer and have no opportunity to «surf the net» could not have missed the news stories about the Internet. The WORLD WIDE WEB portion of the Internet has shown dramatic growth in both the consumer and business sectors over the past 12 months.
4. What is the future of the Internet contingent on?

### **Text**

#### **CLINTON URGES BROAD INTERNET ACCESS**

Now ex-president, Clinton called for developed nations to ensure their citizens have access to the Internet «as complete as telephone access», saying that would dramatically reduce the income gap between rich and poor, when he visited Italy in 1999.

He also said developed countries should work to «get more cell phones and computer hook-ups out there» in poorer nations.

«The people in Africa are no different from the people in America,» Clinton said. «If you give people access to technology, a lot of smart people will figure out how to make a lot of money.»

Widespread Internet access is a goal Clinton already set for the United States. In the first-ever on-line chat discussion by a president, he said having the Internet as available as telephones would “dramatically improve the economic prospects for a lot of Americans—and a lot of people around the world.»

Clinton said developed nations should view Internet access as part of an overall strategy to close «the skills gap» in order to ensure that their citizens remain employable as long as possible.

But he warned that «enemies of the nation state»- terrorists, drug runners and mobsters-also are of using technology to carry out their plans. He urged the leaders to work harder to ensure that criminals are not allowed to exploit open borders, the Internet and sophisticated technology.



Electronic newspapers and their impact on the newspaper industry The Internet and the WWW has challenged the dominance of paper-based newspapers as a low-cost, user-friendly mass information distribution medium. More than 1000 newspapers have gone online in the US. The emergence of electronic newspapers and their impact on newspaper journalists have been widely discussed by academics in the US.<sup>48</sup>

### **Check Comprehension**

1. How do journalists view their careers, their product, and their readers in the age of electronic newspapers?

2. What impact will electronic newspapers have on the newspaper industry, as perceived by journalists in newspapers producing or considering online delivery?

**Exercise 1: Paraphrase the following sentences using the expressions from above:**

1. Everyone felt uncomfortable as he was near the truth.

2. The reporter couldn't recognize him, as he had never seen him very near.

3. He looked at the watch as the chairman was bringing the meeting to an end.

4. Nobody knew the results, as the discussion was open only to a special few.

**Exercise 2: Fill in the correct preposition: (on, from, for, with, into, to, of, by)**

1. to focus.....something/somebody

2. arise.....something.

3. ....the way to

4. similar.....something/somebody

5. to base .....something/somebody

6. to depend.....somebody/something

7. to compare something.....something else

8. to account .....something

9. to take.....consideration

10. to be popular.....somebody

11. to appeal.....somebody

12. to be targeted ....something

13. to be addicted.....something

14. to supply somebody.....something

15. to adjust .....something

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<sup>48</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.

16. to be .....display
17. in terms.....
18. in advance.....something

### **Vocabulary Practice**

**Exercise: Make one logical sentence from each of the following sets of words.**

1. veracity, ensure
2. contingent, feasible
3. chat, access
4. gap, exploit
5. hook-ups, sophisticated
6. employable, prospects
7. figure out, contingent
8. access, prospects

### **Speaking Practice**

**Exercise 1: Speak on the topic of computers as a new communication technology. How does the difference between the rich and poor affect access to communication by the computer. What is the result of newer technology on poor communities in the world?**

**Exercise 2: Discuss how wealth influences the mass media.**

**Exercise 3: Comment on advertising as the primary income source of the mass media.**

## **LESSON 47. OUR NEWSPAPER. CREATING NEWSPAPER.**

Students will learn about the basic parts of a newspaper, how to write a basic newspaper article, and how to organize a class newspaper in this lesson plan on creating a newspaper.

### **• Class Newspaper**

A lesson plan on creating a newspaper will give students a very basic understanding of news writing. This lesson could be used in upper elementary classrooms, middle school classrooms, and in lower level high school classrooms.

### **Access to Computers & Digital Cameras**

Students will need access to computers. For this lesson, the steps will ask students to type their articles on Microsoft Word and then complete the layout on Microsoft Word.

There are many other software programs that students can use. Some are more complicated than others. Teachers will need to see what is available in their school and will need to become comfortable using the programs.

In addition, photos always add interest. Teachers may want to gain access to a couple of digital cameras as well.

### **Learning the Parts of a Newspaper**

Before students can make a newspaper, they need to know what goes into a newspaper. One easy way to teach this is to complete a newspaper scavenger hunt. The newspaper scavenger hunt shows the basics of a news article. However, there are many types of articles within a newspaper:

- **News stories:** This type usually answers the who, what, where, when, and why and gives important information to the reader. The reporter sticks to the facts in the article. Opinion is only offered in quotes from people interviewed. The articles tend to be about news that is current or fast-breaking. News stories can usually be broken into four types: international, national, state, and local.

- **Editorials:** This type is very different from a news article. Generally, these articles are strictly an opinion about topics of importance to the readers. They are written to persuade the reader.

- **Feature stories:** This type is a more in-depth article and is generally written for entertainment. Usually, the information is not "time sensitive" like in a news story.

- **Sports:** This type gives information about any sport. The articles are written differently than a news story and focus on the statics of the teams or athletes.

- **Classifieds:** These are advertisements. There are classified ads in the back of the newspaper where people try to sell items.

### **Writing Articles for a Class Newspaper**

For a class newspaper, the students need to first decide what is newsworthy to them.

*Step 1:* They need to brainstorm a list of ideas.

*Step 2:* An editor, who will be in charge of organizing the paper, needs to be chosen. In addition, students who are savvy with the computer need to be chosen to do the layout of the newspaper. Next, reporters need to choose story ideas.

The editor and layout people need to decide what the newspaper should look like. For instance, how many columns, what size of paper, how many photos per page, and so forth will be included. *Note: It is best to use the size for regular copy paper so that you can make copies for everyone.*

*Step 3:* Reporters need to write a story. First, they need to write questions to find out more about the topic. Next, they need to interview a few people. Last, they need to write the stories.

*Step 4:* Students need to type their stories on Microsoft Word. The editor and/or teacher should edit them. Reporters should save their stories electronically.

*Step 5:* All of the articles need to be downloaded to one computer. The editor and layout people need to place the articles in Microsoft Word. There are templates available for newsletters that teachers may like to use.

If photos are used, students need to download all the photos to the same computer.

*Step 6:* Make copies and share.

The lesson plan on creating a newspaper is a great way to teach news writing and to use technology in the classroom.

## **LESSON 48. HEALTH AND TECHNOLOGY. PLASTIC SURGERY.**

### **I. HUMAN BODY**

**List as many words as you can about parts of body using the picture**

### **II. AT THE DOCTORS**

*Listen to the dialogues and write down complaints of patients and treatments.*

#### **Glossary:**

**1. emergency room (n)** - the place where the serious accident victims are taken. e.g.: *Doctors are examining Mary in the emergency room. She fell after bicycle.*

**2. sting (v)** - mild, not strong pain

e.g.: *Your face will sting if you use that after shave.*

**3. stitch (n)** - the passing of a needle and thread in and out

e.g.: *The doctor sewed a couple of stitches in Mary's leg.*

**4. hurt (v)** - cause or feel injury or pain. e.g.: *Nodira hurt her back when she fell.*

**Note:** *hurt is more common to describe real pain.*

e.g.: *She hurt her foot when she jumped off the bus and fell over (injured).*

*I hit my leg against the table and it really hurts (gives me terrible pain).*

**5. ache (n)** - pain

We often use ache with the following: *I've got tooth ache , a stomach - ache , backache, earache and headache.*

**For other parts of the body we use "pain"** e.g.: *My sister complained that she had a terrible pain in her chest.*

**6. sore (adj.)** - painful, hurting when touched or used:

e.g.: *My arm is very sore, doctor, please, give me a remedy.*

**7. stiff (adj.)** - not easily bent

e.g.: *My uncle is in the hospital, he has a stiff back.*

### Exercise 1

Fill in the gaps with suitable words from the Vocabulary and Vocab box of this unit.

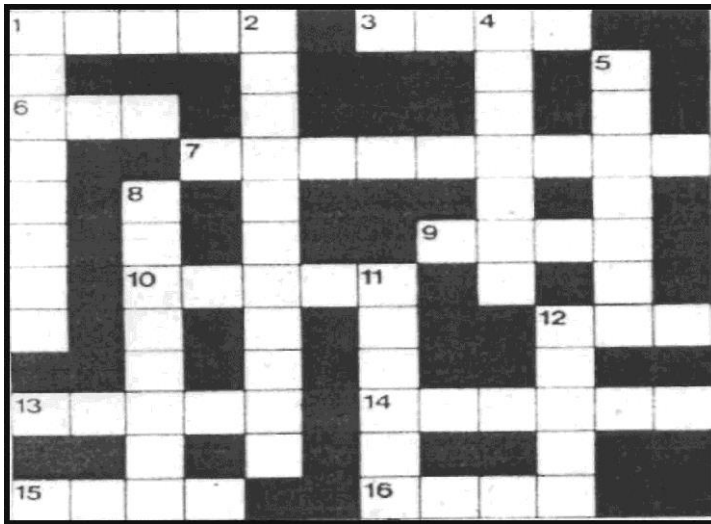
1. I hurt \_\_\_\_\_ when I fell off that chair.
2. He died of \_\_\_\_\_ ; yes it's a very serious illness.
3. I hit my leg in the desk when I was fixing the lamp and it really \_\_\_\_\_ .
4. I went to the doctor yesterday and she gave me some advice and wrote a \_\_\_\_\_ .
5. She ate rotten meat and now she's got a \_\_\_\_\_ .
6. My brother has a \_\_\_\_\_ leg after the accident.
7. Mother, I must go to the doctor. Something is wrong with my ear. I have terrible \_\_\_\_\_ .
8. The main symptoms of flu are \_\_\_\_\_ and \_\_\_\_\_ .
9. Lola explained to the doctor that she had sharp \_\_\_\_\_ in her \_\_\_\_\_ .
10. When I cut my finger, it was very \_\_\_\_\_ .

### Exercise 2

Can you list eight things which might be found in a first aid kit?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### IV. MEDICAL CROSSWORD



### Down

1. «... cough» is very dangerous for young babies.
2. You take someone's temperature with a...
4. «She was badly cut in the accident. Now her face is...»
5. «...is sometimes called «German measles.»
8. His temperature's high. He feels very hot and...»
11. «Open your mouth and stick out your...»
12. Your... can get hurt if you use them to break a fall (rhymes with 14 across)

### Across

1. ...connects the hand to the arm
3. «You've got a ... It might be measles.»
6. She left the hospital when the baby was six days....
7. «I m going to..... a painkiller for you.»
9. «I stepped on a nail. It went into my ...»
10. You...if you get food poisoning.
- 102
12. One way to avoid getting the flu is to wear a... on your head.
13. Another word for your backbone is...
14. The... in your neck swell up when you get the mumps.
15. A dull persistent pain is called an...
16. «Look up, I'm going to shine this light in your...

## LESSON 49. HEALTHY FOOD – PROBLEMS AND SOLUTIONS.

### GLORIOUS FOOD

#### I. EATING OUT

The Blue Mill

133 West River St.. 730-8375 All major credit cards.

Closed Monday.

Reservations recommended.

This three-month-old restaurant has attracted attention because it is a restored, one hundred fifty-year-old mill. The decor is charming and warm in an Early American, country style. Although the tables and chairs are modern reproductions, there are enough authentic antique pieces all the entrance and on the walls to avoid the fake Disneyland look of some restorations.

The menu is also very American, though it is a bit too traditional for my taste. The menu also is very extensive, which always worries me because a large menu often means a large freezer. Although my dinner companions and I chose something from the regular menu, we usually choose one of the day's specials.

The most delicious main course we tried was the country stew which consisted of potatoes, carrots, peas, mushrooms, very tender beef, and - surprise! - some smoked pork sausage. Because top quality beef was used, it was unusually good. Among other well-prepared main courses was the fried chicken because it wasn't cooked before and then re-heated. It was fresh and crisp.

The vegetables that came with the main courses were fresh but overcooked. The only exception was the string beans which were green and crisp.

Because the main courses are so large, there is really no need for an appetizer or soup. But for big eaters, I can recommend the mixed salad. The clam chowder was tasty because it was homemade, but it had no special distinction. The oysters on the halfshell were nicely served on a bed of ice, although I would prefer to have a better sauce for them.

If you can still eat dessert after all this plus rather good homemade bread and creamery butter, try the apple pie. The apples were juicy and firm and the pastry was light.

It's hard to judge the service at this friendly restaurant. Because it was so crowded when I went, usually at 8 o'clock, service was slow. The reservation system doesn't always work. On one occasion, someone took our reservation for dinner but didn't have it when we arrived. This kind of thing can damage a restaurant's reputation, although its food may be good.<sup>49</sup>

## **Glossary:**

### **1. Main course (n)**

In Britain you often have 3 courses:

A starter (e. g.: soup)

A main course (e. g.: steak or chicken)

Dessert (e. g.: strawberries or ice-cream)

---

<sup>49</sup>Evans, V., Dooley, J. Enterprise. Full Set. -UK: Digital Publishing, 2009.

2. **Delicious** (*adj*) giving delight, of good taste and good smell.

*E. g.: Delicious cake! Doesn't it smell delicious?*

3. **stew** (n) - cook, be cooked, in water or juice slowly in a closed dish, pan - it is a kind of food.

*E. g.: Yesterday we had great trouble in making stew, but it was delicious!*

Take other ways of cooking food.

a) **boil**: in water, e. g. carrots

b) **fry**: in oil or butter above the heat. E.g. sausage

c) **grill**: under the heat, e. g. toast or meat

d) **roast**: in the oven using oil, e.g. meat

e) **bake**: in the oven without oil, e.g. cakes

f) **smoke**: to dry in smoke, e.g. smoked sausage

4. **pork** (n) - flesh of a pig (usually fresh, not salted) used as food.

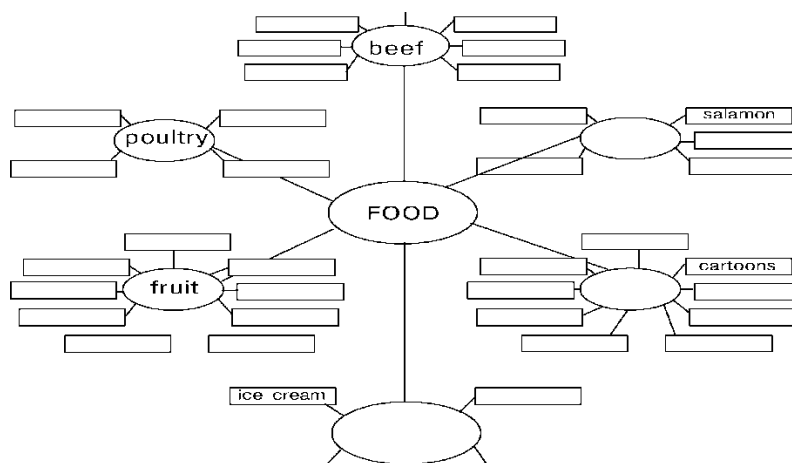
Synonyms: bacon, ham...

*E. g.: I like roast pork, what about you?*

Note: there are other kind of a meat: Animal meat: cow-beef; calf (young cow)-veal; lamb (young sheep)-lamb; sheep-mutton. 5. Vegetarian: E.g.: person who doesn't eat meat is vegetarian.

### Exercise 1

Fill in the blanks with suitable words, for example – soft, alcoholic etc.



### Exercise 2

Put these words in the right place.

*Vegetables:*

*Fruit:*

*Meat:*



Tomato, pine apple, mushrooms, peach, orange, pork, grapes, potato, peas, lobster, cabbage, carrot, beef, mutton, onion, veal lamb,lemon, apple, cherry,strawberry.

### Exercise 3

Using your new Vocabulary complete the sentences.

1. In my country we don't eat \_\_\_\_\_ .
2. We cook \_\_\_\_\_ instead of \_\_\_\_\_ sometimes, because \_\_\_\_\_ is/are more expensive than \_\_\_\_\_ .
3. My favorite food is \_\_\_\_\_ because it is made of the \_\_\_\_\_ . I like best, such as \_\_\_\_\_ .
4. I usually include some \_\_\_\_\_ when I prepare Aliver salad.
5. In our country we don't grow \_\_\_\_\_ .
6. When I went to the restaurant yesterday the \_\_\_\_\_ brought me some \_\_\_\_\_ for main course.
7. The \_\_\_\_\_ was very experienced, which was clear from his variety of dishes.

### INVITING TO THE DINNER

Draw up a short menu of dishes typical of your country. Then with a partner, practice, a dialogue where you:

1. invite a visitor to lunch
2. recommend (and explain) something on the menu
3. invite him/her to dinner that evening (in a good restaurant in town)
4. offer transport for the evening.

Take it in turns to play the two different roles. When you are satisfied with your dialogue, record and play it back reviewing the language you have practiced in this unit.

### EATING AT THE BLUE MILL

Listen to the dialogue and fill in the gaps.

Waiter: Are you ready to order?

Woman: Um, what's Pascal's \_\_\_\_\_ exactly?

Waiter: Well, it's \_\_\_\_\_ with spinach in cheese sauce.

Woman: \_\_\_\_\_ I see. Right. Well, for a starter I'd like the \_\_\_\_\_ . And then the \_\_\_\_\_ , please, with a green \_\_\_\_\_ .

Man: And I'd like the \_\_\_\_\_ and some \_\_\_\_\_ , please.

Waiter: And what would you like to \_\_\_\_\_ ?

Man: We'd like the house \_\_\_\_\_ .

Waiter: Red or \_\_\_\_\_ ?

Man: Red, please.  
 Waiter: Would like a \_\_\_\_\_ ?  
 Man: Um, no, thank you.  
 Woman: Yes, please. I'd like fresh \_\_\_\_\_ .  
 Waiter: Certainly. Anything else? Coffee?  
 Woman: Yes, please. Two coffees.  
 Man: Excuse me. Can we have the \_\_\_\_\_ ?  
 Waiter: Yes, just a moment.  
 Man: Do you take Visa?  
 Waiter: Yes, we do.

## LESSON 50. SCIENTIFIC CONFERENCE. PLASTIC SURGERY.

### Plastic Surgery For Pets Increasing (19th August, 2011)

A British pet insurance company has said plastic surgery for pets is increasing. The insurer, Petplan, reported a 25 per cent increase in spending on cosmetic surgery for cats and dogs. In 2010, the company paid almost \$2.5 million for nose operations for dogs and over \$1.6 million for eyelid lifts. Petplan managers say the rise in cosmetic surgery means animals can live “healthier and more active lives”. Many operations are for medical reasons. Some dogs have nose jobs to help fix breathing problems.

#### Advertisements

The trend for cosmetic surgery on pets started in the USA. Pet owners there can pay for many different operations for their pets. Dogs can even get braces to straighten their teeth. One of the most common operations is eyelid lifts. These are for bulldogs, bloodhounds and other dogs whose eyelids can drop over their eyes. The operation helps the dog see better. The cost of medical insurance for pets is not cheap. Dog lovers must pay an average of \$560 a year, while cat owners have to pay just over \$250.<sup>50</sup>

#### PHRASE MATCH

Match the following phrases from the article.

##### Paragraph 1

pet insurance	in spending
a 25 per cent increase	active lives
nose operations	breathing problems
healthier and more	for dogs

<sup>50</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.

Many operations are for medical	company
help fix	reasons
<b>Paragraph 2</b>	
The trend for	their teeth
get braces to straighten	owners
One of the most	of \$560 a year
eyelids can drop	cosmetic surgery
Dog lovers must pay an average	over their eyes
cat	common operations

### LISTENING GAP FILL

A British pet insurance company \_\_\_\_\_ surgery for pets is increasing. The insurer, Petplan, reported a 25 per cent \_\_\_\_\_ on cosmetic surgery for cats and dogs. In 2010, the company \_\_\_\_\_ million for nose operations for dogs and over \$1.6 million for eyelid lifts. Petplan managers \_\_\_\_\_ cosmetic surgery means animals can live "healthier and more active lives". Many operations are \_\_\_\_\_. Some dogs have nose jobs to \_\_\_\_\_ problems.

The trend for cosmetic surgery on \_\_\_\_\_ USA. Pet owners there can pay for many different operations for their pets. Dogs \_\_\_\_\_ to straighten their teeth. One \_\_\_\_\_ operations is eyelid lifts. These are for bulldogs, bloodhounds and \_\_\_\_\_ eyelids can drop over their eyes. The operation helps \_\_\_\_\_. The cost of medical insurance for pets is not cheap. \_\_\_\_\_ an average of \$560 a year, while cat owners have to pay just over \$250.

### MULTIPLE CHOICE

A British pet insurance (1) \_\_\_\_\_ has said plastic surgery for pets is increasing. The insurer, Petplan, reported a 25 per cent increase (2) \_\_\_\_\_ spending on cosmetic surgery for cats and dogs. In 2010, the company (3) \_\_\_\_\_ almost \$2.5 million for nose operations for dogs and over \$1.6 million for eyelid (4) \_\_\_\_\_. Petplan

managers say the rise in cosmetic surgery means animals can live “(5) \_\_\_\_\_ and more active lives”. Many operations are for medical reasons. Some dogs have nose jobs to help (6) \_\_\_\_\_ breathing problems.

The trend (7) \_\_\_\_\_ cosmetic surgery on pets started in the USA. Pet owners (8) \_\_\_\_\_ can pay for many different operations for their pets. Dogs can even get braces to (9) \_\_\_\_\_ their teeth. One of the most common operations is eyelid lifts. (10) \_\_\_\_\_ are for bulldogs, bloodhounds and other dogs whose eyelids can drop over their eyes. The operation helps the dog see better. The cost (11) \_\_\_\_\_ medical insurance for pets is not cheap. Dog (12) \_\_\_\_\_ must pay an average of \$560 a year, while cat owners have to pay just over \$250.

**Put the correct words from this table into the article.**

- |     |               |                |                  |
|-----|---------------|----------------|------------------|
| 1.  | (a) companies | (b) company    | (c) companions   |
| 2.  | (a) in        | (b) at         | (c) by           |
| 3.  | (a) sold      | (b) bought     | (c) paid         |
| 4.  | (a) highs     | (b) lifts      | (c) up           |
| 5.  | (a) healthier | (b) health     | (c) healthily    |
| 6.  | (a) mix       | (b) six        | (c) fix          |
| 7.  | (a) for       | (b) at         | (c) so           |
| 8.  | (a) their     | (b) there      | (c) they're      |
| 9.  | (a) straight  | (b) straighten | (c) straightened |
| 10. | (a) These     | (b) Them       | (c) They         |
| 11. | (a) on        | (b) at         | (c) of           |
| 12. | (a) loves     | (b) lovely     | (c) lovers       |

**SPELLING**

**Spell the jumbled words (from the text) correctly.**

**Paragraph 1**

- 1 insurance acpoynm
- 2 a 25 per cent ceesarni
- 3 ienspdgn on cosmetic surgery
- 4 over \$1.6 inmllio
- 5 healthier and more eacivt lives
- 6 fix hagrtbin problems

**Paragraph 2**

- 7 The ntdre for cosmetic surgery
- 8 many feriendft operations
- 9 titerasghn their teeth
- 1 the most nmomoc
- 0. 1 Dog vroles
- 1. 1 cat osnrwe
- 2.

**PUT THE TEXT BACK TOGETHER**

**Number these lines in the correct order.**

- ( ) for cats and dogs. In 2010, the company paid almost \$2.5 million for nose operations for dogs and over \$1.6
- ( ) “healthier and more active lives”. Many operations are for medical
- ( ) increasing. The insurer, Petplan, reported a 25 per cent increase in spending on cosmetic surgery
- ( ) for many different operations for their pets. Dogs can even get braces to straighten
- ( ) The trend for cosmetic surgery on pets started in the USA. Pet owners there can pay
- ( ) million for eyelid lifts. Petplan managers say the rise in cosmetic surgery means animals can live
- ( **I** ) A British pet insurance company has said plastic surgery for pets is
- ( ) reasons. Some dogs have nose jobs to help fix breathing problems.
- ( ) better. The cost of medical insurance for pets is not cheap. Dog lovers must pay an average of \$560 a year, while cat owners have to pay just over \$250.
- ( ) their teeth. One of the most common operations is eyelid lifts. These are for bulldogs, bloodhounds and other
- ( ) dogs whose eyelids can drop over their eyes. The operation helps the dog see

**WORD JUMBLE**

**With a partner, put the words back into the correct order.**

	on % spending surgery 25 in cosmetic A increase.
	Almost nose \$2.5 operations million for.

.	
.	lives healthier and Animals more can active live.
.	are medical operations for reasons Many.
.	help to jobs Nose problems breathing fix.
.	on surgery cosmetic for trend The pets.
.	straighten teeth Get to their braces.
.	see dog the helps operation The better.
.	average 560 lovers an \$ Dog pay of must.
0.	over have just 250 owners pay \$ Cat to.

**DISCUSSION (Write your own questions)**

**STUDENT A's QUESTIONS (Do not show these to student B)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

-----  
**STUDENT B's QUESTIONS (Do not show these to student A)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**WRITING**

**Write about plastic surgery for 10 minutes. Show your partner your paper. Correct each other's work.**

**LESSON 51. SCIENTIFIC CONFERENCE. HEALTHY FOOD.**

**A DAY IN THE DIET OF... Match the people with the menu.**

Rone, retired, age: 73 Melanie, a nurse, age: 21 Lee, a student, age: 20 Helen,  
a model, age: 28 Terry, a farmer, age: 50

**Morning**

2 cups of tea with sugar 4 slices of toast

**Afternoon**

1 cup of tea with sugar 1 sandwich

**Evening**

1 hamburger with chips

2 chocolate bars 2 cans of cola

2 cups of coffee

1 packet of crisps

1 cup of tea with sugar

**Morning**

2 cups of tea

1 cup of coffee 1 glass of grape juice

2 slices of bacon with beans on toast

**Afternoon**

1 meat pie

1 egg salad sandwich

1 pear

1 glass of orange squash

2 cups of tea a slice of cake

**Evening**

5 slices of meat

some potatoes green beans some grapes 2 pints of beer

**Morning**

3 glasses of mineral water

1 glass of carrot juice

1 glass of apple juice

1 banana

1 peach

half a cup of white coffee

1 thin slice of brown bread

1 piece of white fish some brown rice and cabbage 1 tomato

1 small packet of nuts 12 olives no

**Morning**

1 large cup of white coffee with a little honey

2 small slices of toast with margarine and honey

1 large cup of tea with sugar

**Afternoon**

Chips and peas A slice of cake, large cups of tea

### **Evening**

and cabbage

4 slices of brown bread with margarine

some milk pudding

2 small apple pies

1 large cup of coffee

### **Morning**

1 cup of coffee with milk

2 slices of brown bread with margarine and marmalade

### **Afternoon**

A jacket potato with margarine

A large salad of lettuce, cucumber, spring onion

Some apple pie and custard

1 glass of water

10 pieces of chocolate

2 biscuits

### **Evening**

1 glass of orange juice 1 piece of fried fish

1 small tomato omelette

2 slices of white bread with margarine 1 large cup of coffee

1 chocolate biscuit

2 glasses of wine

**A doctor made the following comments. Match each comment to one of the people above.**

- a. There is a lot of fat in meat. You should replace it with fish sometimes.
- b. You hardly eat any fruit or meat.
- c. You eat a lot of sweets but not much fruit. Try some fruit for dessert.
- d. Change your diet now! Eat some fruit and vegetables and eat less sugar!
- e. You need some dairy products in your diet.

### **YOU AND YOUR HEALTH**

A) Read this questionnaire. Use the verbs in the Word Box and fill in the gaps. Then write one more possible question for each problem.

Do go (5) close take (4) eat (2) Lie (2) phone smoke drink

Do you look after yourself?

1. You have got a headache. Do you
  - a)...do... nothing?
  - b)... an aspirin?
  - c) ...to bed immediately?
  - d).....?
2. You have got a sore throat.



- Do you a).....to the doctor's immediately?  
 b)...the windows and turn up the heating? c)...to bed immediately? d).....?
3. You have got a cold and a cough. Do you a)...some cough medicine?  
 b)....a lot of vitamin C tablets?  
 c)...out and give your cold to everybody?  
 d).....?
4. You have got a stomachache. Do you a)...for an ambulance?  
 b)...down on the floor and relax? c)...a big meal? d) ..... ?
5. You have got a toothache. Do you a)...a bottle of whisky?  
 b)...to the dentist? c)...a bar of chocolate? d) ..... ?
6. You have got a temperature.  
 Do you a)...in a bath of cold water for two hours? b)...two aspirins?  
 c)...dancing in a crowded nightclub? d) ..... ?
- B) A life insurance

### CASE STUDY:

**Rosemary Trabulsi wants to take out a life insurance policy. The insurance company has sent her to see a doctor for a physical examination. This is the part of the form that has to be filled out. Fill in the form with your partner:**

#### CONTINENTAL MUTUAL BENEFICIAL INSURANCE CO

Name.....  
 Marital status.....  
 Date of birth.....  
 Measurements  
 Height.....  
 Weight.....  
 Blood pressure.....  
 Occupation.....  
 .....  
 Address.....  
 Pulse rate..... Waist.....  
 Chest (a) normal.... Hips.....  
 (b) expanded..... Eyesight.....  
 Medical history (Please give approximate dates where possible)  
 Measles .....  
 Mumps .....  
 Rubella German measles).....  
 Chicken- pox.....  
 Whooping cough.....

Other serious illness  
(give details bellow).....  
Injuries or problems  
Arms, hands.....  
Back.....  
Legs, knees.....

**LESSON 52. EDUCATION. DISCUSSING WORLD’S BEST 10 UNIVERSITIES.**

**Text. Top 10 Universities**

As a student I know most of the students would prefer to go to the best educational institute to achieve their goals. So I’ve compiled a list of top 10 best universities in the world. By making this list I was surprised that all the ten best universities I have listed are situated in the United States of America and the United Kingdom. Have a look at the Top 10 Best Universities in the World. If you think a name of a university is missing feel free to write it’s name in the comments.

