

**МИНИСТЕРСТВО ВЫСШЕГО И СРЕДНЕГО СПЕЦИАЛЬНОГО ОБРАЗОВАНИЯ  
РЕСПУБЛИКИ УЗБЕКИСТАН**

**ГУЛИСТАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ**

**АБДУКАДИРОВА НАСИБА АЛИМЖАНОВНА**

**ОБУЧЕНИЕ  
АНГЛИЙСКОМУ ЯЗЫКУ  
ПОСРЕДСТВОМ СМИ.**

Важным преимуществом данного учебно методического пособия является то, что медиаграмотность и профессионально ориентированный английский язык являются интегрированными инструментами обучения для будущих учителей истории с учетом текущих мировых тенденций в образовании, реалий в нашем обществе, а также потребностей учителей и студентов.

Также отражены результаты экспериментальных исследований в этой области и их эффективность.

Это учебное пособие могут использовать профессора высших учебных заведений, исследователи, магистры и студенты.

Мазкур Методик қўлланманинг муҳим афзаллиги бўлажак тарих ўқитувчилари учун медиа саводхонлик ва касбга-йўналтирилган инглиз тилини интеграциялашган ўқитишнинг воситаси ҳисобланиб, таълимдаги мавжуд глобал тенденция, жамиятимизда мавжуд воқеликлар, шу билан бирга ўқитувчи ва талабаларнинг эҳтиёжларини ҳисобга олган ҳолда яратилган.

Шунингдек, бу борада ўтказилган тажриба-тадқиқот ишлари ва уларнинг самарадорлик натижалари ўз ифодасини топган.

Ушбу ўқув методик қўлланмадан олий таълим профессор-ўқитувчилари, тадқиқотчилар, магистрантлар ва талабалар фойдаланишлари мумкин.

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## ВВЕДЕНИЕ

В мировом сообществе с увеличением информационных потоков диктуется необходимость владения медиаграмотностью специалистами различных сфер производства. Благодаря изучению особенностей медиаобразования, средств и способов формирования медиаграмотности, проводимое в ведущих научно-исследовательских центрах и высших образовательных учреждениях зарубежных стран получены значимые научные и практические результаты, доказывающие важность использования медиатехнологий и медиатекстов в образовательном процессе. Методика формирования медиаграмотности на занятиях по иностранному языку (ИЯ) в контексте профессионально-ориентированного образования, а также ценностно-смысловая сторона используемых медиасредств на изучаемом языке малоисследованы в теоретико-прикладном плане в отечественной науке. Важность решения данной проблемы обусловлено тем, что в настоящее время требуются специалисты, владеющие инновационными формами организации профессиональной деятельности, с устойчивыми национально-ориентированными императивами, которые способны решать поставленные задачи и проблемы, а также знающие иностранные языки и способные проводить научную работу и усовершенствовать методики преподавания иностранных языков.

Постановление Президента Республики Узбекистан “О мерах по поднятию на качественно новый уровень деятельности

по популяризации изучения иностранных языков в Республике Узбекистан” [11] и в других нормативно-правовых документах [12,13,15], обуславливающих необходимость повышения качества образования и внедрения инновационных технологий.

Данное учебное-методическое пособие посвящено изучению английского языка для студентов, обучающихся в высших учебных заведениях, и дает обзор аспектов обучения английского языка через средства массовой информации.

Этим учебным-методическим пособием могут пользоваться студенты, магистранты, учителя английского языка.

## КАК ИСПОЛЬЗОВАТЬ МЕДИАРЕСУРСЫ В УЧЕБНОМ ПРОЦЕССЕ?



Чтобы осознать сущностные характеристики медиаобразования в контексте подготовки специалистов неязыковых профилей специальности необходимо обратиться, к функциям, особенностям и видам средств массовой информации (СМИ – далее).

В первую очередь представим определения массовой коммуникации:

- это особый тип коммуникации (дискурса), который характеризуется как дистантный, ретивальный (передача сообщения неизвестному и неопределенному количеству получателю информации), и связывается с индивидуально-коллективным субъектом (соавторство, общая позиция к

освещаемым фактам), а также с массовым рассредоточенным адресатом[28;с.239].