**10. California Institute of Technology (Caltech)**

***United States of America***



Caltech is a small four-year, highly residential research university with a slight majority in graduate programs. The Institute has been accredited by the Western Association of Schools and Colleges since 1949. Caltech is on the quarter system: the fall term starts in late September and ends before Christmas, the second term starts after New Years Day and ends in mid-March, and the third term starts in late March or early April and ends in early June.

In 2012, the Center for World University Rankings ranked Caltech fifth in the world and fourth nationally in its CWUR World University Rankings.

Caltech was ranked 1st internationally in 2011 and 2012 by the *Times Higher Education World University Rankings*. Caltech was ranked as the best university in the world in two categories: Engineering & Technology and Physical Sciences. It was also found to have the highest faculty citation rate in the world.

## 9. Princeton University

*United States of America*



From 2001 to 2012, Princeton University was ranked either first or second among national universities by *U.S. News & World Report* (USNWR), holding the No. 1 spot for 10 of those 12 years. After being at second place in 2008-9, Princeton returned to the number one spot in 2010, tying with Harvard University. It has been ranked sixth among world universities by Shanghai Jiao Tong University. In the 2012 Times Higher Education World University Rankings Princeton was ranked 6th in the world. In the 2012 *QS World University Rankings* it was ranked 9th overall in the world, making it 5th among US universities. Its three highest subject rankings were: 7th in Arts & Humanities, 8th in Natural Sciences, and 12th in Social Sciences. In THE's 2012-2013 World University Ranking of Universities, Princeton placed 2nd above MIT and behind Caltech in Engineering and Technology.

In the "America's Best Colleges" rankings by *Forbes* in 2012, Princeton University was ranked first among all national colleges and universities. The *Forbes* ranking also takes into consideration national awards won by students and faculty, as well as number of alumni in the 2008 "Who's Who in America" register.

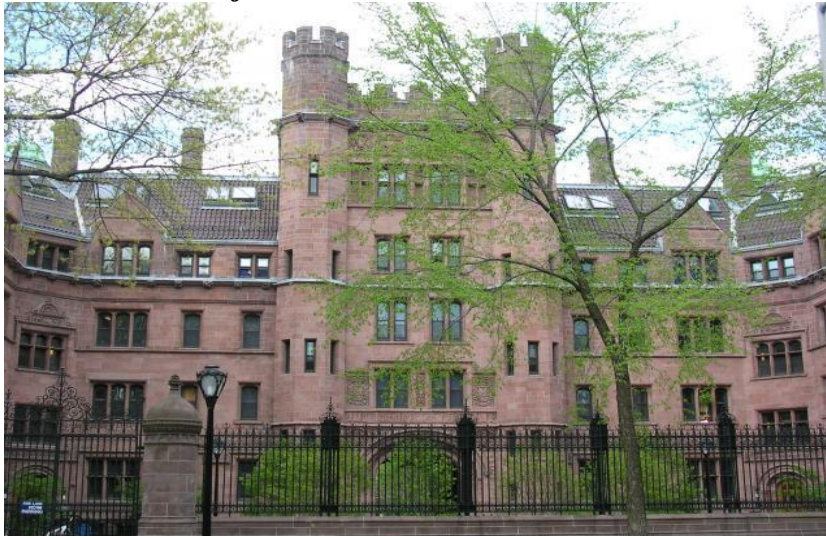
## **8. University of Chicago** *United States of America*



One of the world's premier academic and research institutions, the University of Chicago has driven new ways of thinking since our 1890 founding. Today, University of Chicago is an intellectual destination that draws inspired scholars to their Hyde Park and international campuses, keeping University of Chicago at the nexus of ideas that challenge and change the world.

The academic bodies of the University of Chicago consist of the College, four divisions of graduate research, six professional schools, and the Graham School of Continuing Liberal and Professional Studies (a continuing education school). The University also contains a library system, the University of Chicago Press, the University of Chicago Laboratory Schools, and the University of Chicago Medical Center, and holds ties with a number of independent academic institutions, including Fermilab and Argonne National Laboratory. The University is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools.

## **7. Yale University** *United States of America*



**Yale University** is an American private Ivy League research university located in New Haven, Connecticut. Founded in 1701 in the Colony of Connecticut, the university is the third-oldest institution of higher education in the United States.

The *U.S. News & World Report* ranked Yale third among national universities in 2012, as it has for each of the past fifteen years, in every case behind, in either order or tied, Princeton and Harvard. It was ranked fourth in the 2011 QS World University Rankings and tenth in the 2010 Times Higher Education World University Rankings.

## **6. Imperial Collage London** *United Kingdom*



Imperial College is consistently ranked one of the top universities in the world. Most rankings place it in the top 10 globally. In the 2010 *Academic Ranking of World Universities*, Imperial is ranked 24th overall in the world (and 5th in Europe). In the subject tables it is ranked 23rd in the world (and 5th in Europe) for

clinical medicine and pharmacy, 30th in the world (and 3rd in Europe) for engineering/technology and computer sciences, 24th in the world (and 5th in Europe) for natural sciences and mathematics and 14th in the world (and 2nd in Europe) for physics. In the 2010 *QS World University Rankings*, Imperial is ranked 7th overall in the world (and 4th in Europe). In the subject tables it is ranked 6th in the world (and 2nd in Europe) for engineering and technology, 11th in the world (and 3rd in Europe) for life sciences and medicine and 11th in the world (and 4th in Europe) for natural sciences.

In the 2011 *Times Higher Education World University Rankings*, Imperial is ranked 8th overall in the world (and 3rd in Europe). In the subject tables it is ranked 3rd in the world (and 2nd in Europe) for clinical, pre-clinical and health, 9th in the world (and 4th in Europe) for engineering and technology, 9th in the world (and 3rd in Europe) for life sciences and 13th in the world (and 4th in Europe) for physical sciences.

## **5. University of Oxford**

### ***United Kingdom***



In the subject tables of the *Times Good University Guide* 2008, Oxford is ranked as the top university in the UK with Cambridge as the second. Oxford is ranked first in Politics, Physiological Sciences, English, Fine Art, Business Studies, Middle Eastern and African Studies, Music, Philosophy, and also Education and Linguistics which it shares first with Cambridge. Oxford comes second after Cambridge in a further seventeen subjects. The University then takes three third-places and an equal-third, as well as a fourth, fifth, and equal-sixth place in one subject each.

In *The Guardian's* subject tables for institutions in tariff-band 6 (universities whose prospective students are expected to score 400 or more tariff points) Oxford took first place for Anatomy and Physiology, Anthropology, Biosciences, Medicine, Business and Management Studies, Earth and Marine Sciences, Economics, English, Law, Materials and Mineral Engineering, Modern Languages, Music, Politics, Psychology, and Sociology. Oxford came second to Cambridge in

Geography, Archaeology, Classics, History, History of Art, Mathematics, Philosophy, Theology and Religious Studies. Oxford came second in General Engineering, and third in Fine Art, General Engineering and Physics; fourth place in Chemistry; second place in Computer Science and IT.

#### **4. UCL (University Collage London)**

*United Kingdom*



UCL is consistently ranked as one of the world's leading universities. In the 2012 *Academic Ranking of World Universities*, UCL is ranked 21st in the world (and 3rd in Europe). In the subject tables it is ranked 15th in the world (and 3rd in Europe) for Clinical Medicine & Pharmacy, joint 101st-150th in the world (and joint 21st in Europe) for Engineering, Technology and Computer Sciences, 24th in the world (and 4th in Europe) for Life & Agricultural Sciences, joint 51st to 75th in the world (and joint 11th in Europe) for Natural Sciences and Mathematics and joint 48th in the world (and 5th in Europe) for Social Sciences.

#### **3. Harvard University**

*United States of America*



Internationally, Harvard ranks third, behind MIT and University of Cambridge, in both the QS World University Rankings and the annual World's Best Universities by U.S. News & World Report in 2012.

This university is ranked 4th in the Times Higher Education World University Rankings.

However, when the QS World University Rankings and Times Higher Education World University Rankings were published in partnership as the Times Higher Education-QS World University Rankings, Harvard was ranked first between 2004 and 2009.

Harvard is ranked first by the Academic Ranking of World Universities (ARWU), a position it has held since the first ARWU rankings were released in 2003.

## **2. University of Cambridge** *United Kingdom*



*Fact: Sir Isaac Newton was a student of the University of Cambridge*

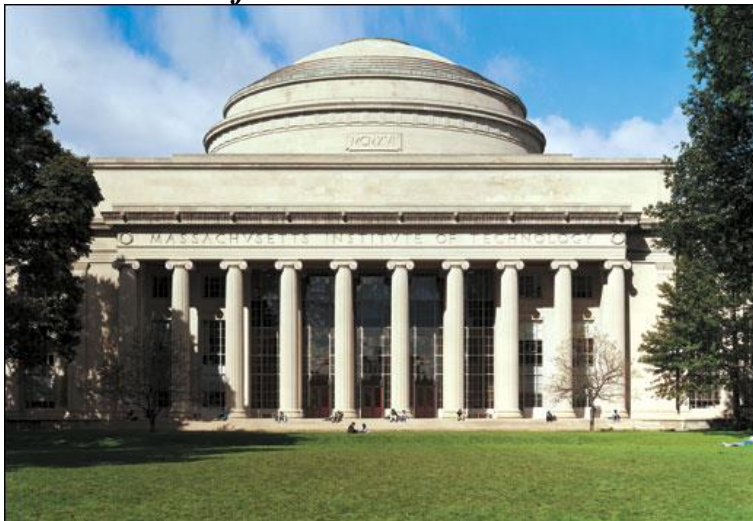
In the last two British Government Research Assessment Exercise in 2001 and 2008 respectively, Cambridge was ranked first in the country. In 2005, it was reported that Cambridge produces more PhDs per year than any other British university (over 30% more than second placed Oxford). In 2006, a Thomson Scientific study showed that Cambridge has the highest research paper output of any British university, and is also the top research producer (as assessed by total paper citation count) in 10 out of 21 major British research fields analysed. Another study published the same year by Evidence showed that Cambridge won a larger proportion (6.6%) of total British research grants and contracts than any other university (coming first in three out of four broad discipline fields).

The university is also closely linked with the development of the high-tech business cluster in and around Cambridge, which forms the area known as Silicon Fen or sometimes the “Cambridge Phenomenon”. In 2004, it was reported that Silicon Fen was the second largest venture capital market in the world, after Silicon Valley. Estimates reported in February 2006 suggest that there



were about 250 active startup companies directly linked with the university, worth around US\$6 billion.

## **1. Massachusetts Institute of Technology (MIT)** *United States of America*



MIT is the best university in the world. It was ranked second in the World Reputation Rankings, a new ranking from United Kingdom *Times Higher Education* that is based exclusively on worldwide universities' standing among academics across the world.

The top 100 reputation list is a subsidiary of the prestigious annual *Times Higher Education* World University Rankings, which is published each fall (MIT placed third on that list last year). The new ranking looks at institutional reputations for world-class performance in teaching and research.

### **Breaking News:**

Harvard University has lost its top spot in the ranking of world universities for the first time in eight years. It was knocked off its perch by Caltech (the California Institute of Technology). Another California college, Stanford University, tied with Harvard for second spot. The annual, global list of the planet's top educational institutions is compiled by London's Times Higher Education and the Thomson Reuters Corp. Universities from the U.S.A. and U.K. dominated the list, with 75 American schools in the top 200. Seven of the top 10 colleges were in the U.S. and the rest were in Britain. Oxford University climbed two places in the rankings to fourth; Princeton University came fifth and the University of Cambridge was sixth.

Phil Baty, editor of the rankings, explained that Caltech leapfrogged Harvard because it had found greater funding for its research. He said: "The difference

between Harvard and Caltech last year was minuscule. What’s happened this year is Caltech has seen a significant increase in its research income. A 16 percent increase. It’s quite significant in tipping the balance over in its favor.” Dr. Jean-Lou Chameau, president of Caltech, said: “Caltech is fortunate to have steadfast donors and partners whose support gives [the university] the ability to invest in new ideas long before they would be eligible for public funding opportunities.” Baty said private universities in America like Caltech are becoming more successful in raising funds.

## WARM-UPS

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

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

*top spot / universities / tied / institutions / dominated / rankings / global list / leapfrogged / funding / research / significant / donors / partners / support / ideas*

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

**3. THE TOP SPOT:** Who gets it for the things in the table? Share what you wrote with your partner(s). Change partners and share again.

	Who / What?	Why?
Country		
Sport		
Company		
Person		
Charity		
Dessert		

**4. US UNIS:** Students A **strongly** believe the best universities in the world will always be in the USA; Students B **strongly** believe not. Change partners again and talk about your conversations.

**5. STUDY:** What’s the best thing to study at university? Rank these and share your rankings with your partner. Put the best at the top. Change partners and share your rankings again.

- English
- IT

- event management
- accountancy

- medicine
- history

- engineering
- astrophysics

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

### BEFORE READING / LISTENING

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

- |   |       |
|---|-------|
| a. Harvard University has dropped out of the top ten universities.        | T / F |
| b. A technology college from California is now the world's top uni.       | T / F |
| c. Stanford and Harvard universities share the same spot on the rankings. | T / F |
| d. Cambridge and Oxford universities are both in the top five.            | T / F |
| e. Caltech got the top spot because it found more funds for research.     | T / F |
| f. There was a huge difference between Harvard and Caltech last year.     | T / F |
| g. Caltech can invest in new ideas before public universities can.        | T / F |
| h. Private universities in the U.S. are facing problems getting funding.  | T / F |

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

- |                  |                |
|------------------|----------------|
| 1. spot          | a. lucky       |
| 2. tied          | b. the others  |
| 3. annual        | c. more        |
| 4. the rest      | d. drew        |
| 5. climbed       | e. jumped over |
| 6. leapfrogged   | f. place       |
| 7. greater       | g. chances     |
| 8. fortunate     | h. money       |
| 9. opportunities | i. yearly      |
| 10. funds        | j. rose        |

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

- |                           |                           |
|---------------------------|---------------------------|
| 1. lost its top spot      | a. Harvard                |
| 2. It was knocked off its | b. second spot            |
| 3. tied with Harvard for  | c. places in the rankings |
| 4. dominated the          | d. list                   |
| 5. climbed two            | e. over in its favor      |
| 6. Caltech leapfrogged    | f. in the ranking         |
| 7. a significant increase | g. new ideas              |
| 8. tipping the balance    | h. perch by Caltech       |

9. steadfast  
10. invest in

- i. in its research income  
j. donors

### WHILE READING / LISTENING

**GAP FILL:** Put the words into the gaps in the text.

Harvard University has lost its top (1) \_\_\_\_\_ in the ranking of world universities for the first time in eight years. It was (2) \_\_\_\_\_ off its perch by Caltech (the California Institute of Technology). Another California college, Stanford University, (3) \_\_\_\_\_ with Harvard for second spot. The (4) \_\_\_\_\_, global list of the planet's top educational institutions is (5) \_\_\_\_\_ by London's Times Higher Education and the Thomson Reuters Corp. Universities from the U.S.A. and U.K. (6) \_\_\_\_\_ the list, with 75 American schools in the top 200. Seven of the top 10 colleges were in the U.S. and the (7) \_\_\_\_\_ were in Britain. Oxford University (8) \_\_\_\_\_ two places in the rankings to fourth; Princeton University came fifth and the University of Cambridge was sixth.

*compiled*  
*climbed*  
*knocked*  
*annual*  
*tied*  
*dominated*  
*spot*  
*rest*

Phil Baty, (9) \_\_\_\_\_ of the rankings, explained that Caltech leapfrogged Harvard because it had found (10) \_\_\_\_\_ funding for its research. He said: "The difference between Harvard and Caltech last year was minuscule. What's happened this year is Caltech has seen a (11) \_\_\_\_\_ increase in its research income. A 16 percent increase. It's quite significant in (12) \_\_\_\_\_ the balance over in its favor." Dr. Jean-Lou Chameau, president of Caltech, said: "Caltech is fortunate to have steadfast (13) \_\_\_\_\_ and partners whose support gives [the university] the (14) \_\_\_\_\_ to invest in new ideas long before they would be (15) \_\_\_\_\_ for public funding opportunities." Baty said private universities in America like Caltech are becoming more successful in (16) funds.

*significant*  
*eligible*  
*greater*  
*donors*  
*editor*  
*raising*  
*tipping*  
*ability*

### LISTENING – Listen and fill in the gaps

Harvard University \_\_\_\_\_ in the ranking of world universities for the first time in eight years. It was \_\_\_\_\_ by Caltech (the California Institute of Technology). Another California college, Stanford University, \_\_\_\_\_ second spot. The annual,

\_\_\_\_\_ top educational institutions is compiled by London's Times Higher Education and the Thomson Reuters Corp. Universities from the U.S.A. and U.K. \_\_\_\_\_, with 75 American schools in the top 200. Seven of the top 10 colleges were in the U.S. and the rest were in Britain. Oxford University \_\_\_\_\_ the rankings to fourth; Princeton University came fifth and the University of Cambridge was sixth.

Phil Baty, \_\_\_\_\_, explained that Caltech leapfrogged Harvard because it had \_\_\_\_\_ for its research. He said: "The difference between Harvard and Caltech last year was minuscule. What's happened this year is Caltech has seen \_\_\_\_\_ in its research income. A 16 percent increase. It's quite significant in tipping the balance over in its favor." Dr. Jean-Lou Chameau, president of Caltech, said: "Caltech is \_\_\_\_\_ steadfast donors and partners whose support gives [the university] the ability to invest in new ideas long before they would \_\_\_\_\_ funding opportunities." Baty said private universities in America like Caltech are \_\_\_\_\_ in raising funds.

### AFTER READING / LISTENING

**1. WORD SEARCH:** Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'top' and 'spot'.

top	spot

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

**2. ARTICLE QUESTIONS:** Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

**3. GAP FILL:** In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

**4. VOCABULARY:** Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

**5. TEST EACH OTHER:** Look at the words below. With your partner, try to recall how they were used in the text:

<ul style="list-style-type: none"> <li>•lost</li> <li>•knocked</li> <li>•annual</li> <li>•75</li> <li>•10</li> <li>•sixth</li> </ul>	<ul style="list-style-type: none"> <li>•found</li> <li>•last</li> <li>•seen</li> <li>•16</li> <li>•gives</li> <li>•private</li> </ul>
--	---

**STUDENT UNIVERSITIES SURVEY**

Write five GOOD questions about universities in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

	STUDENT 1 _____	STUDENT 2 _____	STUDENT 3 _____
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

**UNIVERSITIES DISCUSSION**

STUDENT A's QUESTIONS (Do not show these to student B)

- ) What did you think when you read the headline?
- ) What springs to mind when you hear the word 'university'?
- ) What are the good and bad things about universities?
- ) Do you think universities today are better than those in the past?
- ) How important is it to go to a university?

- ) What do you know about Harvard University and Caltech?
- ) What are the universities like in your country?
- ) Why do you think so many of the top unis are in the U.S.A.?
- ) How might your life improve by getting a degree from a top university?
- ) Is it more difficult to be successful in life without graduating from university?

-----  
**STUDENT B's QUESTIONS** (Do not show these to student A)

- ) Did you like reading this article?
- ) Why is funding for research so important for universities?
- ) In some countries, a university education is free? Do you think it should be free
- ) Which are better, public or private universities?
- ) What would you really love to study at university?
- ) Who gives funds to universities and why?
- ) Do you think all universities will be totally online in the future, with no buildings?
- ) What do you think of Oxford and Cambridge university?
- ) Should all university subjects be practical?
- ) What questions would you like to ask Phil Baty?

**LANGUAGE – MULTIPLE CHOICE**

Harvard University has lost its top spot in the (1) \_\_\_\_ of world universities for the first time in eight years. It was knocked off its (2) \_\_\_\_ by Caltech (the California Institute of Technology). Another California college, Stanford University, (3) \_\_\_\_ with Harvard for second spot. The annual, global list of the planet's top educational institutions is (4) \_\_\_\_ by London's Times Higher Education and the Thomson Reuters Corp. Universities from the U.S.A. and U.K. (5) \_\_\_\_ the list, with 75 American schools in the top 200. Seven of the top 10

colleges were in the U.S. and the rest were in Britain. Oxford University (6) \_\_\_\_\_ two places in the rankings to fourth; Princeton University came fifth and the University of Cambridge was sixth.

Phil Baty, editor of the rankings, explained that Caltech leapfrogged Harvard because it had found greater funding (7) \_\_\_\_\_ its research. He said: "The difference between Harvard and Caltech last year was (8) \_\_\_\_\_. What's happened this year is Caltech has seen a significant increase in its research income. A 16 percent increase. It's (9) \_\_\_\_\_ significant in (10) \_\_\_\_\_ the balance over in its favor." Dr. Jean-Lou Chameau, president of Caltech, said: "Caltech is fortunate to have steadfast donors and partners whose support gives [the university] the ability to invest (11) \_\_\_\_\_ new ideas long before they would be (12) \_\_\_\_\_ for public funding opportunities." Baty said private universities in America like Caltech are becoming more successful in raising funds.

**Put the correct words from the table below in the above article.**

- |     |               |                |                 |                 |
|-----|---------------|----------------|-----------------|-----------------|
| 1.  | (a) reeking   | (b) wrangling  | (c) raking      | (d) ranking     |
| 2.  | (a) rod       | (b) perch      | (c) table       | (d) book        |
| 3.  | (a) tied      | (b) tired      | (c) tread       | (d) tiered      |
| 4.  | (a) complied  | (b) compered   | (c) compiled    | (d) compared    |
| 5.  | (a) dominance | (b) domination | (c) dominated   | (d) domineering |
| 6.  | (a) scaled    | (b) climbed    | (c) upped       | (d) pulled      |
| 7.  | (a) for       | (b) by         | (c) at          | (d) to          |
| 8.  | (a) minis     | (b) minutes    | (c) ministerial | (d) miniscule   |
| 9.  | (a) quit      | (b) quite      | (c) quiet       | (d) quote       |
| 10. | (a) tapping   | (b) topping    | (c) tripping    | (d) tipping     |
| 11. | (a) by        | (b) of         | (c) in          | (d) as          |
| 12. | (a) eligible  | (b) alleged    | (c) allegory    | (d) elitism     |

## **WRITING**

Write about **universities** for 10 minutes. Correct your partner's paper.

### **LESSON 53. DISCUSSING DIFFERENT UNIFORMS OF PUPILS AND STUDENTS FROM DIFFERENT COUNTRIES.**

#### **Uniform in Education**

A school uniform consisting of a blazer, school tie, and dress pants which is worn by boys in many countries, especially English-speaking countries. This uniform evolved in the England during the late 19th century. Blazers were at first sports wear, but in the 1920s began to replace Eton suits and stiff Eton collars and by the 1930s had become the standard uniform at many private schools.



Some of the common elements of traditional British school uniforms include:

**Caps:** Virtually all British schoolboys wore peaked caps through the 1950s. Both state and private schools required them. A great variety of colors, including circles and school crests decorated these caps which flooded British streets with boys going and coming to school. As the fashion of wearing caps and hats wained, school caps began to disappear in the 1960s. By the 1980s only a handful of private schools still required them.

**Blazer:** A great variety of colors and striped blazers were worn by British boys from the 1920s through the 1970s. The cost of the blazers and a trend of simplifying the uniform caused many schools using blazers, primarily preparatory schools, to retire the more expensive striped blazers. Most secondary schools continue to require blazers, but it is usually a basic black one.

**Tie:** British schoolboys wore ties to school. Both state and private schools required them. The ties were usually striped in the school colors. Often prefects or boys who "won their colors" received the honor of wearing distinctive colors. Many elementary schools in the 1980s began allowing boys to wear more casual clothes, including shirts without ties. Almost all secondary schools, however, still require ties.

**Shirt:** The standard school boy shirt after Eton suits disappeared during the 1930s were grey straight collared shirts. For dress occasions a white shirt was substituted. Some elementary schools in recent years have introduced more casual white or blue polo-style shirts.

**Trousers:** Senior boys wore long grey or black trousers. Most elementary boys and some secondary schoolboys (at least in the first two years) wore short grey trousers. A few private schools kept even older boys in shorts. Various materials were used, including flannel, rayon-nylon, and terylene worsted. Some schools adopted cotton corduroy in grey or brown.

**Kilt:** Many Scottish and even a few Irish schools employed the kilt. A few made it required wear. Because of the cost it was at most Scottish schools usually only required on special occasions and Sundays. At some schools, usually private schools, boys were allowed the option of wearing kilts instead of long or short pants.

**Shoes:** Elementary-age boys often wore closed-toe brown "t" strap sandals for normal school wear. Some boys wore reddish-brown or blue sandals or double strap sandals. Clark's school sandals were a standard. Some private schools required them. Sandals are still widely worn, but the center strap is now commonly quite



*Figure 1.--English boys in their full school kit preparing to go to church.*

thick. Regular black oxfords were used for dress wear or by older boys.

**Socks** Boys wearing shorts generally wore grey knee socks, or turn-over-top socks as the British might say. Some schools permitted ankle socks (or sandals and no socks) during the summer. Many schools had socks with the school colors at the top band, but many boys wore plain grey knee socks. Some Scottish schools had colored knee socks. British boys of any age never wore white socks with shorts, except for sports. English boys never wore white socks, except for cricket, as white socks, both ankle and knee socks, were generally worn by girls and thus seen as girls' socks.

Schools have differed greatly from country to country and over time in the required uniform pants. Curiously while British boys in the 1970s at some schools were arguing to be allowed to wear long pants, some American boys were asking for the right to wear shorts. Schools have had various ways of assessing the proper length or who could wear longs. In most cases it was by grade or form, but in some cases by age or even height. Schools and students have also disagreed over the length of the shorts. Schools have had rules in some cases prohibiting too long or too short shorts or other details such as material. Some examples include:

**Matsuyama School** (United States-California, 1997): Navy Bottoms and White Tops. Boys' Clothing: Plain white collared shirts without any logos showing on the outside. Long pants or short pants that are as long as the end of the students' fingertips when the hands are extended. Denim blue jeans, sweats, baggy pants or bicycle shorts are not allowed.

**Norwalk-La Miranda** (United States-California, 1997): II. PANTS, SHORTS, SKIRTS, DRESSES Dark navy blue pants, skirts or dresses. Jumpers which are solid color navy blue are permitted. Short pants are permitted if they are no longer than the knee and no shorter than fingertip length when arms are straight to the side. Skirts and dresses are to be no shorter than fingertip length when arms are straight to the side. Pants must not be more than 2 inches larger in the waist, thigh and mid-calf. Pants, shorts, skirts and dresses are to be of proper length and hemmed (no cut-off, no draggers, no flooders, no half-mooners, no pants with slits).

American school children have generally not worn uniforms. Uniforms are used by some schools. Exclusive private schools generally adopted British uniform styles, even short pants for elementary children in some cases. Catholic schools generally required a basic uniform of white shirt, tie, and slacks. Military boarding schools of course had uniforms. With these exceptions, however, few American schoolboys have worn uniforms. American educators and parents have begun to rethink this and in the 1990s many American schools, often inner-city schools have begun to introduce uniforms at elementary and middle schools. Even President Clinton has addressed the issue. Many are convinced that uniforms help to promote discipline and may help to reduce violence.

Several foreign countries had distinctive uniform styles. Some still do. Many Western European countries, however, have moved away from school uniforms:

**Argentina:** Many elementary school children wear white smocks.

**Australia:** Australian school uniforms through the 1970s were similar to English styles, except shorts were more common. Beginning in the 1980s more casual styles were introduced and are increasingly common at both elementary and secondary schools.

**Chile:** School children wear traditional English styles. Almost all of the boys, even the elementary children now wear long pants. Schools are being given the option of not requiring uniforms.

**Cuba:** Cuban school children wear red pants or suspender skirts. Many of the younger elementary children wear short pants. The children wear white shirts with blue and red kerchiefs which I think signify participation in Communist Party youth groups.

**France:** School uniforms were formerly common in France. Boys often wore berets and smocks with short pants through the 1950s. White knee socks were commonly worn with the shorts.

**Germany:** Since World War II, uniforms have been unpopular in Germany. Boys commonly wore shorts and knee socks, even secondary age boys in the 1950s. After the early 1960s, shorts are not commonly worn, except for casual summer wear.

**Italy:** Italian school boys commonly wore shorts and smocks, often with broad white collars to school. Both smocks and shorts have declined since the 1980s.

**Japan:** Elementary boys commonly wear brief shorts and knee socks to school, although this varies from school to school. Secondary boys wear military style and girls wear sailor style uniforms.

**Korea:** School uniforms are similar to Japan.

**New Zealand:** Elementary children, except for the Catholic schools, do not wear uniforms. Secondary schools generally require uniforms, often including short pants and knee socks for the boys.

**Russia:** Many schools have military style uniforms for boys.

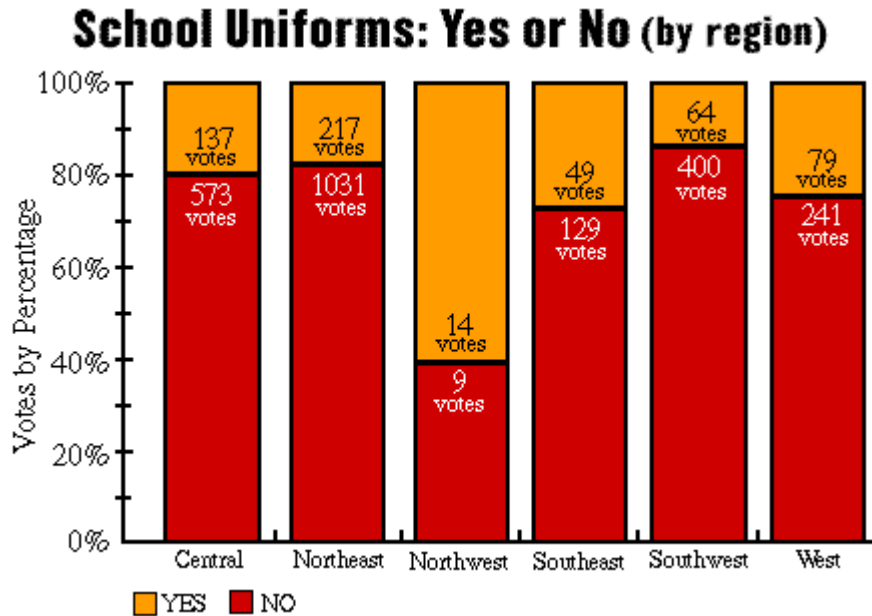
**Scotland:** Uniforms are similar to English schools, except that the dress uniform (usually in private schools) is a kilt.

**South Africa:** South Africa has British style uniforms for the winter term. The elementary winter uniform often includes short pants and knee socks. Many schools have and a simple summer uniform of grey shirt and shorts for the summer.

**Uruguay:** Elementary school children wear white smocks with big blue bows.

The subject of school uniform is a complicated one and it will be some time before it can be addressed in detail. There are, however, some interesting links available elsewhere on the web. <sup>51</sup>

### "School Uniforms" Survey Results



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#### Questions:

1. Based on the survey results, do most kids in the United States think that public school students should or should not be required to wear school uniforms?
2. a. From which region of the country did kids vote differently from the rest of the nation?  
  
b. Based on the number of students who voted in this region, what may be one reason for this difference in opinion?
3. a. From just looking at the graph, without doing any mathematical calculations, what would you estimate is the percentage of total students who voted "no" to school uniforms?

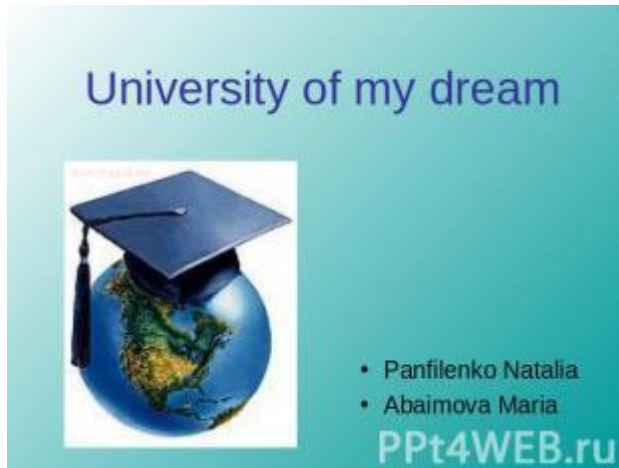
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<sup>51</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.

b. Now do the math. First, add up how many students voted in the survey. Of this total, what percentage of students voted "no" to school uniforms? Is this what you predicted?

### LESSON 54. MY DREAM UNIVERSITY. EDUCATIONAL FAIR.

#### University of my dream



University of my dream



University

## Campus



Ppt4WEB.ru

Campus

## Library



Ppt4WEB.ru

Library

## Grants



Ppt4WEB.ru

Grants



Lecture hall



Hostel



Rest room

## Special uniform



PPT4WEB.RU

## Special uniform



PPT4WEB.RU

## Uniform

### Sport complex



PPT4WEB.RU

## Sport complex





The end.

**Look at the presentation above. Make presentation on the topic “My Dream University” taking the presentation given above as a sample.**

### **LESSON 55. POSTERS AND PRESENTATIONS. DRESS CODE IN EDUCATION.**

#### **Student Uniforms**

Today, let's talk about student uniforms - what students wear to school, college or university.

Depending on the country you live in and its habits may determine whether students wear a uniform or not.

In Britain schoolchildren wear a uniform to school. It installs a form of discipline in them that is valuable in later life. If a girl wears a skirt that is too high on the hemline or too tight a pair of trousers she will be sent home to solve the issue.

Come in with a funny haircut and a student will be pulled out of the class, reprimanded and sent home. In Britain students do not wear uniforms to college or university.

In Slovakia, a country in Central Europe, schoolchildren don't wear any uniform. They dress how they want, have hairstyles as they want. There is a complete lack of student uniform etiquette. The rich kids all wear expensive designer clothes, including Nike sports shoes or similar, the poor not so expensive clothes and shoes from Tesco. Kids wear all sorts of different hairstyles including Punk rock styles; with no one batting an eyelid.

In the Philippines all schoolchildren wear a uniform. Surprisingly even college students in their twenties also wear a uniform. Can you imagine that happening in England or Slovakia?

College students would simply laugh at you! Student uniform reduces the difference between rich and poor. It helps teach the student about student etiquette e.g. what is allowed and not allowed, which might help them in later life.

At the end of the day should a student wear a uniform or not? It remains a hot topic of conversation with lawmakers. Different nationalities, cultures, parents and students each offer different perspectives on this issue.

### **SPEAKING – WARM UP**

What is a student uniform? Think of three things you know about student uniforms. Go round the room swapping details with others.

### **LISTENING – WRITING - DICTATION**

The teacher will read some lines of the article slowly to the class.

### **READING**

Students should now read the article aloud, swapping readers every paragraph.

### **SPEAKING - UNDERSTANDING**

1) The article –Students check any unknown vocabulary or phrases with the teacher.

2) The article -Students should look through the article with the teacher.

1)What is the article about?

2)What do you think about the article?

3)Was this an easy or difficult article to understand?

4)Was this a boring or interesting article?

5)Discuss the article.

3) Article quiz –

Students quiz each other in pairs. Score a point for each correct answer. Score half a point each time you have to look at the article for help. See who can get the highest score!

#### **Student A questions**

1)Name the countries.

2)What does ‘batting an eyelid’ mean?

3)What is ‘Punk rock’?

4)What is the difference between ‘a university’ and ‘a college’?

5)What does ‘reprimanded’ mean?

#### **Student B questions**

1)What are ‘Tesco’ and ‘Nike’?

2)What is ‘student etiquette’?

3)What is ‘a hemline’?

4) Explain the phrase 'installs a form of discipline'.

5) Who would laugh at what?

### Activity. Fill in gaps:

Teachers at the Birmingham Metropolitan College in England \_\_\_\_\_ wear smart clothes. If they wear jeans or \_\_\_\_\_ pants to work, the head teacher will send them home to change. The teachers are very \_\_\_\_\_ at this. They said their bosses were acting like "fashion \_\_\_\_\_". There are many new college \_\_\_\_\_ rules. Teachers must now keep their hair \_\_\_\_\_, wear business suits and skirts, have no tattoos that students can see, and keep ear-rings \_\_\_\_\_. The college said it was "important that our staff present a professional \_\_\_\_\_".

It is \_\_\_\_\_ that the college has made these rules. In many colleges \_\_\_\_\_, it is sometimes difficult to know who is a student and who is a teacher. Many students are \_\_\_\_\_ than teachers – and I'm talking about smarter \_\_\_\_\_ here, not smarter intelligence. Teachers are professionals, so \_\_\_\_\_ it is right they should dress well. It is OK for elementary school teachers to wear what they \_\_\_\_\_ because their students don't really \_\_\_\_\_. I don't think it's good that a teacher wears a football T-shirt and baseball cap to \_\_\_\_\_.

## LESSON 56. REVISION.

### Debates on the topic.

### School Uniform - The 20 Questions:

- 1) What did you think when you read the headline?
- 2) What springs to mind when you hear the word 'uniform'?
- 3) What do you think of school uniforms?
- 4) Should the school have apologised to the students?
- 5) Should the parents have bought the right trousers?
- 6) What did (do) you think of your school uniform?
- 7) Is eight hours detention for breaking rules too strict?
- 8) Should all schools have a strict dress code?
- 9) What are the advantages of children wearing a uniform?

- 10) Why do children dislike wearing uniforms?
- 11) Did you like reading this article? Why/not?
- 12) Why are parents distressed?
- 13) Are standards of behaviour in schools getting worse?
- 14) Do uniforms prepare students for life at work?
- 15) Are uniforms important for giving the school a good image?
- 16) Do uniforms take away a student's individuality?
- 17) Would it be OK for students to have tattoos and face piercing?
- 18) Is there a difference between skintight and tailored trousers?
- 19) Brits say "trousers" and Americans say "pants". Which is best?
- 20) What questions would you like to ask the school head?

### **LESSON 57. PREPARATION TO THE TEST.**

The day before a test is your chance, as a teacher, to help your students prepare for the test. Review games are a fun way to accomplish this. This test review game lesson plan is a great way to guide your students through to material for an upcoming test.

#### **• Jeopardy**

Jeopardy is a classic test review game lesson plan to play with students. Although there are now online versions of Jeopardy that you can personalize, many teachers prefer creating their own Jeopardy set. For example, they might draw a grid on the board with several topics that correlate to the information that will be on the test. Then they would place pieces of construction paper on the board, with a dollar value from \$100-\$500 on one side, and a corresponding question on the other. They would then break students into teams and allow one student from the first team to choose a question and answer. Make sure to keep score, and to cheer both teams on!

#### **• Wheel of Topics**

Do you have several different topics that you'll be testing? For example, you might have covered several different historical periods, several different biological processes, or several different pieces of literature. If so, create a wheel of topics by using a large piece of posterboard, a paper fastener, and a paper arrow. Attach the arrow to the posterboard so that your students can spin it around, and create several different categories that the arrow might land on. Divide your class into teams, and have one team spin the wheel. You can then ask the student a question from that topic.

Note: Even if you don't think that you've taught several different topics, you can usually find some way to divide up your questions. For example, in a history class, you might divide it into "Important People," "Important Events," "Causes and Effects," and "Which Came First?"

#### **• Who Wants to Be a Winner?**

You can also try downloading a game from online, such as "Who Wants to Be a Winner?" You can personalize this game or others to include information that you'd like to be tested. Of course, this game would only work in a classroom with computer access. Ideally, multiple computers in the classroom would make this even more interactive, as several games could be going on at once, with groups of students watching each game and waiting for their turns.

A test review game lesson plan can help get students interested in reviewing the material, and can also create an atmosphere of teamwork in the classroom. Help kids get hyped up for their test by playing one of these fun games with them.

These vocabulary review games are a fun way to help your students remember the definitions of their vocabulary words, and they're perfect for reviewing before a quiz or a test. Try them and see which your students enjoy most!

#### **Charades**

Write a list of the vocabulary words on the board. Have one student (or a pair of students) come to the front of the classroom, and whisper one of the vocabulary words in her ear. Encourage her to act out the vocabulary word to the best of her ability. (If you are having a pair of students acting out the word, you might want to give them a minute or two to discuss their "skit" out of the rest of the class's earshot.) The student who correctly guesses the vocabulary first gets to act out the next word.

#### **Pictionary**

Call one student to the board. Whisper a vocabulary word into his ear, and have him draw a picture of that word. (If too many students start to draw pictures of syllables from the word rather than of the word's meaning, you may want to consider instituting a rule against it.) The student who correctly guesses the vocabulary word first gets to draw the next word.

#### **Bingo**

Write the list of vocabulary words on the board, and have students fill out their own bingo boards, using one word for each square. Randomly choose a word and read its definition – without saying the word itself. Students should mark off the word on their boards that they think matches that definition. The student who first makes a line on her bingo board (or who first fills up her board – or both), wins the game. Make sure to keep track of which words you have called out, in case of a dispute.

#### **Matching**

Give out stacks of blank note cards to pairs, or small groups, of students. Have them split up the vocabulary words and together fill each note card with a vocabulary word or a definition. Then have them turn the cards upside down and lay them out so that none of them overlap. Then show them how to play a matching game by taking turns flipping two cards at a time. A "match" is a vocabulary word and the correct definition.

Not only are these vocabulary review games fun to play in class, they might even inspire your students to find creative ways to review their vocabulary words at home as well.<sup>52</sup>

## LISTENING AND SPEAKING

### LESSON 58. REVISING STRATEGIES OF SPEAKING AND LISTENING.

#### Objectives:

Students will:

- Learn how to be a good listener.
- Learn how to be a good speaker.
- Practice listening and speaking skills with classmates.

#### Materials:

- Listening and Speaking Strategies video
- Pencils and erasers
- "Have You Ever..." search paper, 1 copy per student (see Procedures below)
- Computer with Internet access (optional)

#### Procedures:

1. Before beginning the lesson, create a "Have You Ever?" search paper by dividing a piece of white paper into 16 equal squares: Draw four columns down and four rows across the sheet of paper. At the bottom of each square write something that at least one student in the class may have experienced or a quality at least one student may have, such as "broken a bone," "loves pizza," "speaks two languages," "has been on an airplane," or "good dancer." Photocopy one copy of the search paper for each student.
2. To begin, play a few rounds of telephone with the class to demonstrate the importance of having good speaking and listening skills.

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<sup>52</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.

Then have students watch Speaking and Listening Strategies to further explore good skills.

3. After watching the program, talk about experiences when students have had to ask questions or follow directions. Ask them: Why is important to give clear directions? What kinds of situations have you been in when you have had to listen very carefully to someone talking? Why is it important to develop good speaking and listening skills? Have students describe situations when they have not used good speaking or listening skills. What were the results?

4. Explain to students that they will play a scavenger hunt-type game with their classmates. Hand out copies of "Have You Ever?" and tell students that the object of the game is to be the first person in the class to complete the squares. To do so, they must match a classmate's name to the criteria written in a square. Each square must represent a different person, so a winning "Have You Ever?" sheet cannot have one student's name on it in more than one square.

5. Tell students that they will walk around the classroom and ask their classmates questions to fill in the squares on their sheet, such as "Have you ever broken a bone?" If a classmate has broken a bone, they meet the criterion, and the student should write the classmate's name in that square. If not, the student can choose to ask the person a different question or move to a different classmate until they have found one who has broken a bone. Explain to students that they will also answer questions. For example, if Mary is asking John a question, she cannot leave him when he has answered her question. She should wait until John asks his question and they are both ready to move to new classmates.

6. Remind students that everyone in the classroom will be working on their scavenger hunt at the same time, so it is important that students use indoor voices, listen to what their classmates are saying very carefully, and not to run. The first person to fill in all of their squares without repeating a name wins. Tell students to raise their paper and call out if they think they have won.

7. Give students time to complete their scavenger hunt. Walk around the classroom while students are engaged to make sure everyone is playing fairly and nobody is running. Call time when a student has announced they have finished and have students quietly freeze where they are standing while you check the possible winning sheet. If the student is mistaken, have the class resume the activity. If not, ask students to return to their seats.

8. Discuss the scavenger hunt with students. Who learned something new about their classmates? What did they learn? Why was it

important to use good listening skills during the scavenger hunt? Why was it important to use good speaking skills?

9. If time allows, students can practice their reading and listening skills online with interactive stories at this Web site <http://www.alfy.com/Storyville>

### **Evaluation:**

Use the following three-point rubric to evaluate students' work during this lesson.

• **Three points:** Students were highly engaged in class and group discussions; enthusiastically participated in the scavenger hunt; followed the rules of the scavenger hunt without needing teacher guidance or supervision; and demonstrated a clear understanding of the importance of having good speaking and listening skills.

• **Two points:** Students generally engaged in class and group discussions; participated in the scavenger hunt; followed the rules of the scavenger hunt with little teacher supervision or guidance; and demonstrated a basic understanding of the importance of having good speaking and listening skills.

• **One point:** Students participated minimally in class and group discussions; were unable to participate in the scavenger hunt without constant teacher supervision or refused to participate in the scavenger hunt; and were unable to demonstrate a basic understanding of the importance of having good speaking and listening skills.

### **Vocabulary:**

#### **directions**

*Definition:* An instruction, indication, or order given with authority

*Context:* It is important to give directions that are easy to follow and in the right order.

#### **discussion**

*Definition:* An earnest conversation

*Context:* A group discussion is a great place to share new information.

#### **listen**

*Definition:* To pay attention or make an effort to hear something

*Context:* Listen to how Kat and Kenny take turns speaking.

#### **question**

*Definition:* An expression of inquiry that invites or calls for a reply

*Context:* Asking a question is one way to learn more about a topic.



**speak**

*Definition:* To talk or express oneself

*Context:* It is important to take turns when you speak with friends.

**LESSON 59. WATCHING MOVIE.****MY FAVOURITE FILM**

a) You have an idea for a film. Talk about these questions and fill in the table.

1. What type of film is it? A love story/an action film/ a horror film/a comedy/a musical?
2. Where does the film happen? In Italy/a house in the mountains?
3. When does it happen? In the future/in the 1950s/ now?
4. What are the names of the hero, heroine and villain?
5. What are they like? Selfish/shy? What do they look like? Tall/ugly?
6. Do they work? What do they do? What do they do in their free time?
7. What actors/actresses do you want for the parts? Why?
8. What is the title of the film?

The film			
Title?			
Type?			
Where?			
When?			
The parts?	name	description	actor/actress
The hero? The heroine? The villain?			
A short description of the story			

**LESSON 60. WATCHING MOVIE.****I. WRITING AND SPEAKING**

A. With your class, give the names of films that belong to each category.

1. Horror films (films that try to scare people with ghosts or monsters)

\_\_\_\_\_

2. Drama (serious films about problems in regular people's lives, usually contain lots of dialogue)

\_\_\_\_\_

3. Thriller (films with lots of action, explosions and gun play)

\_\_\_\_\_

4. Romantic comedy (love stories, often with a happy ending, that make us laugh)

\_\_\_\_\_

5. Suspense films (films solving a mystery, often about some crime)

\_\_\_\_\_

6. Documentary (films about real life, "true" films)

\_\_\_\_\_

7. Comedy (funny films, sometimes senseless)

\_\_\_\_\_

8. War movie (films glorifying or criticizing war)

\_\_\_\_\_

B. What is your favorite type / category of film? Why do you like this type of film more than others?

C. What is your favorite film in this category? Why do you like it so much?

D. Film making requires the help of many different specialists. Match the job titles on the left with their responsibility on the right.

1. producer

a. one who controls actors, cameras and staging of a film

2. costume designer

b. those who bring the vision of the director and screenplay writer to life

3. director

c. a person who creates the music for a film

- |                            |  |
|----------------------------|--|
| 4. casting                 | d. the person who creates the text of a film                 |
| 5. screenplay writer       | e. the person who decides where each scene starts and ends   |
| 6. director of photography | f. the person who signals the start of each scene            |
| 7. film editor             | g. the person who physically 'shoots' a film                 |
| 8. camera operator         | h. dressmaker; one who makes artistic designs                |
| 9. actors                  | i. a "double" for stars in dangerous scenes                  |
| 10. key grip               | j. one who chooses actors for each role                      |
| 11. stunt man              | k. one who organizes money for a film                        |
| 12. composer               | l. one who decides how each scene should be captured on film |

*E. Which of these people are very important in making film? Pick only five the most important ones. Then explain your answer.*

## II. PROJECT WORK

*In this unit, you will be working with different aspects of the motion picture industry. To expand your knowledge of this field, you will keep a record of the films you see at home, at your friend's and at the university. While watching each film, write down the information asked for in the chart below.*

### Observation Sheet

	Name of film	Type of film	Main actors	Director	Rating (from 1 to 5 stars)
1	Apocalypse Now	War movie	Martin Sheen, Marlin Brando and Robert Duvall	Francis Ford Copula	
2					

3					
4					
5					
6					
7					
8					
9					
10					

**Glossary:**

1. **mispronounce (v)** - to say a word incorrectly

*E.g., My fat, bald, American English teacher always mispronounces my name.*

2. **suburb (n)** - a small city or town near a large metropolitan area

*E.g., Many people are leaving American cities, such as New York, to live in the suburbs.*

3. **adjacent (adj.)** - next to

*E.g., Although Kibray is adjacent to Tashkent, life is very different there.*

4. **perplex (v)** - to confuse

*E.g., This riddle perplexed many people of Thebes: what walks on three legs in the morning, two in the afternoon and three at night.*

5. **cuisine (n)** - the collection of dishes (prepared foods) of a nationality or ethnic group

*E.g., Many people around the world like Japanese cuisine, but Thai food is even more popular.*

6. **incorporate (v)** - to blend or mix together

*E.g., Rap music incorporates the musical styles of rock, soul, and jazz to create a truly original art form.*

7. **expose (v)** - uncover, display, make known

*E.g., The journalist exposed many of the international organization's lies.*

8. **anthem (n)** - a patriotic or religious song, particularly for a nation or people

*E.g., Many people find the Canadian national anthem one of the most beautiful in the world.*

9. **modernize (v)** - to make suitable for present day needs

*E.g., Many of Uzbekistan's heavy industries need to be modernized in order to compete on the international market.*

10. **soundtrack (n)** - the collection of music for a film

*E.g., The soundtrack to the film "Titanic" was almost as popular as the film itself thanks to Sylin Dion's hit "My Heart Will Go On".*

**11. passionate (adj.)** - showing or filled with strong feelings, especially love, hate or anger

*E.g., Many young people are passionate about computers and spend all their free time using or programming them.*

**12. contemporary (adj.)** - of the present time, modern

*E.g., Many adults find contemporary music hard to understand, so they prefer listening to classical music or jazz.*

**13. assimilate (v)** - to absorb / take ideas, knowledge, traditions from one culture into another

*E.g., The USA has assimilated the traditions of many cultures around the world.*

**14. uncanny (adj.)** - mysterious, unusual

*E.g., My brother has the uncanny ability to stand on his head for hours at a time.*

**15. knack (n)** - cleverness, ability, skill *E.g., His knack for mathematics won him many awards in school.*

### Exercise 1 - An Audition

Imagine that you're an actor trying to get a part in a film being made in Tashkent, "Amir Temur: the Untold Story". Write the small story about your audition (a test of your ability to play a role in the film) using each of the words below at least once.

**perplex      incorporate      soundtrack**  
**passionate      modernize      expose**  
**knack      anthem      mispronounce**

### Exercise 2 - Find the antonyms

Decide which of the words below each sentence has the opposite meaning of the underlined word. Then, write two sentences, one paraphrasing the original sentence and one paraphrasing the opposite of the original sentence.

1. Many romantic film fans are passionate about American Hollywood star Kevin Costner's roles in the films "Body Guard" and "Robin Hood"

a. indifferent

jealous

thrilled

*E.g., (1) Movie lovers really enjoy Kevin Costner's acting.*

*(2) Movie lovers are not so excited about Kevin Costner's acting.*

2. Many people are curious about David Copperfield is uncanny magical skills.

a. supernatural    b. mysterious    c. ordinary

3. People who study abroad must assimilate some foreign customs to survive.

a. reject    b. adopt    c. use

4. Many countries are interested in Bollywood films because they portray contemporary problems in India in a beautiful, musical way.

a. old    b. modern    c. life

5. The NBU building adjacent to hotel Intercontinental was destroyed by terrorists on 16<sup>th</sup> of February in 1999.

a. far from    b. next to    c. lying near

6. Some Hollywood films expose secrets the U.S. government is ashamed of.

a. ignore    b. hide    c. describe

### **LESSON 61. SHARING THE PLOT OF THE MOVIE.**

**Speak About Any Film You Will Remember Forever. Give Details of the Plot. Say What You Liked and Disliked About It.**

Well it's really difficult for me to make up my mind what to speak about. In fact St Petersburg offers such a wide choice of dramas, comedies, tragedies that I'm sometimes dazzled by the titles and feel completely at a loss where to go. Frankly speaking I was too exhausted by exams last May to appreciate the grace and artistic skills of the ballet dancers. I also anticipated the boredom of a symphony orchestra, as I'm not very keen on instrumental classical music.

It was then that my friend suggested going to the Crystal Palace to see a new American cartoon "Anastasia". Though I've been rather skeptical about the idea, I agreed and I must say that this brilliant cartoon was really worth seeing. I would call it one of the most successful joint ventures of the 20th century Fox Animation Corporation Company and Mosfilm Soundtrack Studios.

Generally I've been always interested in the tragic end of the Romanoff's family. My mind seems to reject the possibility of such inhumane slaughter and I've been always cherishing the hope that one of the czarist's offsprings is alive.

The plot of the film is quite simple. First the action takes place in Winter Palace. Life was paradise for eight-year old Princess Anastasia. But all that comes to an end when a curse is placed on the entire royal family. It really comes true when a mob storms the palace, beginning the Russian revolution. With the help of a young palace servant Dimitry, Anastasia and her beloved grandmother, Marie, escape. Marie manages to climb aboard a train to Paris, but the poor girl is swept up amongst the confusion and is left behind. All Anastasia has left of her

grandmother is a key to the music box she gave her, inscribed with a promise that they would be together in Marie's home in Paris.

Then we see Anastasia ten years after the fall of the Russian Empire. An 18-year-old girl name Anya stumbles into a charming con named Dimitry. He convinces Ann that she could be the princess Anastasia and should accompany him to Paris to claim her royal heritage. The young man has a music box and a worthy imposter, so he hopes to collect a large reward. Then the spectators are carried away by the numerous unexpected adrenaline-pumping adventures when Anastasia and Dimitry are coming up against the treacherous Rasputin, who will stop at nothing to complete his curse.

However, fate stores more surprises for the young couple. Anya recollects her royalty and is recognized by her grandmother. Dimitry thinks that the peasant girl he has fallen in love with is now beyond his reach. But Anastasia chooses to start her next journey that is her life with Dimitry.

I must say that it was a fantastic experience that stands out in my memory quite vividly even now. I was in raptures about the cartoon. Some of the scenes were so touching that they could wring the heart of the viewers in an emotional passage.

The articulation of all the characters was so distinct that I could hear every word without straining my ear. Mosfilm studio made a perfect sounding of this film. Even the songs were sung in Russian. It was mostly due to modern technology and excellent acoustics that the Crystal Palace provides. One can't but admire the outstanding talent of the cartoonists that created this fabulous tale. I was bewitched by those beautiful melodies that sort of tuned the spectators to the inner state of the characters.

In fact my skepticism about cartoons vanished into the thin air. I certainly would disagree with an American interpretation of Rasputin's character. I personally visualize him as a very devoted to the czar and czarina man. But I must admit that this seemed to be the only thing I disapproved of. On the contrary I realized the healing power of cartoons. The whole thing brought peace and harmony into my soul, I felt rested and refreshed after the film. Figures of the leading performers and minor characters were dancing gracefully across my memory.<sup>53</sup>

## **EXERCISES**

### **I. Answer the questions.**

1. Why is it rather difficult to speak on the topic?
2. Why is "Anastasia" worth seeing?
3. What is the plot of the cartoon?

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<sup>53</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.

4. Why are the people in raptures about "Anastasia"?
5. What can one admire watching the cartoon?
6. Can the people be proud of our history after having watched the cartoon?  
Why? Why not?

## **II. Choose the right answer.**

1. "Anastasia" is
  - a) a horror film
  - b) a screen version
  - c) a cartoon
  - d) a play
2. The plot of "Anastasia" is
  - a) intriguing
  - b) too complicated
  - c) dull
  - d) quite simple
3. The action of the cartoon takes place
  - a) in Britain
  - b) in the USA
  - c) first in Russia, then in Paris
  - d) in Australia
4. One can't but admire
  - a) the plot of the cartoon
  - b) the lyrics of the songs
  - c) the outstanding talent of the cartoonists
  - d) the interior of the cinema
5. The cartoon makes one
  - a) love animated films
  - b) not watch cartoons any more
  - c) go to the Crystal Palace again and again
  - d) feel proud of the history of Russia

## **III. Do you agree or not? Comment on the following statements.**

1. St Petersburg offers a wide choice of cultural entertainment.
2. "Anastasia" is really worth seeing.
3. The cartoon is a complete failure.
4. The plot of the film is rather complicated.
5. The action takes place in lots of countries.
6. The cartoon is very moving.
7. The plot is true to life.
8. One can realize the healing power of cartoons.



#### **IV. What do you think? Give a reason for your opinion.**

1. The people are often at a loss where to go in St Petersburg.
2. All people should go and see "Anastasia."
3. The plot of the cartoon is not as simple as it may seem from the first sight.
4. Watching "Anastasia" is a fantastic experience.
5. It is great when artists from different countries create the work of art jointly.
6. The Americans offer a strange interpretation of Rasputin's character.
7. "Anastasia" helps one feel rested and refreshed.

**V. Ask the producers of "Anastasia" questions how the cartoon has been made.**

#### **VI. List all the problems touched upon in the text.**

**VII. Role play.** You come to the Crystal Palace. You want to buy tickets for the 2 o'clock performance. There are no tickets available.

#### **VIII. Comment on the following quotations.**

1. "A movie should have a beginning, a middle and an end, though not necessarily in that order." Jean-Luc Godard.
2. "For me cinema is not a slice of life, but a piece of cake." Alfred Hitchcock.
3. "Good movies make you care, make you believe in possibilities again." Pauline Kael.

### **LESSON 62. SHARING NEWS.**

#### **Warm-ups**

**1. SOCIAL MEDIA:** Students walk around the class and talk to other students about social media. Change partners often and share your findings.

**2. CHAT:** In pairs / groups, talk about these topics or words from the article. What will the article say about them? What can you say about these words and your life?

child / protection / permission / social media / watchdog / parenting / share / privacy

website / online / conflict / pride / personal information / identity theft / kidnapping

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

**3. NO PHOTOS:** Students A **strongly** believe parents should not upload photos of their children; Students B **strongly** believe it is OK for parents to upload photos of their children on social media. Change partners again and talk about your conversations.

**4. ONLINE PHOTOS:** What do you think about these online photos? Complete this table with your partner(s). Change partners often and share what you wrote.

	<b>Good things</b>	<b>Bad things</b>
Friends' babies		
Cats		
Food		
People drinking		
People running		
Flowers		

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

**6. DANGERS:** Rank these online dangers with your partner. Put the best at the top. Change partners often and share your rankings.