- массовое распространение информации;
- совокупность технических средств для распространения информации в массы;
- процесс связи и передача информации посредством различных средств;
- процесс систематического распространения корпоративно произведенной информации на массовую гетерогенную аудиторию с помощью СМИ, [32;с.179].

Как видно из определений под массовой коммуникацией, в основном, понимают распространение информации посредством медийных средств с учетом интересов различных адресатов.

Информационный обмен осуществляется на базе определенных знаний. При этом знание превращается в информации, если имеет место его трансляция. Знания соотносятся с производством, хранением и трансляцией информации. Язык, являясь средством трансляции информации, воздействует на потребителей этой информации, как положительно, так и отрицательно. Следовательно, в СМИ приобретает особое значение обратная связь (рефлексия) и интерактивность.

## **СТРУКТУРНО-СОДЕРЖАТЕЛЬНЫЕ КОМПОНЕНТЫ МЕДИАГРАМОТНОСТИ ПРИ ИЗУЧЕНИИ ЯЗЫКА В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ:**

СМИ является интегральной частью нашей жизни, общества и образования. Признавая их влияние на нашу жизнь и образование, мы должны осознавать важность их использования в учебно-воспитательном процессе с целью формирования критического мышления и подготовки эффективных пользователей различного рода СМИ. Поэтому к специалистам разных сфер производства предъявляются требования к овладению информационной компетенцией (грамотностью). И это важно учесть с развитием также и цифровых технологий, которые относят к когнитивным технологиям, специально ориентированных на развитие интеллектуальных способностей человека [27,81]. Сегодня такого рода когнитивные технологии прочно вошли во все сферы жизнедеятельности людей. Например, они являются необходимым средством обучения в виде электронных учебных материалов или инструментов для он-лайн образования и коммуникации (чаты, скайп, телеграмм и др.).

Характерной особенностью развития образования является требование к интеграции различных составляющих целей для достижения пяти базовых компетенций, что отражено в Европейском стандарте, которые позволят обеспечить готовность будущих специалистов к адаптации, самореализации в условиях рынка. Считаю важным описать их для сравнения с нашими

установками и требованиями к компетенциям специалистов ИЯ. Вслед за Е.Н. Солововой [65;с.20-26] мы интерпретируем эти компетенции следующим образом (См.: *Таблицу 1.2*).

***Таблица 1.2. Пять базовых компетенций в соответствии с международными стандартами***

<b>Виды компетенций</b>	<b>Интерпретация</b>
<p><b>1. Социально-политическая компетенция или готовность к решению проблем</b></p>	<p>Эффективность принимаемых решений и психологическая готовность принимать и брать на себя ответственность за принятые решения:</p> <ul style="list-style-type: none"> <li>-восполнить пропущенный материал;</li> <li>-получить необходимую консультацию;</li> <li>-эффективно подготовиться к контрольным испытаниям;</li> <li>-выбрать учебный курс или учебное заведение;</li> <li>-определить наиболее приемлемую форму обучения;</li> <li>-сформулировать тему и определить возможные формы представления готового продукта проектно-исследовательской деятельности;</li> </ul>



	<ul style="list-style-type: none"> <li>-подготовить устный/письменный доклад для конференции;</li> <li>-составить библиографию;</li> <li>-получить научный грант/стипендию/стажировку;</li> <li>-подготовить и провести семинар/круглый стол/педсовет и т.д.</li> </ul>
<b>2. Информационная компетенция</b>	<p>Готовность и потребность к работе с современными источниками информации:</p> <ul style="list-style-type: none"> <li>- находить нужную информацию с помощью различных источников, включая мультимедийные;</li> <li>-определять степень ее достоверности/новизны/важности;</li> <li>-обрабатывать в соответствие с ситуацией и поставленными задачами;</li> <li>-архивировать и сохранять;</li> <li>-использовать ее для решения широкого спектра задач.</li> </ul>
<b>3. Коммуникативная компетенция</b>	<p><b>В соответствии с ГОС коммуникативная компетенция включает для уровня В2:</b></p> <ul style="list-style-type: none"> <li>- лингвистическую;</li> <li>-социолингвистическую;</li> </ul>