- sexting
- grooming
- bad eyesight
- lack of exercise
- identity theft
- digital kidnapping
- phishing
- cyber-bullying

**Before reading / listening**

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

1. A charity said parents should ask children's permission to post photos. **T / F**
2. The article says parents are split on the idea of posting kids' photos. **T / F**
3. "Sharenting" comes from the words "shark" and "resenting". **T / F**
4. Digital footprints can follow children into their adult life. **T / F**
5. Most 2-year-olds in the USA have an online presence. **T / F**

6. Fewer than 80% of US babies are already on social media. **T / F**
7. The article says parents never include personal details about children. **T / F**
8. Posting the real-time whereabouts of kids is not dangerous. **T / F**

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

1. **urging**
2. **permission**
3. **divided**
4. **termed**
5. **combination**
6. **prevalent**
7. **vast**
8. **conflict**
9. **potential**
10. **whereabouts**
1. split
2. possible
3. mix
4. widespread
5. consent
6. location
7. called
8. encouraging
9. clash
10. huge

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

1. ask their children for
2. a communications
3. uploading photos and videos of their kids
4. protect the privacy
5. a digital
6. the vast majority of
7. have an
8. the potential dangers of
9. put kids at risk of identity
10. information about their children's
1. is termed "sharenting"
2. sharing photos
3. footprint

4. theft
5. watchdog
6. whereabouts
7. permission
8. online presence
9. 2-year-olds
10. of under-18s

### Gap fill

Put these words into the spaces in the paragraph below.

*termed*  
*divided*  
*privacy*  
*protection*  
*footprint*  
*uploading*  
*reason*  
*right*

A child (1) \_\_\_\_\_ charity in the UK is urging parents to ask their children for permission before (2) \_\_\_\_\_ photos and videos of them on social media. This follows a study by Ofcom, a communications watchdog, revealing that parents are (3) \_\_\_\_\_ on whether it is (4) \_\_\_\_\_ to post photos of their children online. The practice of parents uploading photos and videos of their kids is (5) \_\_\_\_\_ "sharenting". This is a combination of the words "share" and "parenting". Ofcom said the biggest (6) \_\_\_\_\_ for parents not sharing photos of their kids is to protect the (7) \_\_\_\_\_ of under-18s. The NSPCC said: "Each time a photo or video is uploaded, it creates a digital (8) \_\_\_\_\_ of a child which can follow them into adult life."

Put these words into the spaces in the paragraph below.

*upload*  
*conflict*  
*vast*  
*whereabouts*  
*prevalent*  
*theft*  
*potential*  
*presence*

The website theatlantic.com highlighted how (9) \_\_\_\_\_ sharenting is in the USA. It said: "In the United States, the (10) \_\_\_\_\_ majority of 2-year-olds...already have an online (11) \_\_\_\_\_. More than 80 per cent of babies younger than that are already on social media." The website said there is a (12) \_\_\_\_\_ between a parent's pride in their children and his or her desire to share photos of them, and the (13) \_\_\_\_\_ dangers of sharing photos of their kids. Parents often include personal information about their children along with the photos they (14) \_\_\_\_\_. This could put kids at risk of identity (15) \_\_\_\_\_ and digital kidnapping. There is also the danger of parents publishing real-time information about their children's (16) \_\_\_\_\_.

**Listening — Guess the answers. Listen to check.**

- 1) A child protection charity in the UK is \_\_\_\_\_ ask
  - a. urge in parents to
  - b. urges in parents to
  - c. urged in parents to
  - d. urging parents to
- 2) a communications watchdog, revealing that parents are divided on \_\_\_\_\_ right
  - a. whether it is
  - b. weather it is
  - c. whither it is
  - d. wetter it is
- 3) The practice of parents uploading photos and videos of their \_\_\_\_\_ "sharenting"
  - a. kids is teamed
  - b. kids is timed
  - c. kids is tamed
  - d. kids is termed
- 4) not sharing photos of their kids is to protect the privacy \_\_\_\_\_
  - a. of under-18 is
  - b. of under-80s
  - c. of under-8s
  - d. of under-18s
- 5) it creates a digital footprint of a child which can follow them \_\_\_\_\_
  - a. into adult live
  - b. into adult life
  - c. onto adults life
  - d. onto adult life
- 6) In the United States, the vast majority of 2-year-olds...already have \_\_\_\_\_
  - a. an online pretense

- b. an online presents
  - c. an online presence
  - d. an online prescience
- 7) More than 80 per cent of babies younger than that are already \_\_\_\_\_
- a. on social medium
  - b. on social media
  - c. on social nadir
  - d. on social median
- 8) \_\_\_\_\_ pride in their children and his or her desire to share photos of them, and the \_\_\_\_\_
- a. potential dangerous
  - b. potentially dangers
  - c. potentially dangerous
  - d. potential dangers
- 9) include personal information about their children along with the \_\_\_\_\_
- a. photos that upload
  - b. photos they uploads
  - c. photos they upload
  - d. photo they upload
- 10) the danger of parents publishing real-time information about their \_\_\_\_\_
- a. children's thereabouts
  - b. children's knockabouts
  - c. children's kickabouts
  - d. children's whereabouts

**Listening — Listen and fill in the gaps:**

A child protection charity in the UK (1) \_\_\_\_\_ to ask their children for permission before uploading photos and videos of them on social media. This (2) \_\_\_\_\_ by Ofcom, a communications watchdog, revealing that parents are (3) \_\_\_\_\_ it is right to post photos of their children online. The practice of parents uploading photos and videos of their (4) \_\_\_\_\_ "sharenting". This is a combination of the words "share" and "parenting". Ofcom said the biggest reason for parents not sharing photos of their (5) \_\_\_\_\_ protect the privacy of under-18s. The NSPCC said: "Each time a photo or video is uploaded, it (6) \_\_\_\_\_ footprint of a child which can follow them into adult life." The website theatlantic.com highlighted how prevalent sharenting is in the USA. It said: "In the United States, the (7) \_\_\_\_\_ 2-year-olds...already have an online presence. More than 80 per cent of babies younger than that (8) \_\_\_\_\_ social media." The website said there is a conflict between

a parent's (9) \_\_\_\_\_ children and his or her desire to share photos of them, and the potential dangers of sharing (10) \_\_\_\_\_ kids. Parents often include personal information about their children along with the photos they upload. This could put (11) \_\_\_\_\_ of identity theft and digital kidnapping. There is also (12) \_\_\_\_\_ parents publishing real-time information about their children's whereabouts.

### **Comprehension questions:**

1. What did a charity urge parents to ask children for?
2. What kind of watchdog is Ofcom?
3. Which two words is the term 'sharenting' from?
4. What did Ofcom say must be protected?
5. What kind of footprint is left when a photo is uploaded?
6. How many 2-year-olds in the USA have an online presence?
7. How many babies younger than two are on social media?
8. What parental feeling is in conflict with wanting people to see their kids?
9. What danger was mentioned besides identity theft?
10. What real-time information do some parents upload about children?

### **Multiple choice quiz**

- 1) What did a charity urge parents to ask children for?
  - a) their passwords
  - b) pocket money
  - c) to go out
  - d) a permission to upload photos
- 2) What kind of watchdog is Ofcom?
  - a) a ticking watchdog
  - b) a communications watchdog
  - c) a barking one
  - d) a timely one
- 3) Which two words is the term 'sharenting' from?
  - a) 'shard' and 'cementing'
  - b) 'shark' and 'relenting'
  - c) 'share' and 'parenting'
  - d) 'sharp' and 'renting'
- 4) What did Ofcom say must be protected?
  - a) the privacy of under-18s
  - b) the Internet

- c) combinations
- d) photos
- 5) What kind of footprint is left when a photo is uploaded?
  - a) a muddy footprint
  - b) a carbon footprint
  - c) a digital footprint
  - d) an ecological footprint
- 6) How many 2-year-olds in the USA have an online presence?
  - a) a considerable minority
  - b) the vast majority
  - c) a sizeable minority
  - d) a tiny majority
- 7) How many babies younger than two are on social media?
  - a) just fewer than 80%
  - b) around 80%
  - c) exactly 80%
  - d) over 80%
- 8) What parental feeling is in conflict with wanting people to see their kids?
  - a) pride
  - b) anger
  - c) envy
  - d) confusion
- 9) What danger was mentioned besides identity theft?
  - a) cyber-bullying
  - b) phishing
  - c) digital kidnapping
  - d) electrocution
- 10) What real-time information do some parents upload about children?
  - a) phone numbers
  - b) their whereabouts
  - c) their lunch
  - d) what they are playing with

**Role play:**

**Role A – Lack of Exercise**

You think lack of exercise is the biggest online danger. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which is the least dangerous of these (and why): identity theft, cyber-bullying or phishing.

**Role B – Identity Theft**

You think identity theft is the biggest online danger. Tell the others three reasons



why. Tell them what is wrong with their things. Also, tell the others which is the least dangerous of these (and why): lack of exercise, cyber-bullying or phishing.

**Role C – Cyber-Bullying**

You think cyber-bullying is the biggest online danger. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which is the least dangerous of these (and why): identity theft, lack of exercise or phishing.

**Role D – Phishing**

You think phishing is the biggest online danger. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which is the least dangerous of these (and why): identity theft, cyber-bullying or lack of exercise.

**After listening:**

**1. WORD SEARCH:** Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words...

**'share'**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

and **'parents'**.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

**2. ARTICLE QUESTIONS:** Look back at the article and write down some questions you would like to ask the class about the text.

•Share your questions with other classmates / groups. •Ask your partner / group your questions.

**3. GAP FILL:** In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

**4. VOCABULARY:** Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

**5. TEST EACH OTHER:** Look at the words below. With your partner, try to recall how they were used in the text:

- how
- vast
- conflict
- often
- theft
- also
- urging
- follows
- divided
- right
- words
- adult

### **Student survey:**

Write five GOOD questions about this topic in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

(Please look at page 12 of the [PDF](#) to see a photocopiable example of this activity.)

Discussion - Charity warns against uploading photos of children

### **STUDENT A's QUESTIONS (Do not show these to student B)**

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'share'?
3. Why do parents upload so many photos of their children?
4. Is it wrong to upload photos of babies on social media?
5. What are the dangers of parents posting photos of their children?
6. Do you get fed up with photos of small children on social media?
7. What do you think of the term 'sharenting'?
8. Are parents who post photos of their children violating their privacy?
9. How is your digital footprint?
10. How much stuff do you upload on social media?

**STUDENT B's QUESTIONS (Do not show these to student A)**

11. Did you like reading this article? Why/not?
12. What do you think of when you hear the word 'parenting'?
13. What do you think about what you read?
14. Would you be happy if you found photos of you as a kid online?
15. Why might children be angry with parents when they grow up?
16. What do you know about staying safe online?
17. How important is social media for you?
18. What happens in cases of identity theft?
19. How dangerous is uploading a child's whereabouts?
20. What questions would you like to ask 'sharenting' parents?

**Discussion — Write your own questions:**

**STUDENT A's QUESTIONS (Do not show these to student B)**

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_

**STUDENT B's QUESTIONS (Do not show these to student A)**

- (f) \_\_\_\_\_
- (g) \_\_\_\_\_
- (h) \_\_\_\_\_
- (i) \_\_\_\_\_
- (j) \_\_\_\_\_

**Language — Cloze (Gap-fill)**

A child protection charity in the UK is (1) \_\_\_\_\_ parents to ask their children for permission before uploading photos and videos of them on social media. This follows a study by Ofcom, a communications (2) \_\_\_\_\_, revealing that parents are divided on (3) \_\_\_\_\_ it is right to post photos of their children online. The practice of parents uploading photos and videos of their kids is (4) \_\_\_\_\_ "sharenting". This is a combination of the words "share" and "parenting". Ofcom said the biggest reason for parents not sharing photos of their kids is to protect the (5) \_\_\_\_\_ of under-18s. The NSPCC said: "Each time a photo or video is uploaded, it creates a digital footprint of a child which can follow them into (6) \_\_\_\_\_ life."

The website theatlantic.com highlighted (7) \_\_\_\_\_ prevalent sharenting is in the USA. It said: "In the United States, the (8) \_\_\_\_\_ majority of 2-year-olds...already have an online presence. More than 80 per cent of babies younger than that are already on social media." The website said there is a conflict between a parent's (9) \_\_\_\_\_ in their children and his or her desire to share photos of them, and the potential dangers (10) \_\_\_\_\_ sharing photos of their kids. Parents often include

personal information about their children (11) \_\_\_\_\_ with the photos they upload. This could put kids at risk of identity theft and digital kidnapping. There is also the danger of parents publishing real-time information about their children's (12) \_\_\_\_\_.

### LESSON 63. INTERVIEW.

#### •Conducting an Interview

ESL students have much to share with their classmates, including the experiences of friends and family members who belong to a different culture. If you have several ESL students of varying levels in your class, this lesson plan will give them the opportunity to share their culture with others, to gain respect for the subject of their interview, and most importantly, to work hard and succeed on a project by using the language skills that come most easily to them.

#### Materials Needed

Tape recorder or camcorder (optional)

Pencil

Paper

Sample Interview

#### Introduction to Interviews

1. The sample interview should be taken from an high-interest, age-appropriate magazine. Make enough copies of the interview for each student. Have fluent readers read the interview, and encourage ESL students to follow along in the text as they listen.

2. As a class, discuss why the interviewer asked the questions in the sample.

3. In pairs, have students write down a list of other questions that they wish the interviewer would have asked. Make sure to pair ESL students who have weaker English skills with students who have stronger English skills. Encourage the pairs to share their ideas with the class.

4. Role play a model interview with students. Ask for a student to volunteer to be interviewed. As the interviewer, ask the student questions about one aspect of his or her life. Model strong interviewing skills, such as maintaining eye contact, speaking clearly, asking follow-up questions, and sticking to pertinent topics.

#### Conducting an Interview

1. Have students choose a person to interview. Suggest that they choose someone who they can contact easily, such as a nearby family member or neighbor. Encourage ESL students to choose a subject from their native culture.

2. Ask students to make a list of questions they would like to ask the subject of the interview. Caution them to limit the list to fewer than 10 questions, and encourage them to make the questions as specific as possible.

3. If possible, provide ESL students with a blank tape and a recording device. Ensure that those students are familiar with the technology and can use the device appropriately.

4. Instruct students to interview the subject. They should tape the interview or write down the responses the subject gives. ESL students can conduct the interview in their native language.

5. Instruct students to circle or rewrite the part of the interview that they found most interesting. ESL students should write down the section of the interview, translated into English.

6. Encourage students to share the written section of the interview with the class. Students who are more secure with spoken English can present their findings verbally. Other ESL students may wish for the teacher to read their findings aloud. Students who do not have a strong grasp of the English language can ask a friend or community member who is familiar with the language to help them translate. The translation can then be read to the rest of the class.

#### **LESSON 64. SHARING OPINION OFFICIALY IN FORMAL WAY.**

##### **Speaking Practice**

##### **Exercise 1: Work in pairs. Role play.**

A parent wants to celebrate the birth of his child. One of the students plays the role of the mahalla chairperson and the other – the role of a parent. The parent comes to the mahalla chairperson to discuss the date of the celebration, the number of guests to invite and a supply of tables, chairs, dishes, cooking supplies and so on.

##### **Exercise 2: Briefly discuss the following questions in small groups.**

1 . The text consists of a factual description of Uzbekistan Residential Community Associations. There are formal and informal activities in a mahalla. Go through the text and identify the parts as formal activities and informal activities.

2. There are advantages and disadvantages of a mahalla. Comment on this by giving your personal opinion.

3. Explain the difference between the notions of “neighborliness” and “hashar”? Give your personal attitude about them.

4. Use your Encyclopedia to find out if there’s something like Uzbekistan mahalla in other countries across the world and speak about them in the classroom.

5. Who do you think has written this article? Is this writer local or a foreigner? What makes you think so?

6. Prepare a dialogue together with your friend about parents' planned marriage in Uzbekistan and the role of mahalla in this event, then act it out in front of the class.

## **LESSON 65. LISTENING AND UNDERSTANDING SONGS.**

### **Music Is the Universal Language of Mankind**

The dictionary defines music as "the arrangement of sounds made by the instruments or voices in a way that is pleasant or exciting." But in fact music is a much more complicated notion.

Music isn't a combination of pleasant sounds only. It is the art that reflects life. Moreover, it reflects ideas and emotions using no words. People all over the world are equally moved by the beauty of Tchaikovsky's music, whereas "Seventh Symphony" by Shostakovich is understandable to all those who know about the unprecedented heroism of people during the wars.

Certainly the appreciation and understanding of real music comes in time and very much depends on the person's education and intelligence. It's especially true with such musical genres as symphony, concerto, chamber music, opera and ballet. All these enchanting melodies need patience, concentration and peace of mind.

However, young people nowadays gravitate towards new rhythms. It is probably the result of changing times and influence of mass media. Pretty much like the immortal creations of Mozart and Handel pop music unites the teenagers all over the world. Moreover, it makes them feel a part of global family.

I must say that the society has become much more tolerant to hard rock, heavy metal and rap music. It's probably explained by the fact that...

Nowadays it's almost impossible to escape from music, even if we want to. It thunders out of every high street shop, hisses horribly through other people's stereos on public transport, lulls you in hotel lobbies and restaurants, and blasts out of wound-down car and van windows.

But, although we all can now have music wherever we go very few of us have any real idea of the effect music has on the human system. For many years it has been assumed that musical tastes are subjective — that one person will like jazz while another prefers classical.

But recent research in America and Australia has shown that appreciation of music is not a matter of individual taste.

Certain types of music will have a particular effect on us, regardless of whether we 'like' them or not. For instance, some music will help us feel relaxed and peaceful, whereas other types may be stimulating to the brain, encouraging

curiosity and alertness. Some music promotes loving feelings; other sounds whip up hate, jealousy, and violence.

As a result, music is being used in hospitals, and doctors have found that twenty minutes of soothing music is often far more effective than tranquilizers or sleeping pills. For example, after a recent operation, Fiona Richmond, 15, was allowed to listen to baroque music because it was good for her.

According to researcher Susan Burghardt, all music can be divided into three types, and each one has profound effects on the body and mind. The first is low-energetic music, the sort that makes you feel bad. Most rock music falls into this category. In fact it has been discovered that rock music makes people feel hate instead of love. The work of some classical composers, such as Debussy and Schonberg, has also been found to be harmful.

The next category is high-energy music. This makes you feel better and it can help to normalize heart rate. J. S. Bach is exceptionally high energy.

The third category is prayerful music. This is the most healing of all. Much of the classical music written before 1600 falls into this category.

It seems that most Jazz and Country and Western is simply neutral, having neither a healing nor harming effect.

Scientific work on the healing power of music started with plant research in the 1970s. Many types of classical music speeded plant growth, whereas heavy metal caused plants to draw away from the speakers and die.

Thus music can really be called a universal language understandable not only to people, but also to our bodies and plants.

Generally speaking the reaction on music is very subjective. As the English proverb goes: "One's man meat is another man's poison." In fact any music can be comprehended and interpreted in different ways. To my mind this is the most appealing feature of music. It's highly democratic and free from any sort of dictatorship. That makes it the most universal common language of mankind nowadays and ever.<sup>54</sup>

## **EXERCISES**

### **I. Answer the questions.**

1. How does the dictionary define music?
2. What is music?
3. What does the understanding of music depend on?
4. What kind of music are young people fond of?
5. Why isn't it possible to escape from music?
6. What has recent American and Australian research show?

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<sup>54</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.

7. What are the main three types of music according to Susan Burghardt?
8. Why is music the universal language of mankind?

## **II. Choose the right answer.**

1. Music is
  - a) a combination of pleasant sounds
  - b) an ideal art
  - c) a very complicated notion
  - d) a democratic art
  
2. The appreciation and understanding of music comes
  - a) unexpectedly
  - b) in time
  - c) in childhood
  - d) in the end of one's life
  
3. Young people nowadays
  - e) are fond of classical music
  - f) don't listen to music
  - g) name Bach as their favourite
  - h) gravitate towards new rhythms
  
4. Recent research in America and Australia has shown
  - a) music is only mere entertainment
  - b) music doesn't affect people
  - c) the appreciation of music is not a matter of individual taste
  - d) music inspires young generation
  
5. Music is really
  - a) a harmful thing
  - b) power
  - c) art of snobs
  - d) the universal language of mankind

## **III. Do you agree or not? Comment on the following statements.**

1. Music is only a combination of pleasant sounds.
2. Music's motto is "art for art's sake."
3. The understanding of serious music comes in time.
4. Nowadays young people are more fond of classical music.



5. Today music is everywhere.
6. The appreciation of music is a matter of individual taste.
7. Each type of music has profound effects on people's bodies and minds.

**IV. What do you think? Give a reason for your opinion.**

1. Music is a very complicated notion.
2. Music reflects life.
3. The understanding of classical music depends on people's education and intellect.
4. Nowadays it's almost impossible to escape from music.
5. The appreciation of music is not a matter of individual taste.
6. Music can help curing people.
7. Music can really be called a universal language of mankind.

**V. Ask a famous composer (rock star) any questions about his/her activities and creative work.**

**VI. List all the problems touched upon in the text.**

**VII. Role play.** Your friend invites you to a recital of a famous pianist. Chopin and Liszt are on the programme. You'd better prefer to go to a rock concert.

**VIII. Comment on the following quotations.**

1. "[Rock music is] junk food for the soul." Allan Bloom.
2. "After science that which comes nearest to expressing the
3. "All art constantly aspires towards the condition of music." Walter Pater.
4. "Music is essentially useless, as life is." George Santayana.
5. "Is not music the food of love?" Richard Sheridan.
6. "If a world of peace and love, music would be the universal language."  
Henry David Thoreau.

**LESSON 66. PRESENTATION. FREE TOPIC.**

**Making Effective Presentations**



An introduction to business presentation and related communication skills.

**Objectives:**

- Students will learn the importance of good presentation skills.
- Students will learn to make their presentation focused on a particular type of audience, learn what information to include in the presentation, understand how to keep the audience interested, and learn how to deal with questions.

The key to effective presentations lies in careful preparation. You need to know about your audience and their expectations; you need to identify your own objectives (do you intend to inform or persuade your audience?); you need to sequence your information in a logical way and you need to know the best ways to create and keep the audience's interest. You should also have your audio-visual aids ready and in the right sequence and should check that the equipment is in working order.

**Your audience**

Before you start to think about the content of your presentation, look at what you know about the audience. Ask yourself:

1. Why they are attending.
2. What they want to know.
3. How much information they have already.
4. What technical language they use or are familiar with.

If you were presenting information about road safety, your approach to an audience of parents would be quite different from your approach to an audience of policemen. Parents would be concerned primarily with protecting their children. They would be looking for advice and information on safe practices. The police, on the other hand, would be far more interested in statistics, on looking for those responsible for road accidents, on the relationship between traffic regulations and safety.

**Presentations for information**

If you have information to give an audience, you must decide on the most logical sequence for the material. In your introduction you should state your name, your company or organization and your credentials and the purpose of your talk:

*Good morning, ladies and gentlemen. My name is Mary Green and I'm a consultant with the Insight Corporation. I have ten year's experience in the field*

*of X and the purpose of my talk today is give you the results of our recent research into Y.*

It is important in the first stage of the presentation to give the audience some signposts and some approximate times. This is rather like having an agenda for a meeting; the audience knows what to expect and finds it easier to follow:

*My presentation today will take about fifteen minutes and falls into three stages. First I will remind you briefly of the background to the research. Next I will spend about eight minutes outlining the results and I will conclude by talking for two or three minutes about the implications of these findings. There will be another ten minutes available at the end of my talk for you to ask questions.*

As you reach the end of each stage of your presentation it is a good idea to signal this:

*That concludes the background information...*

and to briefly summarize the main points of that section, *and, as you can see, there are two main points to bear in mind: the effects of early research on current practices and the gaps in our knowledge that were identified.*

You should then signal your move to the next stage: *Now I want to turn to the results of our recent research.*

### **Presentations to Persuade**

As with information presentations, you should give a clear introduction to yourself and your topic. However, in addition to organizing your talk in a logical fashion, you need to build up a convincing argument. You should concentrate on:

1. The **benefits** of your standpoint.
2. Compare these with the **disadvantages** of other approaches.
3. Lead up to the conclusion that what you offer is a better alternative.

*In my presentation today I am going to show you how our new product can save you between 15% and 20% of your annual energy costs... Until now, comparable products have required a high initial outlay. In contrast our prices are 30% lower than our competitors'... From what you have seen today, I am sure you will agree that what we offer not only allows the biggest per annum savings at a considerably lower price than comparable products, but that it also comes with a cast-iron warranty and an excellent after sales package.*

### **Capturing and keeping the audience's interest**

To capture your audience's interest, you need a lively introduction with a 'hook'; that is to say a way of making the audience want to know more. Some ways of doing this are:

1. Identify a problem you know they would like solved.
2. "Trail" some new and interesting information that you are going to unveil.
3. Ask rhetorical questions (*questions to which you don't expect an answer: what exactly went wrong? where does that leave us? how can we interpret this?*).

Once you have the audience's attention, you should ensure you keep it by:

1. making clear, brief points
2. using simple visual aids to highlight specific points (these should be vivid and with only minimal information)
3. using humor if it is appropriate to your topic
4. summarizing key points.

### **Body Language**

Remember that a message is conveyed not only by words but also by facial expression, posture, gestures. People say that as much of 75 percent of a message is conveyed by body language. If you are nervous, you will betray this in your body language, perhaps by pacing or repeating some gesture like touching your ear or fingering your clothing. All this can be distracting for your audience, so you might need to practice in front of a mirror or a video camera. Aim for a clear, steady gaze and look at individuals in the audience from time to time. Don't pace or fidget or tap your toe. Try to match your facial expressions to the tone of your subject. If you find you are becoming nervous, pause for a second and take a sip of water to give you time to recover.

### **Dealing with questions**

Questions at the end of the presentation are of four main kinds:

1. Questions you can answer on the spot.
2. Questions that require further information you don't have with you.
3. Questions you wish to avoid.
4. Aggressive questions.

The first kind is no problem and you will deal with them as efficiently as you can. For the second kind, you should acknowledge the question as useful/important/interesting and offer to send the information on, or provide another source of information, if the questioner gives you an address after the presentation. For questions you wish to avoid, you should find some formula for politely declining to answer:

1. That's really too complicated an issue to discuss right now.
2. That's beyond my brief for today.
3. I'm not really the best person to deal with that question.

If someone in the audience is asking aggressive questions, then acknowledge their anger and politely decline to get involved:

*I can see you are upset/angry/disturbed by this, but this not the time to engage in an argument.*

## **LESSON 67. DEBATES. FREE TOPIC.**

### **STRESS IN MODERN LIFE**

#### **Causes of Stress**

### **I. LISTENING**

A. Try to answer following question to the class

1. Have you ever had stress? If yes, what was the reason or cause of it?
2. Why was this experience so stressful?
3. What about the life of students is especially stressful?

B. Work in groups and brainstorm as many causes of stress as possible for people of different ages.

Teenage (13-17)	<i>Conflicts with parents.</i>
Young adults (17-30)	
Middle age (31-60)	
Elderly (60+)	

C. Listen to the tape and try to write answers to these questions as you listen:

1. What age divisions do the speakers belong to?

\_\_\_\_\_

2. What is Matthew doing?

\_\_\_\_\_

3. What are the causes of Suzanne's stress?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

4. How many hours a day does Suzanne prepare for her classes?

\_\_\_\_\_

5. Is she really worrying about breaking up with her boyfriend?

\_\_\_\_\_

6. What does she not like about her work?

\_\_\_\_\_

7. Why is Matthew stressed?

\_\_\_\_\_

8. What kind of family problems could he have?

\_\_\_\_\_

9. Why doesn't Suzanne have dinner with Matthew?

D. Listen to the tape again and write the sentences where these words and phrases appear. After the dictation, choose the synonym that best matches the word as it is used in the sentence. Finally, write your own sentence using the word from the listening text.

**1. pretty –**

*"I feel pretty stressed out these days"*

- 
- a. beautiful      **b. a little**      c. very

That movie we saw last night was pretty funny. \_\_\_\_\_

**2. increase –**

- 
- a. raise                      b. bend                      c. lower

**3. tons of -**

- 
- a. heavy                      b. much                      c. difficult

**4. to break up with -**

- 
- a. to destroy              b. to give up              c. stop relations

**5. demanding -**

- 
- a. challenging              b. dissatisfied              c. easy going

**6. nightmare -**

- 
- a. a bad dream      b. a terrible situation      c. a good dream

**7. to be wiped out -**

- 
- a. to be sick              b. to be tired              c. to be killed

**8. to be mixed up in something -**

- 
- a. to be involved      b. to be confused      c. to be busy with

**9. to be coy -**

- 
- a. superior              b. secretive              c. stupid
- 

**II. WRITING AND SPEAKING**

A. Work in pairs and make up a dialogue between students discussing causes of stress in their lives.

For example:

Umid:      *Hi, Shakhnoza. What's wrong?*

Shakhnoza:      *Nothing. I just failed my Phonetics exam.*

Umid:      *???*

B. After writing your conversation, perform it for the class.

**LESSON 68. AUDIOBOOKS.**

## **Listening audiobook. “The Great Gatsby” by Fitzgerald**

The Great Gatsby is arguably Fitzgerald's finest work. A portrait of the Jazz Age in all of its decadence and excess, Gatsby captured the spirit of the author's generation and earned itself a permanent place in American mythology. Self-made, self-invented millionaire Jay Gatsby embodies the American obsessions for money, ambition, greed, and the promise of new beginnings. Gatsby's rise to glory and eventual fall from grace becomes a kind of cautionary tale about the American Dream. The mysterious Jay Gatsby embodies the American notion that it is possible to redefine oneself and persuade the world to accept that definition. Gatsby's youthful neighbor, Nick Carraway, fascinated with the display of enormous wealth in which Gatsby revels, finds himself swept up in the lavish lifestyle of Long Island society during the Jazz Age. The Great Gatsby is a mystical, timeless story of integrity and cruelty, vision and despair. The story of Jay Gatsby and his love for Daisy Buchanan is widely acknowledged to be the closest thing to the Great American Novel ever written.<sup>55</sup>

### **Introduce the Book:**

You've now decided to take the plunge and introduce an audiobook in your ESL classroom. Congratulations on taking your students to a new level of English comprehension and listening! You won't be sorry!

Now, how do you get started? Books typically aren't short, so where should you even begin? Follow the lesson below to introduce the book and listening project to your class.

#### **1. Show a visual.**

Show your students the book cover and read a description or summary of the book. After providing the visual, ask some questions about their impression. What does the cover look like? Who typically reads this book? How has it been rated? Have any of your students read the book?

#### **2. Provide a character family tree or outline.**

I once had a university professor provide my English literature class with a complete family tree of the characters in a William Faulkner book, an author who can make you feel like you're reading a book in a second language! I kept this handy outline in my book and was able to better follow the plot and understand the

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<sup>55</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.

characters from the beginning, ensuring a much better success rate of comprehending the novel.

This will also greatly help your ESL students understand the players in the book. Who is who and how are they related? Chart it out for your students and discuss.

### **3. Discuss the plot and guess the ending.**

After reading the summary, have the students break into small groups and come up with a possible ending. Does the good guy get the girl? Does the dog die? Have your students discuss the possibilities, which will provide them with a better understanding of what the book is about, and where it could lead.

But, of course, don't provide any spoilers! Leave them curious as to what will happen!

### **LESSON 69. MINI-PRESENTATION ON THE GIVEN TOPIC.**



#### **SENSE AND SENSIBILITY I. FEELINGS AND EMOTIONS**

1. Look at the pictures and listen to three short pieces of music. Choose a piece of music for each picture.

2. Do you know any of these pieces of music? How do you feel when you listen to them? sad happy angry frightend excited bored depressed nervous E.g. When I listen to the first piece of music I feel sad.

3. What colors do you think of when you hear the words in Exercise 2?

#### **QUESTIONNAIRE**

**Read the questionnaire. Take it in turns to ask each other the questions and fill in your partner's answer. Are you an optimist or a pessimist?**

1. How often do you gamble?

a) Never

b) A lot

c) From time to time



2. If you work, do you think you will get promotion/ a pay rise in the next year? Or if you are a student or unemployed, do you think you will find a job soon/ when you start looking?

a) Yes.

b) No.

c) I might

3. Are your first impressions of people usually positive?

a) Sometimes positive and sometimes negative.

b) No.

c) Yes.

4. Do you believe in true love?

a) Yes.

b) No.

5. Do you ever worry about the future?

a) Sometimes.

b) Never.

c) Often.

6. You have a good job but some friends have asked you to start a new business with them. Do you think:

a) I am going to try it! It sounds very interesting.

b) I am sure we will not make any money.

c) I might try. I am a bit worried, but I am excited too.

7. There is a fire in the place where you work/ study. Do you think:

a) Everyone will help each other?

b) No one will help anyone?

c) One or two people might help but most people will not.

8. How do you feel about next year?

a) I am sure it will be better than last year.

b) I think it will be worse than last year.

c) It might be better or it might be worse.

9. You are going to take a short flight in a small plane. Do you feel:

a) Excited?

b) Excited, but also a bit nervous?

c) Terrified?

10. If someone invites you to a party, do you:

a) Make an excuse because you do not think it will be any good?

b) Accept happily because you are sure you will have a good time?

c) Accept and hope it will be all right?

All students

Check your partner's answers and fill in his /her score.

Are you an optimist or pessimist?

	3 points	2 points	1 point
1.	B	C	A
2.	A	C	B
3.	C	A	B
4.	A	-	B
5.	B	A	C
6.	A	C	B
7.	A	C	B

8.	A	C	B
9.	A	B	C
10.	B	C	A

### Exercise 1

Write the opposites of these words. There may be more than one possible answers.

happy	sad, unhappy
bored	
kind	
miserable	
obedient	
confident	
suspicious	
rude	

### Exercise 2

Arrange the words in the pictures “How are you feeling today” under the appropriate heading in the table.

Unfavourable	Unfavourable favourable	or	Favourable

--	--	--

### Exercise 3

**Find the logical ending on the right for each of the sentences beginnings on the left.**

1. He was very proud when      a) someone stole his money.
2. He was very jealous when    b) his father appeared on TV.
3. He was very embarrassed  
when c) he heard that his aunt
4. He was very angry  
when                                      d) he saw those big dogs
5. He was very sad when            e) his best friend went out with  
the girl he really liked.
6. He was very frightened when    f) quarelled with his friend.

### LESSON 70. MINI-PRESENTATION ON THE GIVEN TOPIC.

#### CASE STUDIES:

**Read the problems and think about solutions.**

#### Case Study 1: Chocolate addict

I am a chocolate addict. My friends and family cannot believe how much I can eat. I often choose to eat chocolate rather than a proper meal, partly because it is quicker, but also because I prefer it. It seems to give me more energy, though I feel sick if I eat too much.

I've put on a lot of weight, and I hate that, but if I'm feeling fed up about being fat, I just eat some chocolate to cheer myself up.

The people at work treat it as joke, and often buy me presents of chocolate - they do not realize I've got a real problem. I really do think I'm addicted to chocolate. What can I do?

#### Case Study 2: Extra Lessons

I'm 17, and I've fallen in love with my maths teacher. He's in his first teaching job since he left university, and there's only about ten years difference in our ages. Recently he's been giving me extra maths lessons after school and yesterday he asked me out for a drink. What should I do?

#### Case Study 3: Mum's a Slave

I have just been spending a week with my parents, who are a happily-married couple in their fifties. What worries me is that my father has a very old-fashioned

attitude to housework. He really treats my poor mother like a servant. She has a bad heart, and it makes me angry to see her carrying in heavy loads of shopping, doing all the cooking, cleaning and washing, and so on. Should I speak to my father?

#### **Case Study 4: Still a Prisoner**

I'm 25 and have just come out of prison after two years inside. My problem is that I feel very insecure and lonely and do not know what to do with myself. I have no friends, as in the past I've behaved very badly to people. I'm worried that I won't ever be able to live a normal life again. Can you help?

### **LESSON 71. LISTENING FOR THE MAIN IDEA.**

#### **Learning Objectives:**

After this lesson, students will be able to identify the main idea and supporting details in a passage.

#### **Lesson:**

#### **Introduction (15 minutes)**

Before beginning this lesson, be sure that you have created a number of "themed" bags, full of items that represent the supporting details to help students identify the main idea of each bag. The number of bags you create should match the number of stations you set up, including one extra for you to use as a model to the class. The objects can include small toys, puzzle pieces, magazine cut-outs, or anything that can stand in as supporting details. Some theme ideas and example objects include:

- **Farm Animals:** cat, horse, cow, pig, goat
- **Predators of the Sea:** shark, jellyfish, eel, stingray, sea lion
- **Hawaiian Vacation:** Hawaii map, ocean pictures, divers, sea creatures, airplane

The possibilities are endless. Choose themes that will resonate with your class.

1. Begin the lesson by reviewing the definition of **main idea**, or the most important topic in a text.
2. Play the video Main Idea by Brain POP for your class.
3. Once the video finishes, read the passage on the Main Idea: Elephants attachment to the class. After finishing, highlight what the main idea is, using **supporting details**, or facts, statements, or examples that help illustrate the main idea.
4. Summarize the main idea in a concluding sentence. Write the sentence on your whiteboard.

5. Explain to the class that today, they will be split into groups to look through mystery bags of supporting details and determine the "main idea" of each bag. They will write a conclusion sentence that summarizes the main idea of each bag, and share their findings with the class.

### **Explicit Instruction/Teacher Modeling (15 minutes)**

- Explain to each group that they will be looking at the supporting details inside a mystery bag at each station to determine the main idea for each bag.

- Remind the class that each group will have five minutes at each station to review the supporting details, agree on the main idea, and write a conclusion sentence.

- Using a model bag, demonstrate what your students are expected to do in each station.

- Take out the items in the bag one by one, and hold them up for the class to see. For example, take a pen, a pencil, markers, and crayons out of the bag.

- Verbalize your thought process for each item as you remove it from the bag. For example, you could say, "A pencil and a pen are things that people use to write. Markers and crayons are things people use to color and draw. Some artists also draw with pens and pencils."

- Conclude by giving your thoughts on what the main idea for this bag could be. For example, say that you think the main idea of the bag is *art tools*.

### **Guided Practice/Interactive Modeling (10 minutes)**

- Ask your class for additional suggestions for the main idea of this bag. Encourage volunteers to use the supporting details as evidence for their suggestions.

- Write the students' examples on the board.

- Remind students that they will have to work together to come up with the main idea for each bag. They will record their main ideas on their worksheets.

### **Independent Working Time (30 minutes)**

- Split your students into groups of four or five students. This will allow everyone to participate as well as keep the stations more manageable.

- Pass out a copy of the Main Idea Recording Sheet to each student.

- Have each group go to a station, and begin working.

- As students work, walk around the classroom providing support as needed.

- Set a timer in five minute intervals. Each time the timer goes off, have students move to a new station.

### **Extend**

#### Differentiation

- **Enrichment:** Have students that need greater challenge come up with supporting detail sentences using the items in the bag, in addition to the main idea conclusion sentence.
- **Support:** Give students that need extra help a list of main idea sentences, one that describes each mystery bag. These students should match each main idea to the correct mystery bag.

### **Review**

#### **Assessment (10 minutes)**

- To assess student understanding during the course of the lesson, walk around the room to observe each student's understanding of the concept of a main idea.
- Collect the Main Idea Recording Sheets and determine whether or not students were able to define the main idea and write a sentence for each bag.
- Give each student a copy of the Find the Main Idea: Animals worksheet to complete.

#### **Review and Closing (10 minutes)**

- Call the class together, and have the students take turns sharing their recordings for each mystery bag.
- Allow your students to discuss any similarities or differences in each station.
- After the discussion, remind students that the main idea is the most important point in a passage, and that supporting details are facts that help support the main idea.

## **LESSON 72. LISTENING TEST.**

### **Listening the following text and answer comprehension questions and test questions:**

#### **What Shops Would You Choose for Your Weekend Shopping? Why?**

Frankly speaking my experience of a shopper is very limited. As a rule I go shopping to the nearest supermarket to buy bread and some pastry, milk, yogurt, macaroni or spaghetti pasta or potato. Sometimes my father gives us a lift to a "Cash and Carry" shop and we are buying goods in a bulk to cut down and save a little money. We then buy economy-size packets of washing powder and tins of

sweet corn, peas, canned fish, barley, flour and bags of sugar orrice. But I personally find it an ordeal.

I must say that nowadays shopping has become more exciting than it used to be during stagnation. People do a lot of shopping or at least window-shopping every weekend. Very rich people, whose money burns holes in their pockets, buy boutique things at Armani orGucci. Pensioners and unemployed buy second-hand clothes in jumble sales and charity shops. I guess that most of them buy market brands rather than brand name products. These shops however give genuine reductions and real bargains in the sales. Pretty much like other European countries we can collect packet tops that offer discounts on the next purchase and have "5 p off" labels on them or contain forms of special offers.

But if I were to choose where to shop I would certainly go to New York or London. New York is considered to be theconsumer capital of the world: a shopper's paradise, which is a constant source of entertainment.I'd love to see those dazzling window displays with a staggering choice of goods. Everything

is available here, from high fashion to some rare children's books, state-of-the-art electronics and a mouthwatering array of exotic food. If you must have a personal hovercraft, read-in-thedark spectacle attachments, a designer bed for your pet hamster or a Wurlitzer jukebox, this is the city of your dreams. Whether you have \$50,000 or\$5 New York is the place to spend it. They say that New York is a bargain-hunters 1 dream, with huge reductions on anything from household goods to designer clothes. So I would gladly drop into some of the best shops on Orchard Street on the lower East Side, where shops sell designer goods at30-50% below the retail price. One can find just about every item of clothing imaginable here, in addition to tableware, shoes, home furnishing and electronics. I would also brauze through the shops between Sixth and Eighth Avenues 1 from 30<sup>th</sup>to 40<sup>th</sup>Street. And see the hub of it — Seventh Avenue, renamed into Fashion Avenue in 1970s. I'd love to see the showrooms of famous designers and manufacturers, as some of them are open to the public. It must be especially exciting to go there before one of the major giftgiving holidays, such as Christmas or Easter. So as 1 Americans say "you can shop, till you drop."

If I were to shop in London I would certainly go to Oxford Street, Soho, or Covent Garden. Oxford Street stretches for 1,5 miles from Marble Arch to Tottenham Court Road is the longest shopping street in London. None of the shops found there are particularly original, but all the famous British trademarks and chain stores are well represented: Marks & Spencer, Boots, The Body Shop, Littlewoods and many, many others. It will be a real treat to go to some high qualitydepartment stores as well, such as Selfridges, Wallis or C&A. If I need scarves or fabrics I would go to Liberty in Great Marlborough Street. It might be

quite an experience to walk along the Carnaby Street and see the punks' and goths' shops. So theoretically the choice of places I'd love to shop at is really enormous.<sup>56</sup>

## **EXERCISES**

### **I. Answer the questions.**

1. What can one buy at the supermarket?
2. Why do "Cash and Carry" shops save money?
3. Why has shopping become more exciting nowadays?
4. Why are New York and London shoppers' paradise?
5. What is available to buy there?
6. Why is New York called a bargain-hunters' dream?
7. What are the most famous British trademarks and chain shops?

### **II. Choose the right answer.**

1. "Cash and Carry" shops
  - a) are very expensive
  - b) offer limited choice of goods
  - c) are very widely spread
  - d) help save money
2. Shopping has become
  - a) an ordeal
  - b) a dull experience
  - c) more exciting
  - d) useless
3. Nowadays the majority of people prefer to buy things
  - a) in boutiques
  - b) a dull experience
  - c) in large and famous department stores
  - d) in the sales
4. If to choose where to shop the best places are
  - a) China
  - b) Turkey
  - c) Poland
  - d) New York and London

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<sup>56</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.



5. It must be exciting to shop in New York
  - a) all year round
  - b) in summer
  - c) especially before Christmas or Easter
  - d) in winter

### **III. Do you agree or not?**

1. As a rule people shop for food in the nearest supermarket.
2. A "Cash and Carry" shop is the most expensive way of shopping.
3. Nowadays shopping is a real ordeal.
4. Very rich people shop at the flea markets.
5. People don't buy second-hand goods.
6. New York is a shoppers' paradise.
7. To shop in London is a constant source of entertainment.

### **IV. What do you think? Give the reason for your opinion.**

1. Nowadays shopping has become more exciting than it used to be.
2. Jumble sales and charity shops are widely spread in this country.
3. New York is considered to be the consumer capital of the world.
4. Everything is available to buy in New York.
5. New York is a bargain-hunters' dream.
6. In New York you "can shop, till you drop."
7. London offers a great choice of places for shopping.

**V. Your friend is a great shopper. He/she has just returned from London/New York. Ask him/her about his/her shopping experience.**

### **VI. List all the problems touched upon in the text.**

**VII. Role play.** You are going to buy a pair of trainers. The choice is rather big. You are hesitating.

## **LESSON 73. MAKING NOTES WHILE LISTENING.**

### **The Long and Short of It: Summarizing Important Details**

#### **Subjects**

- Language Arts (Study Skills)

*Note: This activity can be used with a selection from literature or nonfiction reading materials related to science, history, and many other subjects.*

### **Grades**

- Advanced

### **Brief Description**

A brief Amelia Earhart biography is used to teach the skill of summarizing.

### **Objectives**

Students will

- listen to or read a brief biography of Amelia Earhart or a selection of the teacher's choice.
- make notes about key points as they listen or read.
- write a brief (one paragraph) summary of the selection.

### **Keywords**

summary, summarize, note taking, Earhart, detail, notes, listening, study skills, research

### **Materials Needed**

- a brief biography of Amelia Earhart, or another grade-appropriate reading selection

### **Lesson Plan**

#### **About the Lesson**

This is the first of three lessons that employ a brief biography of Amelia Earhart as the starting point for the note-taking exercises. The Earhart biography is a suggested starting point for this lesson. You might substitute any piece of literature for the selection provided; or you might provide additional note-taking practice by repeating this lesson with a variety of content-rich, subject-related reading material.

- In this lesson, *The Long and Short of It: Summarizing Important Details*, students practice summarizing a brief reading/listening selection. When writing reports, students use their summarizing (and paraphrasing) skills to avoid plagiarizing (copying verbatim) their resource texts.

- In the second lesson, *Incredible Shrinking Notes*, students take notes as they listen to a reading passage. They use a fun 3-step process to "boil down" or focus their note taking on the most important elements, main ideas, and themes of the reading.

- In the third lesson, *Note Taking By Crayon*, students read for a purpose; their reading and note taking focuses on information that will help them respond to a very specific question about a reading selection.

#### **The Lesson**

In this lesson, students practice summarizing a reading selection. To start, ask students *What is summarizing? Why is being able to summarize an important skill to have? When might skill at summarizing come in especially handy?* Lead students to talk about how summarizing means picking out essential details and

important ideas or themes in an article, a piece of literature, or a speech, and then writing those ideas in their own words. Students might mention that summarizing is a helpful skill to have when writing a report; that it is important when writing reports to state information and ideas in your own words, instead of copying chunks of someone else's text (plagiarizing, cheating).

At the start of the lesson, tell students: *I am going to read to you a brief biography of Amelia Earhart, the first woman to fly across the Atlantic Ocean [or substitute a brief description of the text you will read aloud]. As I read, your job is to listen very carefully and to jot down a few words or brief notes that will help you recall the important points of the story. You will need those notes because, when I am finished reading, I am going to ask you to write a paragraph that summarizes what you think were the most important events or themes in Amelia Earhart's life.*

You might use the Earhart biography as an introduction to summarizing. Read the piece all the way through one time; then read the piece again while discussing the important points that students might have written down while listening. Then write the summary paragraph as a whole-class activity. When you are finished, you might provide a second piece of content material for students to paraphrase on their own.

After students write their summary paragraphs, invite several students to share their paragraphs. (As students were writing and you were circulating; you might have noted -- and want to share -- several writing samples from students you saw do a particularly good job.)

This is an activity you might repeat a handful of times over the course of a month; students' summarizing skills should improve with each successive lesson.

#### **Alternative Idea**

Provide each student with a copy of the Earhart biography or an alternative reading passage. Give students a specific amount of time to read the assigned passage. When they are finished reading, have them use the remaining time to consider the facts they might include in a summary of the passage. Then have students turn over the paper and write a paragraph summarizing the most important elements of the reading selection. While writing, do not allow students to turn over their papers to return to the reading. After they complete their writing, allow students to turn their papers over and use the passage to correct any misinformation or to revise and edit their summaries.

#### **Assessment**

Have students listen to or read another assigned passage of text, and write a brief (one paragraph, no more than five sentences) summary of that text.

### **LESSON 74. LISTENING. SUMMARIZING. REPORT.**

**Listen the following information. Then answer questions on summarizing and reporting:**

**Give Details on How Your Age Group Spends Free Time**

Psychologists say that theoretically all the teenagers can be divided into two groups: formal and informal. Teenagers from formal groups generally spend their leisure time doing sports, shopping; sightseeing, theatre-going or watching TV.

It's a truth universally acknowledged that sport helps people to keep fit and beat stress and negative emotions. But taking sports seriously is no fun at all. People used to argue that sports were of Value because they built character. They claimed that games promoted hard work, sportsmanship, and the joy of playing. But to many today such arguments sound hollow, even hypocritical. The emphasis on winning is particularly a problem. For many young people sport is no longer a run around a basketball court twice a week or a game of tennis twice a week on a warm day. It is a serious and expensive business involving hours of daily training. For some kids whose training starts at a very early age, it is reflected in the increasing number of world champions in the teens. As for me swimming was my life until I was twelve. My father wanted me to do well because he never really made it as a swimmer. I used to train twice a day. My dad would drive me to the pool and wait for me. It was a huge sacrifice but I don't regret it although I had to quit it for school was more important. Of course my dad was disappointed but sports made me a high achiever. I also had lots of friends as others looked up at me. I even didn't mind injuries and strain. However, recent studies suggest that overtraining can lead to stunted growth, skeletal injuries, and eating disorders in athletes who need to keep slim, such as gymnasts.

Snobs like to throw parties and to invite the rich and famous. Such guests usually raise the tone of the party greatly and other teenagers are usually sufficiently impressed by national sportspeople, famous fashion models, and offsprings of rich and famous people, aspiring poets or the owners of posh cars or promising starlets. I personally adore the parties. It's a terrific opportunity to meet new people. Every party benefits greatly from those who are the life and soul of it. They gladly take the lead in making a fool of him or herself and set everybody at ease. Such a person not always has a high IQ and even lower sense of humour, but people very often are charmed by good mixers, go-getters, machos and chatterboxes. I prefer the quite relaxed company of those intellectuals who are able to make conversation or communicate verbally. I try to avoid the company of those who are so plain and anonymous that their own mothers would have difficulty recognizing them. They are usually ignored in real life. Art lovers attend exhibitions and enjoy world famous paintings, rare sculptures, and the remains of ancient civilizations. They are ready to listen to most boring lectures about Egyptian pyramids for hours on end. As a result their brain is armed with an

unbelievable store of facts and figures from literature, history and natural sciences, history and geography. Teachers usually speak very highly of their erudition and knowledge. I am usually drawn to such "walking encyclopedias". It's a shame that some of them are very introverted and turn out to be either "blue stockings" or tedious bookworms.

Though I am not a great theatregoer I don't mind watching an exciting play, a beautiful ballet or a talented opera. Last month I went to see a new production of Hamlet. The sets were incredibly realistic and the costumes were wonderful. It was a good cast and I thought the direction was excellent. Konstantin Raikin gave a marvelous performance and it got rave reviews in the papers lately. Unfortunately the tickets to such celebrated theatre as Mariinsky Opera House costs a pretty penny and not all the teenagers can afford booking a ticket for a ballet or opera.

It often happens that teenagers complain that it has become very expensive to enjoy culture and attend theatres and cinemas regularly. Membership to a good sport club also costs a pretty penny. But there is always a way out, because as an old English proverb goes: "when there is a will, there is a way." One can do jogging or play football or volleyball in the yard. It's not necessary to spend a fortune and book the seats in the stalls, but standing room may be enough. Frankly speaking most of my classmates face another problem; they haven't free time. And holidays is the chance for adventure, travel and community service. Some of my classmates have already acquired some working skills and habits. It is also a chance to develop confidence, maturity and initiative. If your parents are made of money and you are a lucky dog, you may have the most flabbergasted leisure time at the resorts of Spain, Turkey or the Bahamas. Holiday adventurers arrive back to school after summer being wiser and more positive. They go to university with a greater sense of purpose of what they want to achieve and they get used to being independent and living on a tight budget. In principle, universities are very much in favour of students with some travelling or working experience.

So to finish with I'd like to say that I sincerely hope that after my school and entrance exams I'll sign with relief and be able to relax to the full and enjoy every minute of my free time. Then I'll get a more detailed idea of what free time is.<sup>57</sup>

## **EXERCISES**

### **I. Answer the questions.**

1. How do the teenagers spend their free time?
2. Why isn't taking sports seriously fun?
3. How do the snobs spend their free time?
4. What are the opportunities of spending free time for art lovers?
5. What do teenagers complain of?

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<sup>57</sup>Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.

6. How do you usually spend free time? Give as many details as possible.

## II. Choose the right answer.

1. Sports help people

- a) to become famous
- b) to live happily
- c) to travel
- d) to beat stress

2. Teenagers

- a) spend most time at home
- b) don't like to socialize with each other
- c) prefer to spend more time at school
- d) are fond of different parties

3. Art lovers

- a) prefer reproductions to originals
- b) are ready to listen to different lectures on art
- c) buy lots of original works
- d) spend much time at the art auctions

4. Young people

- a) prefer serious performances to discos
- b) can afford booking the best seats to the theatres
- c) dream of often visits to the Philharmonic Society
- d) don't mind watching an exciting play

5. Teenagers often complain that

- a) doing sports is not fun
- b) they don't know how to spend their free time
- c) it is very expensive to enjoy culture
- d) it is boring to go to the cinema

## III. Do you agree or not? Comment on the following statements.

- 1. Teenagers don't differ much from each other.
- 2. Sports beat positive emotions.
- 3. Snobs usually throw parties.
- 4. Snobs are the most intelligent people.
- 5. Art lovers are mostly ignorant.
- 6. Opera and ballet are the best pastime for teenagers.

7. When there is a will there is a way.

**IV. What do you think? Give the reason for your opinion.**

1. All teenagers can be divided into two groups.
2. Sports build the character.
3. All teenagers are fond of parties.
4. Art lovers are usually introverted.
5. Going to the theatre is a problem today.
6. Teenagers complain that it has become expensive to enjoy culture or to attend a sport club.
7. Some teenagers today combine work and study.
8. For teenagers the greatest problem today is the one of free time.

**V. Ask a teenager from the UK/the USA how he/she usually spends free time.**

**VI. List all the problems touched upon in the text.**

**VII. Role play.** Your friend and you have a free weekend. You want to go to a disco. Your friend prefers a quiet weekend in the countryside.

**VIII. Comment on the following quotations.**

1. "Leisure is Time for doing something useful." Benjamin Franklin.
2. "A Life of Leisure and a Life of Laziness are two things." Thomas Fuller.
3. "Nothing excellent can be done without leisure." Andre Gide.
4. "Leisure is the mother of Philosophy." Thomas Hobbes.
5. "The busiest people have the most leisure time." Saying.<sup>58</sup>

**LESSON 75. REVISION.**

**Role-play "Scene of Vanity":**

1. Form three groups of 3-4. Write the names of three famous movie stars on the separate sheets of paper.
2. Give them to your teacher. Your teacher mixes them up.
3. Choose one member from your group to pick the name of one actor.
4. That member should consult with the group about the actor given by the teacher. Discuss these questions in 5 minutes:

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<sup>58</sup>Boyle, M., Kisslinger, E. Skillful. Listening and Speaking. Full Set. –UK: Macmillan, 2013.

- a. What awards did s/he get? For what films?
- b. In what famous popular films was that actor involved?
- c. What countries did the actor visit?
- d. How much money does he or she earn every month?

*Note: If you don't know the answers, be creative!*

5. After getting some ideas about the actor go to the scene of vanity and pretend to be the actor whose name is on the piece of paper. Compete with members of the other groups to show how you are richer, smarter and better looking than those two.

6. After performing your drama the next member of each group should take the name of another actor and repeat steps 4-5. Continue until all members of the group have played a role.

## **LESSON 76. PREPARATION. TEST ON MODULE 2.**

### **Preparing for Advanced Listening Test**

#### **Step 1: Listen to Dialog**

Do not view the questions until after you have listened to the audio file. Reading the questions first will not help you improve your English listening skills.

#### **Step 2: Quiz - View Questions**

If you are uncertain about the answers to the questions, listen to the audio file again after having read the questions. After you have made all your selections, you may view the answers to see how you did.

1. What two states are the guys from?

New York and Oregon

California and New York

Texas and California

Texas and New York

2. What year are the two students in?

Both are freshman

One is a freshman and the other is a sophomore

One is a sophomore and the other is a junior

Both are senior

3. What university are they currently at?

Austin



Stanford  
Berkeley  
UCLA

4. What are all the majors that were brought up?  
Political Science, English Literature, and Electrical Engineering  
Science, English Literature, and Mechanical Engineering  
Biology, English, and Chemical Engineering  
None of the above

**Answer Key:**

1. Texas and California
2. Both are freshman
3. Berkeley
4. Political Science, English Literature, and Electrical Engineering<sup>59</sup>

If you are uncertain about the answers to the questions, listen to the audio file again after having read the questions. After you have made all your selections, you may view the answers to see how you did.

**Step 3: Show Conversation Dialog**

You should read the Conversation Dialog to help you study after going through the listening lesson. Do not view the Conversation Dialog prior to listening to the audio, or prior to answering all the questions.

A: "Hi. My name is Mark."

B: "Mark? I'm Bill. Glad to meet you."

A: "Yeah. So where are you from?"

B: "I'm from Houston Texas."

A: "Oh... I'm from Southern California."

B: "There must be a lot of cute girls over there huh?"

A: "Hell yeah. But most of them are hoochies."

B: "That sucks. So, what year are you?"

A: "I'm a freshman."

B: "This is my first year too."

A: "So what made you decide to come to California for school? I hear Austin is a good school."

B: "It's alright, but I think Berkeley is better."

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<sup>59</sup>Boyle, M., Kisslinger, E. Skillful. Listening and Speaking. Full Set. –UK: Macmillan, 2013.

A: "So is this where you wanted to come?"

B: "To tell you the truth, I wanted to go to Stanford. I made it on the waiting list, but ninety nine percent of the people accepted to Stanford go there. Like, who wouldn't right?"

A: "Very true. But this is still a good school."

B: "I'm not complaining. I just know that I wanted to come to California. Texas is cool and all, but I wanted to experience different things."

A: "That's good. Do you know what you plan on majoring in?"

B: "I was thinking about political science, but now I'm leaning towards English literature. How about you?"

A: "I plan on majoring in double E."

B: "Do you know where the Smith building is? I have to pick up the syllabus for my psychology class. I missed the first day."

A: "That's a great start. It's over there by the library."

B: "It was nice meeting you."

A: "Yeah. We should hang out later."

B: "Cool. I'll see you tomorrow in class then."

A: "Alright. Later."<sup>60</sup>

## INDEPENDENT STUDY TASKS

### THEMES FOR INDEPENDENT STUDY

Topic of Independent Work	Deadline
<b>3-semester</b>	
Culture.	1-6 hafta
Art.	7-9 hafta
Person and Personality.	10-11 hafta
National Symbols.	12-13 hafta
English speaking countries.	14-15 hafta
Meals.	16-17 hafta
<b>4-semester</b>	

<sup>60</sup>www.englishclub.com

Helthy lifestyle.	1-6 хафта
Family values.	7 хафта
City life.	8-12 хафта
Country life.	13 хафта
Communication technologies.	14-16 хафта
Free topic.	17 хафта
<b>Total:</b>	<b>12</b>

## RECOMMENDATIONS

Фан модуллари кесимида талабалар мустақил таълимини 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 намоёиш қила олиши ва бошқаларга ўргата олиши талаб этилади.

## GLOSSARY

**abstract**

A summary of a magazine or journal article, written by someone other than the original author.

**abstract words**

Words that refer to ideas or concepts.

**acceptance speech**

A speech that gives thanks for a gift, an award, or some other form of public recognition.

**acronym**

A word composed of the initial letters or parts of a series of words.

**active listening**

Giving undivided attention to a speaker in a genuine effort to understand the speaker's point of view.

**ad hominem fallacy**

An attempt to discredit a position by attacking the people who favor it.