	<p>-прагматическую компетенцию</p> <p>В содержании обучения отражается и работа с медиапродуктами.</p>
<b>4. Социокультурная компетенция</b>	<p>Готовность и способность жить и взаимодействовать в современном поликультурном пространстве. Для всех неязыковых специальностей, однако она входит в состав социолингвистической и прагматической в иноязычной коммуникативной компетенции (B2)</p>
<b>5. Готовность к образованию через всю жизнь</b>	<p>Непрерывное образование в системе обучения ИЯ:</p> <ul style="list-style-type: none"> <li>- формирование, развитие и совершенствование иноязычной коммуникативной компетенции, а также информационной компетенции;</li> <li>- формирование, развитие и совершенствование учебных навыков для самообразования.</li> </ul>

Следовательно, мы имеем множество условий для интеграции медиаграмотности с обучением ИЯ в неязыковых вузах. Считаем, что хорошо организованная программа обучения английскому языку в неязыковом вузе (B 2) должна фокусироваться на формирование медиаграмотности (знания о функциях, типах, особенностях СМИ и т.д.) и на этой базе развитие

коммуникативной компетенции (в аудировании, говорении, чтении и письменной речи).

Таким образом, современная молодежь живет в информационном мире, заполненном различными технологиями, поэтому они испытывает потребность к обучению особенностям СМИ, чтобы продуктивно воспринимать, обрабатывать и использовать информацию для разных целей.

## **КАК ИЗУЧИТЬ УРОВЕНЬ МЕДИАГРАМОТНОСТИ УЧИТЕЛЕЙ И СТУДЕНТОВ?**

С развитием информационно-коммуникационных технологий (ИКТ) и цифровых мы имеем возможность широкого использования медиаресурсов в обучении ИЯ. Мы должны научить студентов работать (читать, слушать и понимать, перерабатывать) с различными средствами массовой информации (СМИ) на изучаемом языке, что является одной из важнейших задач современного образования [20;с.133-134].

В целях изучения вопросов, связанных с формированием медиаграмотности, т.е. как решается эта проблема на факультетах ИЯ в неязыковых вузах мы проанализировали ГОС, учебные и рабочие программы, предназначенные для языкового уровня В2.

Анализ ГОС (2013) и требований к изучению английского языка в неязыковых профилях специальности показал, что студенты неязыковых специальности за время обучения должны овладеть В2 уровнем. В ходе анализа директивных документов мы

учитывали, что специфика обучения ИЯ в неязыковых вузах характеризуется следующими аспектами:

- метапредметностью (иностранный язык содержательно раскрывает сведения в различных областях знаний, включая профессиональную сферу);
- многоуровневостью (овладение языковым материалом, касающегося всей системы языка, а также речевыми умениями (reading, speaking, listening, writing));
- полифункциональностью (выступает как цель и средство для приобретения различных сведений и в различных сферах деятельности).

В отношении межпредметной связи в контексте формирования медиаграмотности следует отметить, что в содержании обучения, отраженной в ГОС, обозначена тематика, связанная с Интернет и информационно-коммуникационными технологиями: инновации в области науки и техники зарубежом и в Узбекистане, достижения, использование Интернет.

Помимо этого в содержании обучения прослеживаются и подтемы как жанровые виды СМИ, представленные в ГОС по видам речевой деятельности (См. *Таблица 1.4*).

***Таблица 1.4. Жанро-тематические виды СМИ  
как объекты обучения в ГОС***

<b>Виды речевой деятельности</b>	<b>Содержание обучения (B2)</b>
Аудирование	Радио и телерепортажи, новости, интервью, документальные фильмы, объявления и т.д.
Говорение	Интервью, соглашения, лекции, объявления, статьи
Чтение	Электронные письма, материалы учебников или пособий, электронная литература
Письмо	Резюме, рецензии и т.д.