**adrenaline**

A hormone released into the bloodstream in response to physical or mental stress.

**after-dinner speech**

A brief, often humorous, ceremonial speech, presented after a meal, that offers a message without asking for radical changes in attitude or action.

**agenda-setting function**

The work of informative speaking in raising topics to attention and creating a sense of their importance.

**agreement**

The third stage in the persuasive process requires that listeners not only accept the speaker's recommendations but remember their reasons for doing so.

**alliteration**

Repetition of the initial consonant sound of close or adjoining words.

**amplification**

The art of developing ideas by finding ways to restate them in a speech.

**analogical persuasion**

Creating a strategic perspective on a subject by relating it to something about which the audience has strong positive or negative feelings.

**analogical reasoning**

Reasoning in which a speaker compares two similar cases and infers that what is true for the first case is also true for the second.

**analogous color scheme**

Colors adjacent on the color wheel; used in a presentation aid to suggest both differences and close relationships among the components represented.

**analogy**

A connection established between two otherwise dissimilar ideas or things.

**animation**

The way objects enter and/or exit a PowerPoint slide.

**antithesis**

A language technique that combines opposing elements in the same sentence or adjoining sentences.

**appreciative listening**

Listening for pleasure or enjoyment.

**appreciative phase**

Phase of listening in which we enjoy the beauty of messages, responding to such factors as the simplicity, balance, and proportion of speeches and the eloquence of their language.

**arguments**

Arrangements of proofs designed to answer key questions that arise in persuasive designs.

**articulation**

The physical production of particular speech sounds.

**assimilation**

The tendency of listeners to interpret the positions of a speaker with whom they agree as closer to their own views than they actually are.

**audience-centeredness**

Keeping the audience foremost in mind at every step of speech

**award presentation**

A speech of tribute that recognizes achievements of the award recipient, explains the nature of the award, and describes why the recipient qualifies for the award.

**awareness**

This first stage in the persuasive process includes knowing about a problem, paying attention to it, and understanding how it affects our lives.

**balance**

Achieving a balance among the major parts of a presentation.

**bandwagon**

A fallacy which assumes that because something is popular, it is therefore good, correct, or desirable.

**biographical aid**

A reference work that provides information about people.

**body language**

Communication achieved using facial expressions, eye contact, movements, and gestures.

**bookmark**

A feature in a Web browser that stores links to Web sites so they can be easily revisited.

**boomerang effect**

An audience's hostile reaction to a speech advocating too much or too radical change.

**brainstorming**

A method of generating ideas by free association of words and thoughts.

**brief example**

A specific instance illustrating a more general idea.

**burden of proof**

The obligation facing a persuasive speaker to prove that a change from current policy is necessary.

**central idea**

A one-sentence statement that sums up or encapsulates the major ideas of a speech.

**ceremonial speaking**

(ceremonial speech) Speaking that celebrates special occasions. Common forms are speeches of tribute, inspiration, eulogies, toasts, introduction,

making and accepting awards, and the after-dinner speech. Their deeper function is to share identities and reinforce values that unite people into communities.

**chart**

A visual aid that summarizes a large block of information, usually in list form.

**chronological design**

Pattern of speech organization that follows a sequence of important events in relating the history of a subject or predicting its future.

**chronological order**

A method of speech organization in which the main points follow a time pattern.

**claims**

Conclusions that go beyond factual statements to make judgments about their subjects.

**cliché**

A trite or overused expression.

**clip art**

Pictures and symbols that represent common objects, processes, and ideas.

**clutter**

Discourse that takes many more words than are necessary to express an idea.

**collaborative problem solving**

In group communication, an approach that gathers participants from separate areas of the public or private sectors for their input on a problem.

**commemorative speech**

A speech that pays tribute to a person, a group of people, an institution, or an idea.

**communication apprehension**

Anxiety or fear experienced before and during public speaking.

**communication environment**

The setting in which communication occurs, including both physical and psychological factors.

**comparison**

A statement of the similarities among two or more people, events, ideas, etc.

**comparison and contrast**

An informative speech design that points out similarities and differences between subjects or ideas.

**competence**

The speaker's appearance of being informed, intelligent, and well prepared.

**comprehensive listening**

Listening to understand the message of a speaker.

**computer-assisted presentation**

The use of commercial presentation software to join audio, visual, text, graphic, and animated components.

**coordination**

The requirement that statements equal in importance be placed on the same level in an outline.

**critical listening**

The careful analysis and evaluation of message content.

**critical thinking**

Focused, organized thinking about such things as the logical relationships among ideas, the soundness of evidence, and the differences between fact and opinion.

**debate**

The clash of opposing ideas, evaluations and policy proposals on a subject of concern.

**decoding process**

The process by which the listener determines the meaning of the speaker's message and decides the speaker's intent.

**definition**

A translation of an unfamiliar word into understandable terms.

**deliberation**

Allowing all sides to express their opinions before a decision is made.

**delivery cues**

Directions in a speaking outline to help a speaker remember how she or he wants to deliver key parts of the speech.

**description**

A statement that depicts a person, event, idea, and the like with clarity and vividness.

**dialect**

A speech pattern associated with an area of the country or with a cultural or ethnic background.

**dialogue group**

A group assembled to explore the underlying assumptions of a problem but not necessarily to solve it.

**direct quotation**

Repeating the exact words of another to support a point.

**empathic phase**

Phase of listening in which we suspend judgment, allow speakers to be heard, and try to see things from their points of view.

**emphatic listening**

Listening to provide emotional support for a speaker.

**encoding process**



The process by which the speaker combines words, tones, and gestures to convey thought and feelings to the audience.

**event**

Anything that happens or is regarded as happening.

**evidence**

Supporting materials used to prove or disprove something.

**example**

A specific case used to illustrate or to represent a group of people, ideas, conditions, experiences, or the like.

**explanations**

A combination of facts and statistics to clarify a topic or process mentioned in a speech.

**eye contact**

Direct visual contact with the eyes of another person.

**feedback**

The audience's immediate response to a speaker.

**figurative analogy**

A comparison made between things that belong to different fields.

**figurative language**

The use of words in certain surprising and unusual ways in order to magnify the power of their meaning.

**general purpose**

The broad goal of a speech.

**global plagiarism**

Stealing a speech entirely from a single source and passing it off as one's own.

**habitual pitch**

The level at which people speak most frequently.

**hearing**

The vibration of sound waves on the eardrums and the firing of electrochemical impulses in the brain.

**imagery**

The use of vivid language to create mental images of objects, actions, or ideas.

**impromptu speech**

A speech delivered with little or no immediate preparation.

**inclusive language**

Language that does not stereotype, demean, or patronize people on the basis of gender, race, religion, disability, sexual orientation, or other factors.

**incremental plagiarism**

Failing to give credit for particular parts of a speech that are borrowed from other people.

**inflections**

Changes in the pitch or tone of a speaker's voice.

**informative speech**

A speech designed to convey knowledge and understanding.

**jargon**

The specialized or technical language of a trade, profession, or similar group.

**listener**

The person who receives the speaker's message.

**listening**

Paying close attention to, and making sense of, what we hear.

**main points**

The major points developed in the body of a speech.

**message**

Whatever a speaker communicates to someone else.

**monotone**

A constant pitch or tone of voice.

**multimedia presentation**

A speech that uses computer software to combine several kinds of visual and/or audio aids in the same talk.

**nonverbal communication**

Communication based on a person's use of voice and body, rather than on the use of words.

**open-ended questions**

Questions that allow respondents to answer however they want.

**oral report**

A speech presenting the findings, conclusions, decisions, etc., of a small group.

**panel discussion**

A structured conversation on a given topic among several people in front of an audience.

**pause**

A momentary break in the vocal delivery of a speech.

**persuasion**

The art of convincing others to give favorable attention to our point of view.

**persuasive speech**

A speech designed to change or reinforce the audience's attitudes, beliefs or actions.

**pitch**

The position of a human voice on the musical scale.

**positive nervousness**

Controlled nervousness that helps energize a speaker for her or his presentation.

**presentation**

The act of offering a speech to an audience, integrating the skills of nonverbal communication, especially body language, with the speech content.

**preview**

The part of the introduction that identifies the main points to be developed in the body of the speech and presents an overview of the speech to follow.

**problem-cause-solution order**

A method of organizing persuasive speeches in which the first main point identifies a problem, the second main point analyzes the causes of the problem, and the third main point presents a solution to the problem.

**pronunciation**

The use of correct sounds and of proper stress or accent on syllables in saying words.

**proof**

An interpretation of evidence that provides a good reason for listeners to agree with the speaker.

**question of value**

A question about the worth, rightness, morality, and so forth of an idea or action.

**reasoning**

The process of drawing a conclusion on the basis of evidence.

**reference work**

A work that synthesizes a large amount of related information for easy access by researchers.

**reflective-thinking method**

A five-step method for directing discussion in a problem-solving small group.

**research interview**

An interview conducted to gather information for a speech.

**research overview**

A listing of the main sources of information that could be used in a speech and of the major ideas from each source.

**residual message**

What a speaker wants the audience to remember after it has forgotten everything else in a speech.

**rhetorical questions**

Questions that have a self-evident answer, or that provoke curiosity that the speech then proceeds to satisfy.

**rhythm**

The pattern of sound in a speech created by the choice and arrangement of words.

**signpost**

A very brief statement that indicates where a speaker is in the speech or that focuses attention on key ideas.

**situation**

The time and place in which speech communication occurs.

**skills training**

Developing abilities and attitudes that help speakers control and transform communication apprehension into a positive factor.

**small group**

A collection of three to twelve people that assemble for a specific purpose.

**speaker**

The person who is presenting an oral message to a listener.

**specific purpose**

The speaker's particular goal or the response that the speaker wishes to evoke.

**speech of acceptance**

A ceremonial speech expressing gratitude for an honor and acknowledging those who made the accomplishment possible.

**speech of demonstration**

An informative speech aimed at showing the audience how to do something or how something works.

**speech of description**

An informative speech that creates word pictures to help the audience understand a subject.

**speech of explanation**

A speech that is intended to inform the audience about abstract and complex subjects, such as concepts or programs.

**speech of inspiration**

A ceremonial speech directed at awakening or reawakening an audience to a goal, purpose, or set of values.

**speech of introduction**

A ceremonial speech in which a featured speaker is introduced to the audience.

**speech of presentation**

A speech that presents someone a gift, an award, or some other form of public recognition.

**speech of tribute**

A ceremonial speech that recognizes the achievements of individuals or groups or commemorates special events.

**statistics**

Numerical data.

**stereotypes**

Generalized pictures of a race, gender, or group that supposedly represent its essential characteristics.

**stereotyping**

Creating an oversimplified image of a particular group of people, usually by assuming that all members of the group are alike.

**stories**

Accounts of actions or incidents that demonstrate points the speaker is making. See also narrative.

**summary statement**

The speaker's reinterpretation of the speech's main idea at the end of a presentation.

**supporting materials**

The materials used to support a speaker's ideas. The three major kinds of supporting materials are examples, statistics, and testimony.

**target audience**

The portion of the whole audience that the speaker most wants to persuade.

**testimony**

Citing the observations, opinions, or conclusions of other people or institutions to clarify, support, and strengthen a presentation.

**thesis statement**

The speech's central idea.

**thoroughness**

Providing complete and accurate information about a topic.

**topic**

The subject of a speech.

**virtual library**

A search aid that combines Internet technology with traditional library methods of cataloguing and assessing data.

**visual framework**

The pattern of symbolization and indentation in a speech outline that shows the relationships among the speaker's ideas.

**visualization**

The process of systematically picturing oneself succeeding as a speaker and practicing a speech with that image in mind.

**volume**

The loudness or softness of the speaker's voice.

**working outline**

A tentative plan showing the pattern of a speech's major parts, their relative importance, and the way they fit together.

**works cited**

A form of bibliography provided at the end of a formal outline that lists just those sources of supporting material actually used in the speech.

**works consulted**

A form of bibliography provided at the end of a formal outline that lists all sources of research considered in the preparation of the speech.

## APPENDICES

### SAMPLE SYLLABUS

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ  
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ



“ТАСДИҚЛАЙМАН”

Ректор

Б.Кулматов

2020 йил “30”

07



“КЕЛИШИЛДИ”

Олий ва ўрта махсус таълим вазирлиги

2020 йил “14” 08

Рўйхатга олинди: № №БД – 5111400 – 2.03  
2020 йил “14” 08

ТИЛ КЎНИКМАЛАРИ ИНТЕГРАЦИЯСИ  
ФАН ДАСТУРИ

Билим соҳаси:	100000 – Гуманитар соҳа
Таълим соҳаси:	110000 – Педагогика
Таълим йўналиши:	5111400 – Хорижий тил ва адабиёти (тиللар бўйича)

<b>Фан/модуль коди</b> TKI20320		<b>Ўқув йили</b> 2020-2021 2021-2022	<b>Семестр</b> 1-4	<b>ECTS - Кредитлар</b> 20	
<b>Фан/модуль тури</b> Мажбурий		<b>Таълим тили</b> Инглиз/немис/француз		<b>Ҳафтадаги дарс соатлари</b> 4	
1.	<b>Фаннинг номи</b>	<b>Аудитория машғулоти (соат)</b>	<b>Мустақил таълим (соат)</b>	<b>Жами юклама (соат)</b>	
	Тил кўникмалари интеграцияси	240	360	600	

2.

### **I. ФАННИНГ МАЗМУНИ**

**ФАННИ ҲҚИТИШДАН МАҚСАД – ТАЛАБАЛАРГА ТИЛНИНГ ОҒЗАКИ ВА ЁЗМА ШАКЛЛАРИНИ ИНТЕГРАЛЛАШГАН ҲОЛДА ҲРГАТИШ, ТУРЛИ КОНТЕКСТЛАРДАГИ МУЛОҚОТ МАЛАКАЛАРИНИ РИВОЖЛАНТИРИШ, ХУСУСАН ҲРГАНИЛАЁТГАН ЧЕТ ТИЛИ КўНИКМАЛАРИ ТўҒРИСИДАГИ АМАЛИЙ ВА НАЗАРИЙ БИЛИМЛАРИНИ ТАКОМИЛЛАШТИРИШ ҲАМДА ЭГАЛЛАНГАН БИЛИМ, КўНИКМА, МАЛАКАЛАРИНИ КАСБИЙ ВА ИЛМИЙ ФАОЛИЯТДА ЭРКИН КўЛЛАЙ ОЛИШЛАРИНИ ТАЪМИНЛАШДИР.**

**ФАННИНГ ВАЗИФАСИ – УМУМЭЪТИРОФ ЭТИЛГАН ХАЛҚАРО МЕЪЁРЛАРГА КўРА ТАЛАБАЛАРНИНГ ҲРГАНИЛАЁТГАН ЧЕТ ТИЛИНИ С1 ДАРАЖАДА ЭГАЛЛАШЛАРИ УЧУН ЗАРУРИЙ ТИЛ КўНИКМАЛАРИНИ ИНТЕГРАЛЛАШГАН ТАРЗДА ҲРГАТИШ ВА МУЛОҚОТ МАЛАКАЛАРИНИ РИВОЖЛАНТИРИШДИР.**

**II. АСОСИЙ ҚИСМ (АМАЛИЙ МАШВУЛОТЛАР) АМАЛИЙ МАШВУЛОТЛАР УЧУН ҚУЙИДАГИ МАВЗУЛАР ТАВСИЯ ЭТИЛАДИ:**

#### **1-Модуль. Тил кўникмалари интеграцияси**

**Тил кўникмалари интеграцияси модули 1-4 СЕМЕСТРЛАР ДАВОМИДА ҲҚИТИЛАДИ. МАЗКУР КУРС ТўРТ КўНИКМА: СўЗЛАШИШ, ТИНГЛАБ ТУШУНИШ, ҲҚИШ ВА ЁЗИШ БўЙИЧА КўНИКМАЛАРНИ БАРАВАР РИВОЖЛАНТИРИШГА ХИЗМАТ ҚИЛАДИ. Модул якунида талабалар Европа Кенгашининг “ЧЕТ ТИЛИНИ ЭГАЛЛАШ УМУМЕВРОПА КОМПЕТЕНЦИЯЛАРИ: ҲРГАНИШ, ҲҚИТИШ ВА БАҲОЛАШ” ТўҒРИСИДАГИ УМУМЭЪТИРОФ ЭТИЛГАН ХАЛҚАРО МЕЪЁРЛАРИ (CEFR) БўЙИЧА ҲРГАНГАН ЧЕТ ТИЛЛАРИНИ 1-4 СЕМЕСТРЛАР БўЙИЧА БОСҚИЧМА-БОСҚИЧ В1 ДАН С1ДАРАЖАГАЧА АМАЛДА ҚўЛЛАЙ ОЛИШЛАРИ НАЗАРДА ТУТИЛАДИ.**

**1 КУРС ДАВОМИДА ТАЛАБАЛАР ҚУЙИДАГИ МАВЗУЛАР БўЙИЧА ЛОЙИҲА УСТИДА ИШ ОЛИБ БОРАДИЛАР:**

#### **1-мавзу. ШАҲС ВА ШАҲСИЯТ**

**ТАЛАБАЛАР ҲЗ ТАРЖИМАИ ҲОЛЛАРИНИ ЁЗАДИЛАР.**



**ХОРИЖИЙ МАМЛАКАТ ФУҚАРОЛАРИНИНГ ЎЗARO САЛОМЛАШИШЛАРИ ВА СУХБАТГА КИРИШИШЛАРИ ҲАҚИДАГИ ДИАЛОГЛАРНИ ЎҚИЙДИЛАР ВА ЎЗБЕКЛАРНИНГ ОДАТЛАРИ БИЛАН ТАҚҚОСЛАЙДИЛАР.**

**2-мавзу. ЎЗБЕКИСТОН ВА ЎРГАНИЛАЁТГАН ЧЕТ ТИЛИДА СЎЗЛАШУВЧИ МАМЛАКАТЛАР МИЛЛИЙ РАМЗЛАРИ, ДАВЛАТ ТУЗИЛИШИ**

Талабалар турли миллий рамзларни муҳокама қиладилар.

Талабалар диаграмма кўринишида ўрганилаётган чет тилида сўзлашувчи мамлакатлар ва Ўзбекистоннинг сиёсий давлат тузилишини тасвирлайдилар ва таққослайдилар.

**3-мавзу. Озиқ-овқат**

Талабалар Венн диаграммасидан фойдаланган ҳолда турли мамлакатларда ким нима истеъмол қилиши ёки қилмаслиги ҳақидаги маълумотларни келтирадилар ва бунинг сабабларини муҳокама қиладилар.

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Талабалар ўзбек ва хорижий мамлакатлар миллий таомларини таққослайдилар

**4-мавзу. Сиҳат-саломатлик**

Талабалар хорижликларнинг соғлом ва бардам бўлиш учун нималар қилишлари ҳақидаги текстни ўқийдилар ҳамда ўз мамлакатидagi инсонлар бу борада нималар қилишларини аниқлаш мақсадида қиёсий сўровнома ўтказадилар.

Талабалар турли мамлакатлардаги чекишни таъқиқловчи тартиб-қоидалар ҳақида маълумотларни тўплайдилар ва Ўзбекистондаги мавжуд тартиблар билан солиштирадилар.

**5-мавзу. Оилавий қадриятлар**

Талабаларга хорижий мамлакатлар ва ўзбекларнинг оилалари акс этган суратлар берилади ва қиёсий иншо ёзишлари сўралади.

Талабалар хорижий мамлакатларда турли миллат вакилларида таркиб топган оилалардаги тушунмовчиликлар акс этган фильмни томоша қиладилар (мисол учун, “MY BIG, FAT GREEK WEDDING”, “BRIDE AND PREJUDICES”, ва бошқалар) ва уларни бартараф этишнинг мумкин бўлган йўллари муҳокама қиладилар.

**6-мавзу Таълим**

Талабалар хорижий мамлакатдаги синф хонасининг суратини муҳокама қиладилар ва уни ўз синф хоналари (жиҳозланиши, парта ва стулларнинг жойлашиши) билан таққослайдилар.

Талабалар хорижий мамлакатларда ўқитувчи – талабалар муносабатлари акс этган фильм ни(мисол учун, “DEAD POETS’ SOCIETY”) ўрганилаётган чет тилида томоша қиладилар ёки текстни ўқийдилар ва Ўзбекистондаги ўқитувчи – талабалар муносабатлари билан солиштирадилар.

## **7-мавзу Шаҳар ва қишлоқ ҳаёти**

□ Лойиҳа ишига қўшимча сифатида талабалар ўз шаҳар, қишлоқ ёки вилоятлари ҳақида сайёҳларга мўлжалланган китоб, қўлланма ёки веб-саҳифа яратадилар.

□ Талабалар турли мамлакатларда шаҳар ва қишлоқларда яшовчи кишиларнинг сони акс этган статистик маълумотларни кўриб чиқадилар ва муҳокама қиладилар.

## **8-мавзу Дам олиш ва спорт билан шуғулланиш**

□ Талабалар машҳур ўзбек сериалларидан бирини (мелодрама жанрида) муҳокама қиладилар ва турли маданиятлардаги сериалларга бўлган муносабатлар ҳақида мунозара уюштирадилар.

□ Талабаларга “Чет эллик меҳмонни қайси спорт мусобақасини томоша қилгани олиб борган бўлар эдингиз ва нима учун?” (мисол учун, кураш ёки футбол) мавзусида топшириқ берилади.

## **9-мавзу Алоқа ва технологиялар**

□ Талабалар турли мамлакатлардаги телефонда суҳбатлашиш тартиблари ҳақидаги маълумотларни тўплайдилар.

□ Талабалар ўзлари яратган веб саҳифа чет элликлар учун тушунарли ва қизиқарли бўлиши учун нималар қилиниши лозимлигини муҳокама қиладилар.

Тил кўникмалари интеграцияси модули “Лойиҳага асосланган ўқитиш” методикаси асосида олиб борилади. Ҳар бир мавзу бир ой учун мўлжалланган бўлиб, талабалар кичик гуруҳларга бўлинган ҳолда мавзу доирасида танлаган лойиҳалари устида иш олиб борадилар.

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**2 курс давомида талабалар қуйидаги мавзулар бўйича лойиҳа устида иш олиб борадилар:**

### **1-мавзу. Ўзбекистон ва дунё**

□ Талабалар Ўзбекистонга ташриф буюрган чет элликларнинг таассуротлари ҳақидаги мақолаларни ўқиб, таҳлил қиладилар.

□ Талабалар Ўзбекистонга ташриф буюрган чет элликларга мўлжалланган қўлланма китоб устида ишлайдилар.

### **2-мавзу. Касб-кор ва ишбилармонлик**

□ Талабалар ишга жойлашиш ҳақидаги муаммоли вазиятга ечим излайдилар ва уни кичик саҳна кўринишида акс эттирадилар.

□ Талабалар турли мамлакатлардаги бизнес этикети ҳақидаги матнни ўқиб, муҳокама қиладилар.

### **3-мавзу. Атроф-муҳит муҳофазаси**

□ Талабалар хорижий мамлакатларда сувдан фойдаланиш ҳақидаги муаммоли вазиятга ечим излайдилар ва Ўзбекистондаги сувни

**ИШЛАТИШ БОРАСИДАГИ ТЕЖАМКОРЛИК МАСАЛАЛАРИНИ МУҲОКАМА ҚИЛАДИЛАР.**

□ Талабалар интернет сайтларидаги суратлардан фойдаланиб, хорижий мамлакатларда чиқиндиларни қайта ишлаш усуллари билан танишадилар ва Ўзбекистондаги вазият билан солиштирган ҳолда муҳокама қиладилар.

#### **4-мавзу. Муносабатлар**

□ Талабалар турли мамлакатлардаги ажралишлар сони акс этган статистик маълумотлар билан танишадилар ва муҳокама қиладилар.

□ Талабалар “Хушфепълликни биз қандай тушунамиз?” мавзусида иншо ёзадилар.

#### **5-мавзу. Турли маданиятлараро мулоқот**

□ Талабалар турли мамлакатларга хос, маданиятлараро тушунмовчиликларни келтириб чиқариши мумкин бўлган хатти-ҳаракат, имо-ишора ёки жумлалар намуналарини излаб топадилар ва уларни дарсда рол ўйнаш орқали намоёниш этадилар.

□ Чет мамлакатга ўқишга борган талаба дуч келган муаммоли вазиятни талабалар муҳокама қиладилар ва унга ечим излайдилар.

#### **6-мавзу. Оммавий ахборот**

□ Талабалар хорижий мамлакатлар радио дастури ёки телекўрсатувни томоша қиладилар ва унинг муқобил ўзбекча талқинини яратадилар.

□ Талабалар хорижий мамлакатларда ва Ўзбекистондаги газеталар ўқиш одатларини берилган суратлар асосида муҳокама қиладилар.

#### **7-мавзу. Тиббиёт, илм-фан, замонавий технологиялар**

□ Талабалар пластик жарроҳлик қилдирган шахсларнинг суратларини муҳокама қиладилар ва бу борадаги турли мамлакатлардаги муносабатларни таҳлил қиладилар.

□ Талабалар турли мамлакатлардаги гени ўзгартирилган маҳсулотларнинг қўлланилиш ҳоллари, сабаблари ва оқибатлари ҳақида маълумотлар тўплайдилар ва муҳокама қиладилар.

#### **8-мавзу. Таълим**

□ Талабалар дунёнинг рейтинг баланд 10 та университетлари рўйхатини муҳокама қиладилар ва ўз университетларини ҳам ушбу рўйхатга кириши учун нима ишлар

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қилиниши кераклиги ҳақида фикр алмашадилар.

□ Талабалар суратлар асосида турли мамлакатларнинг мактаб формаларини солиштириб, муҳокама қиладилар.

#### **9-мавзу. Ижтимоий масалалар**

□ ТАЛАБАЛАР ЕВРОПАДАГИ ҚАРИЯЛАР УЙИ ҲАҚИДАГИ МАҚОЛАНИ ЎҚИЙДИЛАР ВА ШАРҚ МАМЛАКАТЛАРИДАГИ ҚАРИЯЛАРГА БЎЛГАН МУНОСАБАТ БИЛАН СОЛИШТИРИБ, МУҲОКАМА ҚИЛАДИЛАР.

□ ТАЛАБАЛАР ТУРЛИ МАМЛАКАТЛАРДА ҚОНУННИ БУЗИШ ҲОЛЛАРИ ВА УЛАРГА БЕЛГИЛАНГАН ЖАЗО ҲАҚИДАГИ МАЪЛУМОТЛАРНИ ТЎПЛАЙДИЛАР ВА МУҲОКАМА ҚИЛАДИЛАР.

**2 -Модуль. Оғзаки нутқ амалиёти (тинглаш ва гапириш)**

**Оғзаки нутқ амалиёти (тинглаш ва гапириш) модули 1-4 семестрлар давомида ўқитилади. Биринчи курс якунида талабалар Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR) га кўра қарийб В1-В1+ ва 2 курс якунига бориб В2 даражада чет тилида тинглаб тушуна олишлари ва сўзлаша олишлари назарда тутилади. Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари (CEFR)” меъёрларида белгиланганидек оғзаки мулоқотни эгаллаш бўйича биринчи босқичда асосий эътибор мулоқот стратегияларини ривожлантиришга ва диалогда суҳбатга кира олишга қаратилса, иккинчи курсга келиб монолог (презентация, дебат, касбга доир интервью) кўринишдаги оғзаки мулоқотни ривожлантиришга қаратилади.**

**Модул мазмуни**

**1 курс давомида қўйидаги мавзулар доирасида талабаларнинг тинглаш ва гапириш кўникмалари ривожлантирилади:**

□ **ШАХС ВА ШАХСИЯТ**

□ **Ўзбекистон ва ўрганилаётган чет тилида сўзловчи мамлакатларда миллий рамзлар, давлат тузилиши**

□ **ОЗИҚ-ОВҚАТ**

□ **СИҲАТ-САЛОМАТЛИК**

□ **ОИЛАВИЙ ҚАДРИЯТЛАР**

□ **ТАЪЛИМ**

□ **ШАҲАР ВА ҚИШЛОҚ ҲАЁТИ**

**Тинглаш учун мўлжалланган матн турлари:**

- **диалоглар, суҳбатлар;**

- **телефон орқали мулоқот;**

- **жамоат жойларидаги эълонлар (масалан, темир йўл вокзали, аэропортдаги эълонлар);**

**кўрсатмалар, йўриқномалар (масалан, аудиториядаги ўқитувчининг кўрсатмалари, овқат тайерлаш);**

- **велосипедни (техника воситаларини) таъмирлаш сингари осон кўрсатмалар);**

- **теле ва радио хабарлар, об-ҳаво маълумотлари;**

- **МОНОЛОГЛАР (МАСАЛАН, ПРЕЗЕНТАЦИЯЛАР, НУТҚЛАР);**
- **ТЕЛЕ ВА РАДИО ҲУЖЖАТЛИ ФИЛЬМЛАР;**
- **БАДИИЙ ФИЛЬМЛАР;**
- **ҚЎШИҚЛАР**
- **АУДИО КИТОБЛАР ВА Ҳ.К.**

**ОҒЗАКИ МУЛОҚОТ(ДИАЛОГ) БЎЙИЧА:**

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- **ТУРЛИ КОММУНИКАТИВ НУТҚ ВАЗИЯТЛАРИ (САЛОМЛАШИШ, КЕЧИРИМ СЎРАШ, ХАЙРЛАШИШ, МИННАТДОРЧИЛИК БИЛДИРИШ ВА Ҳ.К.) НИ ТЎҒРИ ЎЗЛАШТИРИШИ;**
- **ЎЗИГА ЁҚҚАН ВА ЁҚМАГАН НАРСАЛАР, ЖИҲАТЛАР ҲАҚИДА ФИКРИНИ БАЁН ЭТИШИ;**
- **ЎЗИ ҲАҚИДА ШАХСИЙ МАЪЛУМОТЛАРНИ БЕРА ОЛИШИ;**
- **СЎЗЛОВЧИ НУТҚИНИ ТУШУНГАНЛИГИ ЁКИ ЯХШИ АНГЛАЙ ОЛМАГАНЛИГИНИ ИФОДАЛАШИ (МАСАЛАН, СЎЗЛОВЧИДАН ГАПИНИ ЯНА БИР МАРТА ТАКРОРЛАШНИ, ИЗОҲЛАШ, САВОЛ БЕРИШ ВА Ҳ.);**
- **МУЛОҚОТНИ ДАВОМ ЭТТИРА ОЛИШ;**
- **ИНТЕРВЬЮ ОЛИШ ВА САВОЛЛАРГА ЖАВОБ ҚАЙТАРИШ;**
- **ТАНИШ МАВЗУЛАРДА МУҲОКАМАЛАРДА ҚАТНАШИШИ;**
- **НАВБАТ БИЛАН МУЛОҚОТГА КИРИШИШИ, СЎЗЛОВЧИНИНГ НУТҚИНИ БЎЛМАСЛИГИ ЁКИ БЎЛИШГА ТЎҒРИ КЕЛГАН ВАЗИЯТЛАРДА МУЛОҚОТНИ ДАВОМ ЭТТИРИШИ;**
- **МУЛОҚОТНИ БОШЛАШ ВА ТУГАЛЛАШ СТРАТЕГИЯЛАРИНИ ЭГАЛЛАШИ;**
- **ЖУМЛАЛАРНИ ПЕРИФРАЗА ҚИЛИШ ВА ҚАЙТАДАН ТАЪКИДЛАШИ;**
- **ОҒЗАКИ МУЛОҚОТДА ТЕГИШЛИ МИЛЛИЙ-МАДАНИЙ МЕЪЁРЛАРНИ (МАСАЛАН, ИЛТИМОС ВА РАҲМАТ СЎЗЛАРИНИНГ ТУРЛИ МАДАНИЯТЛАРДА ИШЛАТИЛИШИ, САЛОМЛАШИШ ОДОБИ) БИЛИШИ ВА УЛАРНИ ТЎҒРИ ҚЎЛЛАШИ;**
- **МУЛОҚОТ ЖАРАЁНИДА ТЕГИШЛИ ИМО-ИШОРАЛАРДАН (МАСАЛАН, ДИҚҚАТ БИЛАН ТИНГЛАЁТГАНЛИГИНИ КЎРСАТИШ УЧУН ОЛДИНГА САЛ ЭНГАШИШ, ТУШУНАЁТГАНЛИГИНИ ИФОДАЛАШ УЧУН БОШ ИРҒАШИ) ЎРИНЛИ ФОЙДАЛАНИШИ.**

**Ўқитувчи томонидан талаффузга алоҳида эътибор қаратилиши керак.**

- **ИНТОНАЦИЯ (ИНТОНАЦИЯНИНГ ГРАММАТИК ВА МУНОСАБАТ БИЛДИРУВЧИ ФУНКЦИЯЛАРИНИ ФАРҚЛАШ)**
- **УРҒУ (СЎЗ УРҒУСИ, ГАП УРҒУСИ)**
- **ТОВУШЛАРНИ ТРАНСКРИПЦИЯЛАР ОРҚАЛИ ЎҚИЙ ОЛИШИ;**
- **ОНА ТИЛИ ИНТЕРФЕРЕНЦИЯСИ**

**2 КУРС ДАВОМИДА ҚУЙИДАГИ МАВЗУЛАР ДОИРАСИДА ТАЛАБАЛАРНИНГ ТИНГЛАШ ВА ГАПИРИШ КЎНИКМАЛАРИ РИВОЖЛАНТИРИЛАДИ:**

- ЎЗБЕКИСТОН ВА ДУНЁ**
- КАСБ-КОР ВА ИШБИЛАРМОНЛИК**

- АТРОФ-МУҲИТ МУҲОФАЗАСИ
- МУНОСАБАТЛАР
- ТУРЛИ МАДАНИЯТЛАРАРО МУЛОҚОТ
- ОММАВИЙ АХБОРОТ
- ТИББИЁТ, ИЛМ-ФАН, ЗАМОНАВИЙ ТЕХНОЛОГИЯЛАР
- СОҲАСИДАГИ ЭТИКА МАСАЛАЛАРИ
- ТАЪЛИМ
- ИЖТИМОИЙ МАСАЛАЛАР

#### **ТИНГЛАШГА МЎЛЖАЛЛАНГАН МАТН ТУРЛАРИ:**

- СУҲБАТ, ДИАЛОГЛАР;
- ТЕЛЕФОНДА СУҲБАТ
- ЖАМОАТ ЖОЙЛАРИДАГИ ЭЪЛОНЛАР (МАСАЛАН, ВОКЗАЛ/АЭРОПОРТ ЭЪЛОНЛАРИ)
- ТЕЛЕВИДЕНИЕ ВА РАДИО ОРҚАЛИ БЕРИЛАДИГАН ЯНГИЛИКЛАР;
- ТЕЛЕ ВА РАДИО ДАСТУРЛАР (ТОК-ШОУ, ҲУЖЖАТЛИ ФИЛЬМЛАР);
- Ўқиш ва касбга оид мавзуларда презентациялар, нутқлар, маърузалар;
- БАДИИЙ ФИЛЬМЛАР
- ИНТЕРВЬЮЛАР
- Қўшиқлар

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- АУДИО КИТОБЛАР

#### **Оғзаки мулоқот бўйича:**

##### **Диалог**

- Ўқиш ва касбга оид мавзулардаги диалогларда иштирок этиб, маълумот алмашиш;
- ТЕГИШЛИ ИНТОНАЦИЯ ВА УРҒУДАН ФОЙДАЛАНИБ ҲИССИЁТЛАРИНИ ИФОДА ЭТА ОЛИШ;
- ТУРЛИ МАВЗУЛАРДА ДАВОМИЙ ДИАЛОГГА КИРИШИШ;
- АВВАЛДАН ТАЙЁРЛАНГАН ҲОЛДА ИНТЕРВЬЮ ОЛИБ БОРИШ, МАЪЛУМОТЛАРНИ ТЕКШИРИШ ВА ТАСДИҚЛАШ, ҚИЗИҚАРЛИ ЖАВОБЛАРГА ЭЪТИБОР ҚАРАТИШ;
- МУҲОКАМАЛАРДА ТЕГИШЛИ ИЗОҲЛАР, АРГУМЕНТЛАР ВА ШАРҲЛАР БЕРГАН ҲОЛДА ЎЗ ФИКРИНИ БАЁН ҚИЛИШ ВА УНИ ҲИМОЯ ҚИЛИШ;

##### **Монолог**

- ЎЗ ҚИЗИҚИШЛАРИГА ОИД МАВЗУЛАРДА БАТАФСИЛ ҲИСОБОТЛАР;
- ЯНГИЛИКЛАР, ИНТЕРВЬЮ ЁКИ ҲУЖЖАТЛИ ФИЛЬМЛАРДАН ПАРЧАЛАР МАЗМУНИНИ ҚИСҚАЧА БАЁН ЭТИШ;
- РАСМИЙ ВАЗИЯТЛАРДА ДОЛЗАРБ МАВЗУЛАР БЎЙИЧА ЎЗ НУҚТАИ НАЗАРНИ ИФОДА ЭТИШ;
- ДЕБАТЛАРДА АСОСИЙ МАЪРУЗАЧИ СИФАТИДА ИШТИРОК ЭТИШ;
- ИККИНЧИ КУРС МАВЗУЛАРИ БЎЙИЧА ПРЕЗЕНТАЦИЯЛАР ҚИЛИШ;

#### **IV. МУСТАҚИЛ ТАЪЛИМ ВА МУСТАҚИЛ ИШЛАР**

## **МУСТАҚИЛ ТАЪЛИМ УЧУН ТАВСИЯ ЭТИЛАДИГАН МАВЗУЛАР:**

### **1-Модуль:**

#### **1-курс**

1. “Бизнинг китоб” (МАШҲУР ШАХСЛАР, ДЎСТЛАР, ЁКИ ОТА-ОНАЛАР ҲАҚИДА КИТОБ)
2. “Биринчи учрашувлар” (ПОСТЕР ШАКЛИДАГИ ПРЕЗЕНТАЦИЯ)
3. “Миллий рамзлар” (ПОСТЕР ШАКЛИДАГИ ПРЕЗЕНТАЦИЯ)
4. Ўрганилаётган чет тилида сўзлашувчи мамлакатларнинг давлат тузилиши (БИЛИМЛАР МУСОБАҚАСИ)
5. “Соғлом овқатланишнинг 10 қоидаси” (Қўлланма)
6. “Пазандалик китоби”(таомларнинг суратлари ва тайёрланиш жараёнлари акс этган китоб)
7. “Қандай қилиб соғлом турмуш тарзини олиб бориш мумкин” (ПОСТЕР ШАКЛИДАГИ ПРЕЗЕНТАЦИЯ)
8. “Қандай қилиб чекишни ташлаш мумкин” (БРОШЮРА)
9. “Оилавий альбом” (ҚИСҚА ФИЛЬМ)
10. “Оилавий қоидалар” (ПОСТЕР ШАКЛИДАГИ ПРЕЗЕНТАЦИЯ)
11. “Менинг орзуимдаги мактаб” (ПОСТЕР ШАКЛИДАГИ ПРЕЗЕНТАЦИЯ)
12. “Ўқитувчилар галереяси” (КАТТА ҲАЖМЛИ ПОСТЕР)
13. “Шаҳримизга хуш келибсиз”(БРОШЮРА)
14. “Шаҳар лойиҳаси” (ШАҲАР ЛОЙИҲАСИ ПРЕЗЕНТАЦИЯСИ)
15. “Мелодрама” (СЮЖЕТ ЁЗИШ)
16. “Турли маданиятларда спорт” (МАЪЛУМОТЛАР АКС ЭТГАН ПОСТЕР)
17. “Истеъмолчи баёноти” (МОБИЛ ТЕЛЕФОНЛАР ҲАҚИДА)
18. “Бизнинг гуруҳ ҳақида”(ВЕБ-САҲИФА ЁКИ БЛОГ ЯРАТИШ)

#### **1-курс**

1. “Ўзбекистонга хуш келибсиз!” (САЙЁҲЛАР УЧУН КИТОБ)
2. “Ўзбекистонни кашф қилинг!” (ТУРИЗМ ЯРМАРКАСИ)
3. “Интервьюлар” (СЎРОВНОМА АСОСИДАГИ БАЁНОТ)
4. “Бизнес этикети” (ТАДБИРКОРЛАР УЧУН ҚўЛЛАНМА)
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5. “Бизнинг сайёра” (АТРОФ-МУҲИТНИ АСРАШ МУАММОЛАРИГА БАҒИШЛАНГАН КОНФЕРЕНЦИЯ)
6. “АТРОФ-МУҲИТНИНГ ИФЛОСЛАНИШИ” (ПОСТЕР ШАКЛИДАГИ ПРЕЗЕНТАЦИЯ)
7. “Никоҳдан жралиш” (НИКОҲДАН АЖРАЛИШ САБАБЛАРИ АКС ЭТГАН КИЧИК ДРАМА)
8. “Турли мамлакат-ларда хушфەъллик қандай тушунилади?” (СУРАТЛИ ПРЕЗЕНТАЦИЯ)
9. ҲАТТИ-ҲАРАКАТ ВА ИМО-ИШОРАЛАР (ПОСТЕР ШАКЛИДАГИ ПРЕЗЕНТАЦИЯ)
10. Ўзга маданиятни англаш муаммоси (ЧЕТ МАМЛАКАТГА ЎҚИШГА БОРГАН ТАЛАБАЛАР УЧУН ҚўЛЛАНМА)

11. “ИНТЕРНЕТ 10 ЙИЛДАН СЎНГ” (РАДИО ДАСТУР)
12. “БИЗНИНГ ГАЗЕТА” (ГУРУҲ ГАЗЕТАСИ)
13. “ПЛАСТИК ЖАРРОҲЛИК” (ИЛМИЙ КОНФЕРЕНЦИЯ)
14. “ГЕНИ ЎЗГАРТИРИЛГАН МАҲСУЛОТЛАР” (ИЛМИЙ КОНФЕРЕНЦИЯ)
15. МЕНИНГ ОРЗУИМДАГИ УНИВЕРСИТЕТ” (ТАЪЛИМ ЯРМАРКАСИ)
16. “МАКТАБ ФОРМАСИ” (ПОСТЕР ШАКЛИДАГИ ПРЕЗЕНТАЦИЯ)
17. ЖАМОАТЧИЛИК ИШЛАРИ” (ҚАРИЯЛАРГА КЎМАКЛАШИШ, МЕҲРИБОНЛИК УЙЛАРИГА ТАШРИФ КАБИЛАР) (ВИДЕО ФИЛЬМ)
18. “АДОЛАТ ВА ҚОНУН” (ТОК ШОУ)

## 2-МОДУЛЬ:

1. ЎЗБЕКИСТОН ВА ДУНЁ
2. КАСБ-КОР ВА ИШБИЛАРМОНЛИК
3. АТРОФ-МУҲИТ МУҲОФАЗАСИ
4. МУНОСАБАТЛАР
5. Турли маданиятлараро мулоқот
6. ОММАВИЙ АХБОРОТ ВОСИТАЛАРИ
7. ТИББИЁТ, ИЛМ-ФАН, ЗАМОНАВИЙ ТЕХНОЛОГИЯЛАР СОҲАСИДА ЭТИКА
8. ИЖТИМОЙ ТАРМОҚЛАР
9. ИЖТИМОЙ МАСАЛАЛАР
10. Маданият ва санъат
11. ШАҲС ВА ШАҲСИЯТ
12. ЎЗБЕКИСТОН ВА ТИЛИ ЎРГАНИЛАЁТГАН МАМЛАКАТЛАРДА МИЛЛИЙ РАМЗЛАР, ДАВЛАТ ТУЗИЛИШИ
13. ОЗИҚ-ОВҚАТ
14. СИҲАТ-САЛОМАТЛИК
15. Оилавий қадриятлар
16. ШАҲАР ВА ҚИШЛОҚ ҲАЁТИ
17. АЛОҚА ВА АХБОРОТ ТЕХНОЛОГИЯЛАРИ

## 3.

**V ФАН ЎҚИТИЛИШИНING НАТИЖАЛАРИ (ШАКЛЛАНДИГАН КОМПЕТЕНЦИЯЛАР)**

**Фанни ўзлаштириш натижасида талаба:**

- чет тилини умум Европа стандартларига кўра C1 даражада ўзлаштириши;
- ўрганилаётган чет тилида ўқиш, тинглаб тушуниш, гапириш ва ёзиш кўникмалар;
- тил кўникмаларини такомиллаштириш билан бир қаторда трансвербал кўникмалар;
- ўзининг тил кўникмаларини ривожлантириш борасидаги фаолиятини баҳолай олиш ва рефлексия кўникмаларига;
- оғзаки ва ёзма нутқ амалиёти бўйича тасаввур, билим, малака ва кўникмаларга эга бўлиши;



- ТИНГЛАБ ТУШУНИШ, СЎЗЛАШИШ, ЎҚИШ ВА ЁЗИШ КЎНИКМАЛАРИНИ АХБОРОТ ҚАБУЛ ҚИЛИШ ВА ЕТКАЗИШ УЧУН АМАЛДА ҚЎЛЛАЙ ОЛИШ;
  - ТИЛ КЎНИКМАЛАРИНИ ҚЎЛЛАШ БОРАСИДА МАҲОРАТЛАРИНИ ОШИРИБ, ЎЗ КАМЧИЛИКЛАРИНИ АНИҚЛАШ ВА УЛАРНИ КОММУНИКАТИВ ТОПШИРИҚЛАР ВОСИТАСИДА ТУЗАТИШ;
  - БЕЛГИЛАНГАН МАВЗУЛАР БЎЙИЧА СУХБАТ ОЛИБ БОРИШ, КИЧИК РОЛЛАРНИ ЎЙНАШ, МУҲОКАМАЛАР УЮШТИРИШ, ШЕРИКЛИҚДА ЁКИ КИЧИК ГУРУҲЛАРГА БЎЛИНГАН ҲОЛДА ИШЛАШ;
  - МАВЗУСИ ҚИСМАН ТАНИШ ВА ТИЛНИНГ МУРАККАБЛИК ДАРАЖАСИГА КЎРА ТАНЛАНГАН МАТНЛАРНИ, ШУНИНГДЕК АУТЕНТИК МАТЕРИАЛЛАРНИ (МАСАЛАН, КИТОБ, ЖУРНАЛ, ГАЗЕТА, БРОШЮРА, ҲУЖЖАТ, ФИЛЬМ, АУДИО ТАСМА, МАЪРУЗА ВА БОШҚАЛАРДАН) ЎҚИШ, ТИНГЛАБ ТУШУНИШ, МАЪЛУМОТЛАР ТЎПЛАШ ВА УЛАРДАН АМАЛДА ФОЙДАЛАНИШ;
  - ПРЕЗЕНТАЦИЯЛАР ОРҚАЛИ ЎЗ ФИКРЛАРИНИ АНИҚ БАЁН ҚИЛИШ;
  - ТИЛИ ЎРГАНИЛАЁТГАН МАМЛАКАТ МАДАНИЯТИ ВА ЎЗ МАДАНИЯТЛАРИНИ ҚИЁСЛАШ ВА ТАҚҚОСЛАШ МАЛАКАСИНИ ОШИРИШ;
  - МАДАНИЯТЛАРАРО МУЛОҚОТГА ТААЛЛУҚЛИ МАСАЛАЛАРГА ТАНҚИДИЙ НУҚТАИ НАЗАР БИЛАН ЁНДАШИШ, УЛАРНИ ТЎҒРИ ТАЛҚИН ҚИЛИШ;
  - ТИНГЛАБ ТУШУНИШ, СЎЗЛАШИШ, ЎҚИШ ВА ЁЗИШ КЎНИКМАЛАРИНИ УЙҒУНЛАШТИРГАН ҲОЛДА ТУРЛИ МАВЗУЛАРГА ДОИР ЛОЙИҲА ИШЛАРИНИ БАЖАРИШ ОРҚАЛИ МАЛАКАСИНИ РИВОЖЛАНТИРИШИ КЕРАК.
- ОҒЗАКИ НУТҚ АМАЛИЁТИ (ТИНГЛАШ ВА ГАПИРИШ) МОДУЛИ БЎЙИЧА ТАЛАБА ҚУЙИДАГИ БИЛИМ ВА КЎНИКМАЛАРНИ ЭГАЛЛАШИ ШАРТ:**
- ТАНИШ ЁКИ ЎЗИНИ ҚИЗИҚТИРГАН МАВЗУЛАРДА СОДДАРОҚ ГАПЛАР ВОСИТАСИДА ЮЗМА-ЮЗ МУЛОҚОТГА ЭРКИН КИРИША ОЛИШИ, МУЛОҚОТНИ САМАРАЛИ ДАВОМ ЭТТИРИШИ ВА ТУГАЛЛАШИ;
  - ТИНГЛАБ ТУШУНИШНИ ОСОНЛАШТИРИШ УЧУН ТАЛАБА ТУРЛИ СТРАТЕГИЯЛАРНИ ҚЎЛЛАЙ ОЛИШИ, ЖУМЛАДАН, МАТННИНГ АСОСИЙ ҲОЯСИНИ ТУШУНИШ, КОНТЕКСТДАГИ ТАЯНЧ СЎЗЛАРНИ АНГЛАЙ ОЛИШИ;
  - ҲИССИЁТЛАРИ ВА МУНОСАБАТИНИ ТАСВИРЛАГАН ҲОЛДА КЎРГАН-КЕЧИРГАНЛАРИНИ БАТАФСИЛ БАЁН ҚИЛА ОЛИШИ;
  - ЎРГАНИЛАЁТГАН ЧЕТ ТИЛИДА ТЎҒРИ ВА АНИҚ ТАЛАФФУЗДА ГАПИРА ОЛИШИ;
  - ТАНИШ МАВЗУЛАРДАГИ, ЖУМЛАДАН КАСБГА ОИД МАВЗУЛАРДАГИ АНИҚ ВА РАВОН ТУЗИЛГАН МАЪРУЗА ЁКИ НУТҚНИ ТУШУНА ОЛИШИ ВА УНГА ДОИР САВОЛЛАРГА ЖАВОБ БЕРА ОЛИШИ;
  - ТУРЛИ ЖАНРДАГИ (ТЕЛЕ ЯНГИЛИКЛАР, ҲИКОЯЛАР, ТЕЛЕРЕКЛАМАЛАР, ЭЪЛОНЛАР ВА ШУ КАБИ) МАТНЛАРНИ ТУШУНИШ ВА МУҲОКАМА ҚИЛИШ УЧУН ТИНГЛАШИ;
  - СЎЗЛАШУВЧИНИНГ КАЙФИЯТИ, ОҲАНГИ ВА МУНОСАБАТИНИ АНГЛАЙ ОЛИШИ;

- БИРИНЧИ КУРС ДАВОМИДА НОРАСМИЙ ВА ИККИНЧИ КУРС ДАВОМИДА РАСМИЙ КЎРИНИШДАГИ МУҲОКАМАЛАРДА ЎЗ НУҚТАИ НАЗАРИНИ ВА ФИКРИНИ БЕМАЛОЛ БАЁН ЭТА ОЛИШИ ВА БОШҚАЛАРНИНГ ФИКРИНИ СЎРАШИ;
- ЎҚИШ ВА КАСБГА ОИД МАВЗУЛАРДАГИ АНИҚ ВА БАТАФСИЛ ОҒЗАКИ ТАВСИФЛАРНИ ТУШУНА ОЛИШИ ВА МАТН ТУЗА ОЛИШИ;
- ТУРЛИ ВАРИАНТЛАР, САБАБ, НАТИЖА, ТУРЛИ СИТУАЦИЯЛАРНИНГ ЮТУҚ ВА КАМЧИЛИКЛАРИНИ ЭЪТИРОФ ЭТГАН ҲОЛДА ЎЗ НУҚТАИ НАЗАРИНИ ИФОДА ЭТИШИ;
- ТУРЛИ ИЖТИМОЙ КОНТЕКСТЛАРДА ТЕГИШЛИ ТИЛ ВОСИТАЛАРИДАН ЎРИНЛИ ФОЙДАЛАНА ОЛИШИ;
- АДАБИЙ (СТАНДАРТ) ОҒЗАКИ ТИЛНИ ШОВҚИН ЁКИ НУТҚ ЯХШИ ЭШИТИЛИШИГА ТЎСҚИНЛИК ҚИЛАЁТГАН БОШҚА ТАШҚИ ОМИЛЛАР ШАРОИТИДА ҲАМ ТЎЛИҚ ТУШУНА ОЛИШИ;
- АДАБИЙ (САНДАРТ) ТИЛДА ОЛИБ БОРИЛАДИГАН РАДИО ВА ТВ ДАСТУРЛАРНИ (ҲУЖЖАТЛИ ФИЛЬМЛАР, ЖОНЛИ ИНТЕРВЬЮЛАР, ТОК-ШОУ, СПЕКТАКЛЬ ВА АКСАРИЯТ БАДИИЙ ФИЛЬМЛАР) ТУШУНА ОЛИШИ ВА МАЗМУНИНИ ҚИСҚАЧА ОҒЗАКИ БАЁН ЭТА ОЛИШ БЎЙИЧА БИЛИМ ВА

## 10

КЎНИКМАЛАРНИ ЭГАЛЛАШИ КЕРАК.

### 4.

**VI. Таълим технологиялари ва методлари:**

- Лойиҳа ишлари;
- ИНТЕРФАОЛ КЕЙС-СТАДИЛАР;
- СЕМИНАРЛАР (МАНТИҚИЙ ФИКЛАШ, ТЕЗКОР САВОЛ-ЖАВОБЛАР);
- ТАҚДИМОТЛАРНИ ҚИЛИШ;
- ИНДИВИДУАЛ ЛОЙИҲАЛАР;
- ЖАМОА БЎЛИБ ИШЛАШ ВА ҲИМОЯ ҚИЛИШ УЧУН ЛОЙИҲАЛАР.

### 5.

**VII. Кредитларни олиш учун талаблар:**

ЎРГАНИЛАЁТГАН ХОРИЖИЙ ТИЛНИ ТИЛ ЎРГАНИШНИНГ ТЎРТ КЎНИКМАСИ: СЎЗЛАШИШ, ТИНГЛАБ ТУШУНИШ, ЎҚИШ ВА ЁЗИШ БЎЙИЧА БАРАВАР РИВОЖЛАНТИРИШ, ЕВРОПА КЕНГАШИНИНГ “ЧЕТ ТИЛИНИ ЭГАЛЛАШ УМУМЕВРОПА КОМПЕТЕНЦИЯЛАРИ: ЎРГАНИШ, ЎҚИТИШ ВА БАҲОЛАШ” ТЎҒРИСИДАГИ УМУМЭЪТИРОФ ЭТИЛГАН ҲАЛҚАРО МЕЪЁРЛАРИ (CEFR) БЎЙИЧА ЧЕТ ТИЛИНИ БОСҚИЧМА-БОСҚИЧ В1 ДАН С1 ДАРАЖАГАЧА ЭГАЛЛАШ, ЧЕТ ТИЛИДА ЭРКИН МУЛОҚОТГА КИРИШИШ, ЖОРИЙ, ОРАЛИҚ ВА ЯКУНИЙ НАЗОРАТЛАР УЧУН БЕРИЛГАН ВАЗИФА ВА ТОПШИРИҚЛАРНИ ПЛАГИАТГА ЙЎЛ ҚЎЙМАСДАН БАЖАРИШ ҲАМДА ЎЗ ВАҚТИДА ТОПШИРИШ.

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**ФАН ДАСТУРИ ОЛИЙ ВА ЎРТА МАХСУС, ПРОФЕССИОНАЛ ТАЪЛИМ ЙЎНАЛИШЛАРИ БЎЙИЧА ЎҚУВ-УСЛУБИЙ БИРЛАШМАЛАР ФАОЛИЯТИНИ МУВОФИҚЛАШТИРУВЧИ КЕНГАШНИНГ 2020 ЙИЛ “14” АВГУСТДАГИ 3-СОНЛИ БАЁННОМАСИ БИЛАН МАЪҚУЛЛАНГАН.**

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИНИНГ 2020 ЙИЛ “14” АВГУСТДАГИ 418-СОНЛИ БУЙРУҒИ БИЛАН МАЪҚУЛЛАНГАН ФАН ДАСТУРЛАРИНИ ТАЯНЧ ОЛИЙ ТАЪЛИМ МУАССАСАСИ ТОМОНИДАН ТАСДИҚЛАШГА РОЗИЛИК БЕРИЛГАН.**

8.

**ФАН/МОДУЛЬ УЧУН МАЪСУЛАР:**

**С.ИРГАШЕВА –**

**БРИТАНИЯ КЕНГАШИНИНГ ЎЗБЕКИСТОНДАГИ ВАКОЛАТХОНАСИ ТАЪЛИМ ЛОЙИХАЛАРИ МЕНЕДЖЕРИ**

**Я.АБДУРАИМОВА –**

**ЎЗДЖТУ, “ИНГЛИЗ ТИЛИ ИНТЕГРАЛЛАШГАН КУРСИ №2” КАФЕДРАСИ МУДИРИ.**

**К.АЛИМОВА –**

**ЎЗДЖТУ, “ИНГЛИЗ ТИЛИ ИНТЕГРАЛЛАШГАН КУРСИ №2” КАФЕДРАСИ КАТТА ЎҚИТУВЧИСИ.**

**БОШ МАСЛАХАТЧИ:**

**Род Болайто –**

**Буюк Британия, Норвич тил ўқитиш институти**

**9.**

**ТАҚРИЗЧИЛАР:**

**С.С.ХАН –**

**– РИАИМ, Чет тиллари бўйича янги авлод дарсликлар ва ўқув-услубий мажмуаларни такомиллаштириш ва нашрга тайёрлаш бўлими бошлиғи.**

**З.И.РАСУЛОВ –**

**Бухоро давлат университети, “Инглиз тилшунослиғи” кафедраси доценти, филология фанлари номзоди**

**WORKING SYLLABUS**

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ  
ВАЗИРЛИГИ**

**ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ**

**ИНГЛИЗ ТИЛИ ВА АДАБИЁТИ КАФЕДРАСИ**

**“ТАСДИҚЛАЙМАН”**

ГулДУ проректори

\_\_\_\_\_ Ф.Шарипов

« \_\_\_ » \_\_\_\_\_ 2020 й.

**«ТИЛ КЎНИКМАЛАРИ ИНТЕГРАЦИЯСИ»**

**фани бўйича**

**ИШЧИ ЎҚУВ ДАСТУРИ**

100000 – Гуманитар соҳа

110000 – Педагогика

5111400 – Хорижий тил ва адабиёти (Инглиз тили)

1 – Курс

1-2 – Семестр

Умумий ўқув соати – 150+150=300

Шу жумладан:

Амалиёт машғулотлари – 60+60=120

Мустақил таълим соати – 90+90=180

**ГУЛИСТОН – 2020 й.**

Фаннинг ишчи ўқув дастури намунавий ўқув дастури ва ўқув режасига мувофиқ ишлаб чиқилди.

**Тузувчи: Фозилов М.** – ГулДУ “Инглиз тили ва адабиёти”

кафедраси ўқитувчиси \_\_\_\_\_ (имзо)

**Бозорова Л.** – ГулДУ “Инглиз тили ва адабиёти”

кафедраси ўқитувчиси \_\_\_\_\_ (имзо)

**Яриева З.** – 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 2020 йил “\_\_\_” \_\_\_\_\_ даги \_\_\_ - сонли мажлисида кўриб чиқилиб, факультет Илмий-услубий Кенгашида кўриб чиқиш учун тавсия қилинди.

**Кафедра мудири**

**Б Султонов**

Фаннинг ишчи ўқув дастури Филология факультети Илмий-услубий Кенгашининг 2020 йил “\_\_\_” \_\_\_\_\_ даги “\_\_\_” - сонли мажлисида тасдиқланди.