Как видим, в соответствии с обучением видам речевой деятельности на ИЯ в неязыковых вузах многие жанровые виды СМИ или же ситуации, связанные с ними задействуются.



## THEME 1. GADGETS



### **Task 1. Brainstorming:**

Nowadays we use different electronic devices. Which of them are more popular among our students?

Which of the gadget you use? What can you say about functions of your gadget?

Discuss what information you like most to watch, or read, or to listen to in your gadget device and how often you use your gadget while educational process.

**Task 2.** Find professionally-oriented information in your gadget and organize the information exchange. Send message (SMS) to your friend about value of this information using evaluation and persuasive strategies.

**Task 3.** Discuss the value of interaction through charts and e-letters nowadays.

**Task 4.** Do you have nick in your chart? The nick-name is not only the name of participant of interaction but it gives imagination about invisible partner. Discuss in the group about images which you have about nickname.

**Task 5.** Look through the text taken from Internet resource ([http://en.wikipedia.org/wiki/British\\_Museum](http://en.wikipedia.org/wiki/British_Museum)) and underline the key words as concept which bring the sense.



## THE BRITISH MUSEUM

The British Museum in London had its most successful year ever in 2013. More than 6.7 million visitors passed through its doors. The previous record of 5.9 million was set in 2008. Over a million more people visited the museum last year than in 2012. The biggest attractions were two big exhibitions. One was Life and Death in Pompeii, the other was Herculaneum. The director of the museum said he was very happy that so many people came. He told reporters that many things happened last year. Many exhibits were loaned to the museum. He also said online access meant more people decided to visit. He added: "This is truly a dynamic collection that belongs to and is used by a global citizenship."

The British Museum has many exhibitions about human history and culture. It has about 13 million exhibits from all over the world. Some countries want the museum to return some of them. Greece wants the Elgin Marbles back. They were originally from the Parthenon in Athens. China wants the museum to return many things the British took from China in the 19th century, and Egypt wants the Rosetta Stone. The museum first opened to the public in 1759. Back then, only about 75 people a day visited it. They could look at 71,000 objects, including 40,000 printed books, 7,000 manuscripts, and many stuffed animals, birds and insects. There were also very old objects from Egypt, Greece, Rome, the Near East, the Far East, and North and South America.

**Task 6. Scan** the text and do **true- false activity**. Guess if 1-5 below are true (T) or false (F).

1. 67 million people visited the British Museum in 2013. T / F



2. The British Museum had 5.9 million visitors in 2008. T / F
3. The biggest attractions in 2013 were on Pompeii and Herculaneum. T / F
4. The museum's director said the Internet meant fewer visitors. T / F
5. The British Museum has around 13 million exhibits. T / F

**Task 7.** Match the following synonyms from the text.

- |             |              |
|-------------|--------------|
| 1. global   | a. lent      |
| 2. passed   | b. give back |
| 3. previous | c. world     |
| 4. loaned   | d. went      |
| 5. return   | e. earlier   |

**Task 8. PHRASE MATCH:** (Sometimes more than one choice is possible.)

- |                                    |                        |
|------------------------------------|------------------------|
| 1. its most successful             | a. many people came    |
| 2. 6.7 million visitors passed     | b. and culture         |
| 3. The biggest attractions were    | c. in the 19th century |
| 4. happy that so                   | d. through its doors   |
| 5. a dynamic                       | e. objects from Egypt  |
| 6. exhibitions about human history | f. year ever           |
| 7. exhibits from all               | g. collection          |
| 8. the British took from China     | h. the public in 1759  |
| 9. The museum first opened to      | i. two big exhibitions |
| 10. There were also very old       | j. over the world      |

**ANSWER KEY.**

**TRUE / FALSE (p.4)**

- 1 F    2 T    3 T    4 F    5 T

**Task 9.** Go to the site of Historical museum in Britain ([http://en.wikipedia.org/wiki/British\\_Museum](http://en.wikipedia.org/wiki/British_Museum)) Enumerate the well-known Kings of Great Britain.