**Факультет Илмий-услубий**



## I. Фаннинг долзарблиги

Тил кўникмалари интеграцияси фани тил ўрганишнинг тўрт кўникмаси: гапириш, тинглаб тушуниш, ўқиш ва ёзиш бўйича кўникмаларни интеграллашган ҳолда ривожлантиришга хизмат қилади. Фанни ўзлаштириш жараёнида талабаларнинг Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэтироф этилган халқаро меъёрлари (CEFR) бўйича ўрганган чет тилларини курслар кесимида В1 дан С1 даражагача амалда қўллай олишлари назарда тутилади. Мазкур фан 1-2 курслар давомида икки модулга: “Тил кўникмалари интеграцияси” ва “Оғзаки нутқ амалиёти” модулларига ажратилган ҳолда ўқитилади.

## II. Фаннинг мақсад ва вазифалари

Мазкур фаннинг мақсади талабаларга тилнинг оғзаки ва ёзма шаклларини интеграллашган ҳолда ўргатиш, турли контекстлардаги мулоқот малакаларини ривожлантириш, хусусан ўрганилаётган чет тили кўникмалари тўғрисидаги амалий ва назарий билимларини такомиллаштириш ҳамда эгалланган билим, кўникма, малакаларини касбий ва илмий фаолиятда эркин қўллай олишларини таъминлашдир. Фаннинг асосий вазифаси умумэтироф этилган халқаро меъёрларга кўра талабаларнинг ўрганилаётган чет тилини С1 даражада эгаллашлари учун зарурий тил кўникмаларини интеграллашган тарзда ўргатиш ва мулоқот малакаларини ривожлантиришдир.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйдаги талаблар қўйилади.

### ***Талаба:***

- чет тилини Умум Европа стандартларига кўра С1 даражада ўзлаштириши;
- ўрганилаётган чет тилида ўқиш, тинглаб тушуниш, гапириш ва ёзиш кўникмаларини эгаллаши;
- тил кўникмаларини такомиллаштириш билан бир қаторда трансвербал кўникмаларни ҳам шакллантириш;
- ўзининг тил кўникмаларини ривожлантириш борасидаги фаолиятини баҳолай олиш ва рефлексия кўникмаларини қўллай олиш;
- оғзаки ва ёзма нутқ амалиёти бўйича тасаввур, билим, малака ва кўникмаларга, компетенцияларга эга бўлиш;
- тил кўникмаларини такомиллаштириш билан бир қаторда грамматика, лексика ва талаффузни такомиллаштириш;

Тил кўникмалари интеграцияси фани бўйича талаба қуйидаги **билим ва кўникмаларни** эгаллаши шарт:

- тинглаб тушуниш, сўзлашиш, ўқиш ва ёзиш кўникмаларини ахборот қабул қилиш ва етказиш учун амалда қўллаш олиш;
- тил кўникмаларини қўллаш борасида маҳоратларини ошириб, ўз камчиликларини аниқлаш ва уларни коммуникатив топшириқлар воситасида тузатиш;
- белгиланган мавзулар бўйича суҳбат олиб бориш, кичик ролларни ўйнаш, муҳокамалар уюштириш, шерикликда ёки кичик гуруҳларга бўлинган ҳолда ишлаш;
- мавзуси қисман таниш ва тилнинг мураккаблик даражасига кўра танланган матнларни, шунингдек аутентик материалларни (масалан, китоб, журнал, газета, брошюра, ҳужжат, фильм, аудио тасма, маъруза ва бошқалардан) ўқиш, тинглаб тушуниш, маълумотлар тўплаш ва улардан амалда фойдаланиш;
- презентациялар орқали ўз фикрларини аниқ баён қилиш;
- тили ўрганилаётган мамлакат маданияти ва ўз маданиятларини қиёслаш ва таққослаш малакасини ошириш;
- маданиятлараро мулоқотга тааллуқли масалаларга танқидий нуқтаи назар билан ёндашиш, уларни тўғри талқин қилиш;
- тинглаб тушуниш, сўзлашиш, ўқиш ва ёзиш кўникмаларини уйғунлаштирган ҳолда турли мавзуларга доир лойиҳа ишларини бажариш орқали ривожлантириш

Оғзаки нутқ амалиёти (тинглаш ва гапириш) модули бўйича талаба қуйидаги **билим ва кўникмаларни** эгаллаши шарт:

- таниш ёки ўзини қизиқтирган мавзуларда соддароқ гаплар воситасида юзма-юз мулоқотга эркин кириша олиши, мулоқотни самарали давом эттириши ва тугаллаши;
- тинглаб тушунишни осонлаштириш учун талаба турли стратегияларни қўллаш олиши, жумладан, матннинг асосий ғоясини тушуниш, контекстдаги таянч сўзларни англаш олиши;
- ҳиссиётлари ва муносабатини тасвирлаган ҳолда кўрган-кечирганларини батафсил баён қила олиши;
- ўрганилаётган чет тилида тўғри ва аниқ талаффузда гапира олиши;
- таниш мавзулардаги, жумладан касбга оид мавзулардаги аниқ ва равоон тузилган маъруза ёки нутқни тушуна олиши ва унга доир саволларга жавоб бера олиши;

- турли жанрдаги (теле янгиликлар, ҳикоялар, телерекламалар, эълонлар ва шу каби) матнларни тушуниш ва муҳокама қилиш учун тинглаши;
- сўзлашувчининг кайфияти, оҳанги ва муносабатини англай олиши;
- биринчи курс давомида норасмий ва иккинчи курс давомида расмий кўринишдаги муҳокамаларда ўз нуқтаи назарини ва фикрини бемалол баён эта олиши ва бошқаларнинг фикрини сўраши;
- ўқиш ва касбга оид мавзулардаги аниқ ва батафсил оғзаки тавсифларни тушуна олиши ва матн туза олиши;
- турли вариантлар, сабаб, натижа, турли ситуацияларнинг ютуқ ва камчиликларини эътироф этган ҳолда ўз нуқтаи назарини ифода этиши;
- турли ижтимоий контекстларда тегишли тил воситаларидан ўринли фойдалана олиши;
- адабий (стандарт) оғзаки тилни шовқин ёки нутқ яхши эшитилишига тўсқинлик қилаётган бошқа ташқи омиллар шароитида ҳам тўлиқ тушуна олиши;
- адабий (сандарт) тилда олиб бориладиган радио ва ТВ дастурларни (хужжатли фильмлар, жонли интервьюлар, ток-шоу, спектакль ва аксарият бадиий фильмлар) тушуна олиши ва мазмунини қисқача оғзаки баён эта олиш.

### 1.3.

#### 1.4. Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

“Тил кўникмалари интеграцияси” умумқасбий фанлар блокига киритилган курс ҳисобланиб, модулар кетма-кетлиги ва мазмунига мос равишда 1-4 семестрлар давомида ўқитилади. Мазкур фан лингвистик курс ҳисобланади ва икки йил давомида икки қисмга: Тил кўникмалари интеграцияси ва Оғзаки нутқ амалиётига ажратилган ҳолда ўргатилади. Ўқув режанинг хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш, тил аспектлари амалиётиметодика, 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

“Тил кўникмалари интеграцияси” фани “Хорижий тил ва адабиёти” (тиллар бўйича), “Филология ва тилларни ўқитиш” (роман-герман филологияси) таълим йўналишларида асосий умумқасбий фан сифатида ўқитилади. 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 бюрolariда 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**

Мазкур дастурда ҳар бир модул мазмунидан сўнг машғулотларни самарали ташкил этиш ва мавзуларни ўқитиш технологиялари келтирилган. Амалий машғулотларда ақлий ҳужум, кластер, блиц-сўров, кичик гуруҳларда ишлаш, инсерт, презентация, кейс стади каби усуллардан кенг фойдаланилади. Модуллар 100% ўрганилаётган тилда ўқитилади. (Ҳар бир модулнинг хусусиятидан келиб чиқиб, информацион-услубий таъминот бўйича ҳар бир модулда берилган кўрсатмаларга қаралсин).

## **I. 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:
<b>I - семестр</b>						
<b>Тил кўникмалари интеграцияси</b>						
1	Introduction to the course.	4			2	2
2	Person. Dialogues about personality. [A1, 2]	4			2	2
3	Comparing greeting in foreign countries & in Uzbekistan [A1, 4]	4			2	2
4	Presenting project. [A1, 6]	4			2	2
5	National symbols. [A1, 8]	2			2	
6	Discussing different national symbols. [A3, 7]	4			2	2
7	Comparing social and political systems of Uzbekistan and foreign countries. [A1, 10]	4			2	2
8	Presenting project. [A1, 12]	4			2	2
9	Conversation about meals. [A3, 28]	4			2	2
10	Using Ven's diagram finding information about meals of different countries. [A3, 49]	4			2	2
11	Comparing meals of Uzbekistan with national meals of other countries. [A1, 14]	4			2	2
12	Presenting project. [A1, 16]	4			2	2
13	Conversation about health. [A1, 18]	4			2	2
14	Reading text about foreign mass-media. [A1, 20]	4			2	2
15	Comparing measures against smoking in Uzbekistan and other countries. [A1, 22]	4			2	2
16	Presenting project. [A1, 24; И1]	4			2	2
17	Family values. Comparing two photos of Uzbek and foreign families. [A1, 26; И2]	4			2	2
18	Watching movie about cultural misunderstanding and discussing it. [A3, 89]	4			2	2
<b>Гапириш ва тинглаш</b>						
1	Syllabus. Rating system of the course.	4			2	2
2	Dialogues, conversations. [A1, 3; K4]	4			2	2
3	Different speech situations. [A1, 5; K4]	4			2	2
4	Telephone conversation. [A3, 137; K4]	4			2	2
5	Likes and dislikes. [A1, 7; K4]	4			2	2
6	Ads. [A1, 9; K4]	4			2	2
7	Giving personal information. [A1, 11; K4]	4			2	2
8	Showing misunderstanding. Asking details. [A1, 13]	4			2	2

<b>II - семестр</b>						
<b>Тил кўникмалари интеграцияси</b>						

1	Discussing photo of foreign classroom. [A3, 208]	3			2	1
2	Watching movie about teachers and students. [A3, 211]	2			2	
3	Presenting topic “My dream school”. [A2, 28]	4			2	2
4	Presenting poster “Gallery of teachers”. [A2, 30]	4			2	2
5	City and country life. Net surfing. [A2, 32]	4			2	2
6	Discussing statistics about population of cities and countries. [A2, 34]	4			2	2
7	Preparing brochure “Welcome to our city”. [A2, 36]	4			2	2
8	Presenting “My project of our city”. [A2, 38]	4			2	2
9	Enjoying sport. Discussing national sports of Uzbekistan. [A2, 40]	4			2	2
10	Presenting national sport to a foreign tourist. [A2, 42]	4			2	2
11	Writing plot. Melodrama. [A2, 44]	4			2	2
12	Presenting national sports of different countries. [A2, 46]	2			2	
13	Communication and technology. Discussing the age of mobile phones.	4			2	2
14	How to make your web-page interesting. [A2, 48]	2			2	
15	Presenting project. [A2, 50]	4			2	2
16	Suggestions to create web-page named “Our group”. [A2, 52; И3]	4			2	2
17	Presenting project. [A2, 54; И4]	4			2	2
18	Presenting project. [И5]	2			2	
	<b>Гапириш ва тинглаш</b>					
1	Monologues. Presentation. [K1, 14; K3, 56]	8			2	6
2	Monologues. Speech.	4			2	2
3	Watching movie. [K1, 95; K3, 107]	8			2	6
4	Watching movie.	2			2	
5	Debates on certain theme. [K1, 240; K3, 203]	8			2	6
6	Working with songs.	2			2	
7	Rules of conversation. [K1, 312; K3, 266]	8			2	6
8	Audiobooks.	2			2	
9	Recording students monologues and discussing them. [A2, 23; K2, 142]	2			2	
10	Strategies to open and close dialogues. [A2, 25]	4			2	2
11	Catching main idea of the text. [A2, 27; K4]	2			2	
12	Paraphrasing. [A2, 29; K4]	4			2	2
13	Catching specific information given in the large text. [A2, 31]	2			2	
14	Polite words and phrases. [A2, 33; И1]	2			2	
15	Guessing people’s mood and intentions. [A2, 35; K4]	4			2	2
16	Test on listening and understanding. [A2, 37; K4]	4			2	2
17	Non-verbal ways of communication. [A2, 39; K4; И2]	2			2	
18	Revision.	2			2	
	<b>Жами 2-семестр:</b>	<b>150</b>			<b>60</b>	<b>90</b>

<b>Жами 1-2 семестр:</b>	<b>300</b>	<b>120</b>	<b>180</b>
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## 2.2. Ўқув материаллари мазмуни

**1 курс давомида** модул бўйича тавсия этиладиган мавзулар мазмуни:

Тинглаб тушуниш бўйича:

Тинглаш учун мўлжалланган матн турлари:

- диалоглар, суҳбатлар;
- телефон орқали мулоқот;
- жамоат жойларидаги эълонлар (масалан, темир йўл вокзали, аэропортдаги эълонлар);
- кўрсатмалар, йўриқномалар (масалан, аудиториядаги ўқитувчининг кўрсатмалари, овқат тайерлаш, велосипедни (техника воситаларини) таъмирлаш сингари осон кўрсатмалар);
- теле ва радио хабарлар, об-ҳаво маълумотлари;
- монологлар (масалан, презентациялар, нутқлар);
- теле ва радио ҳужжатли фильмлар;
- бадиий фильмлар;
- кўшиқлар;
- аудио китоблар ва ҳ.к.

Стратегиялар:

- маттни тинглаб унинг асосий ғоясини англай олиш;
- маттни тинглаб, ундаги муайян маълумотни (масалан, саналар, исмлар) фарқлаш;
- сўзлашувчининг кайфияти, ҳиссиётлари ва муносабатини аниқлай олиши;

Оғзаки мулоқот(диалог) бўйича:

- турли коммуникатив нутқ вазиятлари (саломлашиш, кечирим сўраш, хайрлашиш, миннатдорчилик билдириш ва ҳ.к.) ни тўғри ўзлаштириши;
- ўзига ёққан ва ёқмаган нарсалар, жиҳатлар ҳақида фикрини баён этиши;
- ўзи ҳақида шахсий маълумотларни бера олиши;
- сўзловчи нутқини тушунганлиги ёки яхши англай олмаганлигини ифодалаши (масалан, сўзловчидан гапини яна бир марта такрорлашни, изоҳлаш, савол бериш);
- мулоқотни давом эттира олиш;
- интервью олиш ва саволларга жавоб қайтариш;
- таниш мавзуларда муҳокамаларда қатнашиши;
- навбат билан мулоқотга киришиши, сўзловчининг нутқини бўлмаслиги ёки бўлишга тўғри келган вазиятларда мулоқотни давом эттириши;
- мулоқотни бошлаш ва тугаллаш стратегияларини эгаллаши;
- жумлаларни перифраза қилиш ва қайтадан таъкидлаши;
- оғзаки мулоқотда тегишли миллий-маданий меъёрларни (масалан, илтимос ва раҳмат сўзларининг турли маданиятларда ишлатилиши, саломлашиш одоби) билиши ва уларни тўғри қўллаши;
- мулоқот жараёнида тегишли имо-ишоралардан (масалан, диққат билан тинглаётганлигини кўрсатиш учун олдинга сал энгашиш, тушунаётганлигини ифодалаш учун бош ирғаши) ўринли фойдаланиши;

Талаффуз:

- интонация (интонациянинг грамматик ва муносабат билдирувчи функцияларини фарқлаш);
- урғу (сўз урғуси, гап урғуси);
- товушларни транскрипциялар орқали ўқий олиши;
- она тили интерференцияси.

### **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 режаслаштирилмаган.*

## **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 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.

## **V. Талабалар мустақил таълимининг мазмуни ва ҳажми**

<b>Мустақил таълим мазмуни</b>	<b>Вақти</b>	<b>Ҳажми</b>	<b>Максимал балл</b>
<b>1-семестр</b>			
Uzbekistan and the world.	1-6 хафта	1	5
Business.	7-9 хафта		5
Environment.	10-11 хафта		5



Relations.	12-13 ҳафта	1	5
Intercultural communication.	14-15 ҳафта		5
Mass-media.	16-17 ҳафта		5
<b>2-семестр</b>			
Health.	1-6 ҳафта	1	5
Science.	7 ҳафта		5
Technology.	8-12 ҳафта		5
Aesthetics.	13 ҳафта	1	5
Social networks.	14-16 ҳафта		5
Social problems.	17 ҳафта		5
<b>Жами:</b>	<b>12</b>	<b>4</b>	<b>5</b>

## V. ФОЙДАЛАНИЛАДИГАН АДАБИЁТЛАР РЎЙХАТИ

### 5.1. Асосий адабиётлар

1. Evans, V., Dooley, J. Enterprise. Full Set. –UK: Digital Publishing, 2009.
2. Boyle, M., Kisslinger, E. Skillful. Listening and Speaking. Full Set. –UK: Macmillan, 2013.

### 5.2. Қўшимча адабиётлар

1. Macmillan English Campus Platform. (online and offline) –UK: Macmillan Education, 2015.

### 5.3. Интернет сайтлари

1. [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)
2. [www.elgazette.com](http://www.elgazette.com)
3. [www.learnenglish.org.uk](http://www.learnenglish.org.uk)
4. [www.bbc.co.uk](http://www.bbc.co.uk)
5. [www.channel4.com](http://www.channel4.com)
6. [www.better-english.com](http://www.better-english.com)
7. [www.englishclub.com](http://www.englishclub.com)
8. [www.englishclub.com](http://www.englishclub.com)

## TEST

### SAMPLE IELTS SPEAKING TEST

In the Speaking test, you will have a discussion with a certified examiner. It will be interactive and as close to a real-life situation as a test can get.

The Speaking test is 11-14 minutes long and is in three parts.

Part 1	You will answer questions about yourself and your family.
Part 2	You will speak about a topic.
Part 3	You will have a longer discussion about the topic introduced in Part 2.

The Speaking test is the same for both IELTS Academic and IELTS General Training tests.

#### **How to practise**

This practice material is designed for two people working together. Find a study partner to help you practise. This might be a teacher or a friend.

Take the three parts of this practice test one after another without a break to make your practice as realistic as possible.

Remember, you need to speak fluently, clearly and accurately. It is important to say as much as you can and to be spontaneous. Do not prepare answers in advance.

Record yourself if you can so that you can go back and check your performance.

#### **Review your Speaking test**

Listen to your recordings and discuss your test with your study partner. Think about how you spoke. Were you fluent? Did your speech sound natural? Were you able to express yourself clearly?

Use the audio recordings and transcripts in each section to gain an insight into the test format. Note that these are not model answers, so do not try to imitate them.

There are no 'answers'. You and your study partner will need to assess how well you do.

In part 1 of the Speaking test the examiner will introduce him or herself and ask general questions on familiar topics.

The examiner will ask you to confirm your identity.

He or she will then ask general questions on familiar topics such as home, family, work, studies and interests. Part 1 of the test will last 4-5 minutes.

## How to practise

You will need a study partner to practise the Speaking test.

Ask your study partner to interview you using the questions below. Record yourself if you can.

### Speaking test part 1: questions

Let's talk about your home town or village:

- what kind of place is it?
- what's the most interesting part of your town/village?
- what kind of jobs do the people in your town/village do?
- would you say it's a good place to live? (why?)

Let's move on to talk about accommodation:

- tell me about the kind of accommodation you live in?
- how long have you lived there?
- what do you like about living there?
- what sort of accommodation would you most like to live in?

Listen to the audio:

Left click on the link to listen now (the audio player will open in a new tab) or right click and select 'Save Link As' to download the file to your computer and listen later.

- [Speaking test audio part 1](#)

#### • Advice

When you have completed all three parts of the practice Speaking test, listen to your recording of your own practice test to see how well you did.

You can also listen to the recordings and read the audio transcripts for each part of the test. These are designed to give you an understanding of the format of the test. They do not represent model answers so do not memorise them.

The audio and transcript for part 1 covers the first half of this part of the test.

#### • Transcript

You can read the transcript of the audio to check any words that you did not understand.

Do you think that this candidate performed well?

Think about how you can improve your own Speaking test.

Transcript

Examiner: Now, in this first part, I'd like to ask you some more questions about yourself, OK?

Let's talk about your home town or village. What kind of place is it?

Candidate: It's quite a small village, about 20km from Zurich. And it's very quiet. And we have only little ... two little shops because most of the people work in Zurich or are orientated to the city.

Examiner: What's the most interesting part of this place ... village?

Candidate: On the top of a hill we have a little castle which is very old and quite well known in Switzerland.

Examiner: What kind of jobs do people in the village do?

Candidate: We have some farmers in the village as well as people who work in Zurich as bankers or journalists or there are also teachers and some doctors, some medicines.

Examiner: Would you say it's a good place to live?

Candidate: Yes. Although it is very quiet, it is ... people are friendly and I would say it is a good place to live there, yes.

Examiner: Let's move on to talk about accommodation. Tell me about the kind of accommodation you live in ...

## **Speaking part 2**

In the IELTS speaking part 2 test you will be given a task card on a particular topic, and this will include key points that you should talk about.

This section of the Speaking test gives you the opportunity to speak for longer on a topic.

You will be given one minute to prepare to talk about the topic on the task card. A pencil and paper will be provided for you to make notes.

You will have to talk for 1-2 minutes, and then the examiner will ask you one or two questions on the same topic. Part 2 takes 3-4 minutes in total.

## **How to practise**

Ask your study partner to listen while you speak about the task card topic. You should talk for 1-2 minutes.

Your study partner should then ask you one or two questions on the same topic using the rounding off questions.

Record yourself if you can.

## **Speaking test part 2: candidate task card**

Describe something you own which is very important to you.

You should say:

- where you got it from
- how long you have had it
- what you use it for; and
- explain why it is important to you.

You will have to talk about the topic for 1 to 2 minutes.

You have one minute to think about what you're going to say.

You can make some notes to help you if you wish.

Rounding off questions

Tell me

- is it valuable in terms of money?
- would it be easy to replace?

Listen to the audio:

Left click on the link to listen now (the audio player will open in a new tab) or right click and select 'Save Link As' to download the file to your computer and listen later.

- [Speaking test audio part 2](#)
- **Advice**

When you have completed all three parts of the practice Speaking test, listen to your recording of your own practice test to see how well you did.

You can also listen to the recordings and read the audio transcripts for each part of the test. These are designed to give you an understanding of the format of the test. They do not represent model answers.

- **Transcript**

You can read the transcript of the audio to check any words that you did not understand.

Do you think that this candidate performed well?

Think about how you can improve your own Speaking test.

Transcript

Examiner: Alright? Remember you have one to two minutes for this, so don't worry if I stop you. I'll tell you when the time is up.

Candidate: OK

Examiner: Can you start speaking now, please?

Candidate: Yes. One of the most important things I have is my piano because I like playing the piano. I got it from my parents to my twelve birthday, so I have it for about nine years, and the reason why it is so important for me is that I can go into another world when I'm playing piano. I can forget what's around me and what ... I can forget my problems and this is sometimes quite good for a few minutes. Or I can play to relax or just, yes to ... to relax and to think of something completely different.

Examiner: Thank you. Would it be easy to replace this, this piano?

Candidate: Yes, I think it wouldn't be that big problem but I like my piano as it is because I have it from my parents, it's some kind unique for me.

### **Speaking part 3**

In part 3 of the Speaking test the examiner will ask further questions which are connected to the topics discussed in part 2.

This part of the test is designed to give you the opportunity to talk about more abstract issues and ideas. It is a two-way discussion with the examiner, and will last 4-5 minutes.

## How to practise

Ask your study partner to prompt your practice test discussion using the questions below. Try to speak as naturally and fluently as possible.

Record your discussion if you can.

Let's consider first of all how people's values have changed.

- What kind of things give status to people in your country?
- Have things changed since your parents' time?

Finally, let's talk about the role of advertising.

- Do you think advertising influences what people buy?

Listen to the audio:

Left click on the link to listen now (the audio player will open in a new tab) or right click and select 'Save Link As' to download the file to your computer and listen later.

- [Speaking test audio part 3](#)

### • Advice

You have now completed all three parts of the practice Speaking test.

How did you do?

Listen to your recording of your own practice test.

Which part of the test do you think you did best in? Are there any areas where you think that you need to do better?

Think about how you can improve your own Speaking test performance.

### • Transcript

Examiner: We've been talking about things we own. I'd like to discuss with you one or two more general questions relating to this topic. First, let's consider values and the way they can change. In Switzerland, what kind of possessions do you think give status to people?

Candidate: The first thing which comes in my mind is the car. Yes, because lots of people like to have posh cars or expensive cars to show their status, their place in the society.

Examiner: Is that a new development?

Candidate: No, I think it isn't.

Examiner: People have thought like that for quite a long time?

Candidate: Yes. Another thing is probably the clothing. It starts already when you are young. When the children go to school they want to have posh labels on their jumpers or good shoes.

Examiner: What do you think of this way of thinking, that I need to have a car or certain clothes to show my status?

Candidate: Probably it's sometimes a replacement for something you don't have, so if your wife has left you or your girlfriend, you just buy some new, I don't know, new watches or new clothes to make you satisfied again.

Examiner: You don't think of it as a healthy way of thinking?

Candidate: It's probably not honest to yourself. You can understand what I mean?

Examiner: Yes. And do you think this will change? In the future, will cars and designer clothes be status symbols in the same way?

Candidate: I'm sure that clothes will be ... that the thing with the clothes will be the same. I'm not so sure about the cars because cars cause lots of environmental problems and probably in some years, a few years, this will change because it's not reasonable to drive a car anymore.

Examiner: Can you tell me a little bit more about that?

Review the examples

Go back through the test and listen to the recordings and read the audio transcripts for each part.

These are designed to give you an understanding of the format of the test. They do not represent a candidate at a particular level of competency.

## **HANDOUTS**

*Additional Topics and Themes for Discussion (III semester)*

1. Introduce yourself in about 300 words using key language of the lesson #1
2. Speak about your life experience in about 300 words of the key language from the lesson #1
3. Describe your positive and negative sides in about 300 words of the lesson #1
4. Speak about your family in about 300 words using key language of the lesson #2
5. Share your opinion about the most widely known family problems in about 300 words of the lesson #2
6. Speak about family rights and duties in about 300 words of the lesson #2
7. Describe your typical Sunday activities in about 300 words of the lesson #3
8. Speak about your favorite job (profession) in about 300 words of the lesson #3
9. Describe your typical working day in about 300 words from the lesson #3
10. Describe your home interior in about 300 words of the lesson #4
11. Describe any modern or ancient building you saw in about 300 words of the lesson #4
12. Speak about the ancient art Feng Shui using 300 words from the lesson #4
13. Describe any town (city) and village you visited using 300 words from the lesson #5
14. Find and speak about advantages and disadvantages of living in city and village using vocabulary of the lesson #5
15. Describe the country you would like to visit in about 300 words from the lesson #5
16. Tell a story of your travel experience in about 300 words of the lesson #6
17. Speak about the most popular touristic centers of Uzbekistan using vocabulary of the lesson #6
18. Compare travelling to Brazil and travelling to Egypt in about 300 words of the lesson #6
19. Share any recipe you know in about 300 words using key language of the lesson #7
20. Speak about healthy food and diet in about 300 words of the lesson #7
21. Explain how to prepare dinner courses in about 300 words using active vocabulary of the lesson #7
22. Describe facial appearance of your friend in about 300 words using active vocabulary of the lesson #8
23. Describe character and inner world of a person in about 300 words of the lesson #8
24. Compare your appearance and character with those of your course mate in 300 words using active vocabulary of the lesson #8
25. Describe any object in the room using active vocabulary of the lesson #9 in about 300 words



26. Describe your favorite sport activity in about 300 words using vocabulary from the lesson #9
27. Compile the instruction how to use any of mechanical equipment in about 300 words of the lesson #9
28. Share your opinion about real friends in about 300 words of the lesson #10
29. Share your personal experience proving the proverb “Friend in need is a friend indeed” in about 300 words using active vocabulary of the lesson #10
30. Use active vocabulary of the lesson #10 to explain what are your friends for in about 300 words
31. Speak about your attitude to health and fitness in about 300 words using active vocabulary of the lesson #11
32. Share your experience of taking part in any of sport competitions using the vocabulary of the lesson #11
33. Use the vocabulary of the lesson #11 to explain what to do and not to do in medical crisis (First Aid) in about 300 words
34. Share your plan how to spend weekend in about 300 words of the lesson #12
35. Speak about your lifestyle in about 300 words using active vocabulary of the lesson #12
36. Prove using persuasive speech and vocabulary of the lesson #12 that park is the most popular place for leisure

*Additional Topics and Themes for Discussion (IV semester)*

1. Share your knowledge about the educational system of Uzbekistan in about 300 words using active vocabulary of the lesson #13
2. Describe your university in about 300 words using active vocabulary of the lesson #13
3. Share your opinion and attitude to the profession of teacher in about 300 words using the vocabulary of the lesson #13
4. Use creative thinking and vocabulary of the lesson #14 (about 300 words) to explain why people work or not
5. Use active vocabulary of the lesson #14 (about 300 words) to describe personal traits one should possess to get good job
6. Prove in 300 words using persuasive speech and vocabulary of the lesson #14 that interpreter (or translator) is the best profession in the world
7. Explain in 300 words using vocabulary of the lesson #15 how you choose the things to buy
8. Advertise a thing you are going to sell in about 300 words from the lesson #15
9. Speak about money, coins, history of money system, and some interesting facts using active vocabulary of the lesson #15

10. Tell an interesting story of your life in about 300 words using vocabulary of the lesson #16
11. Use active vocabulary of the lesson #16 to continue the story: “It happened 1000 years ago in Europe...”
12. Tell a story of the last film you saw in about 300 words from the lesson #16
13. Speak about unusual inventions in about 300 words using the vocabulary of the lesson #17
14. Describe the world of the future using active vocabulary of the lesson #17
15. Explain how new technologies help you to get better education in about 300 words of the lesson #17
16. Speak about global ecological problems in about 300 words of the lesson #18
17. Share information you have about the UNO in about 300 words trying to use active vocabulary of the lesson #18
18. Speak about social problems of the modern world in about 300 using the words of the lesson #18