Below the picture of Queen Elizabeth. Find information about her in your gadget. Try to describe facts of her successful actions or degrees for a long time. What images are used in describing those historical facts? Think about advantages and disadvantages of her ruling.



**Task 10.** Search in Internet information about Bukhara Khan in development of the state. Create a 5-minutes video tape on the basis of the data collected about Bukhara Khan.



## THEME 2. WEB RESOURCES

### Task 1. Answer the questions

Do you know Web 2.0?

How often address to it servers for educational and entertainment aims?

Can you create any Web sites yourself?

### Task 2. Think about Web page answering the questions.

What is Web page about?

What kind information does the web site supply?

What is the purpose of Web page?

What is audience for the Web page?

What do you think of the Web page design?

**Task 3.** Watch the video about places of interest (<https://www.youtube.com/watch?v=hbQbaUeOkDQ>). Match the pictures (1–5) with the its definitions (a–e)



Tower Bridge is one of London's most iconic landmarks and has sat astride the River Thames since 1894. This Victorian bascule steam-powered bridge was a feat of industrial engineering in its time. Now, it's been opened up to the public to take a look into the bowels of the bridge, and also to walk across the top walkways featuring the new Glass Walkways to look down at the river and see the



pedestrians walking below.

Stonehenge, 10 miles north of the historic city of Salisbury on Salisbury Plain, is Europe's best-known prehistoric monument. It's so popular that visitors need to purchase a timed ticket in advance to guarantee entry. Exhibitions at the excellent Stonehenge visitor center set the stage for a visit, explaining through audio-visual experiences and more than **250 ancient objects** how the megaliths were erected between 3000 and 1500 BC, and sharing information about life during this time.



Westminster Abbey, Westminster Abbey is one of the most beautiful and impressive historic buildings in London and is the burial ground of some of England's legendary authors, scientists and great thinkers, from Charles Darwin to Geoffrey Chaucer. It's been in the spotlight more recently as it was the site of Kate & Wills' wedding in 2011 and it's also open daily for sermons and worship.



The picturesque Kensington Palace in West London was the childhood home of Queen Victoria; then it was the home of the late Princess Diana and now her eldest son, the Duke of Cambridge, Prince William, lives there with Kate and his two children. Kensington Palace also a series of fascinating exhibits on show, opening up its State Rooms to the public, and has an Orangery in the grounds serving traditional Afternoon Tea!



Prison, palace, treasure vault, observatory, and menagerie: the Tower of London has done it all and it's one of the top attractions in London. Widely considered the most important building in England, there's enough to see and do at this World Heritage Site to keep visitors busy for hours.



Windsor Castle on the outskirts of London is the oldest and largest occupied castle in the world – and is the Queen’s preferred weekend residence. Set in the small borough of Windsor, this rural town is a great place for a day trip. With the Changing of the Guard, 39 State Rooms and a famous Dolls House, it’s one of England’s most popular royal palaces for both locals and visitors alike.

**Task 4.** Make up the situation using the following words and word combinations:

The heart of London, West End, wide streets with beautiful houses, many parks, squares, gardens, the best hotels, restaurants, shops, clubs, the Tower of London, fortress, museums.

**Task 5.** After watching the video write a short essay about your impressions of mentioned sightseeing.

**Task 6.** Do project following to the steps:

- Study the main elements of Web page design;
- Find information on one topic
- Create a Web page.
- Make a presentation to you class
- Do a project about ....

Planning:

- Topic
- What area and person will focus on
- Create images and graphs

### **THEME 3. TYPES OF MEDIATEXTS**

**Task 1.** Reflect on the questions.

What types of media do you know?

What media do you usually read or listen to?

Do you prefer print or electronic media?

**Task 2.** There are the following types of the media. Find other types, of the media and their forms as in the example

Mass media

*Print media – newspaper, magazine, broshura ...*

Electronic media

News media

Then fill in the chart with the types of media. Think why you address to them in your life.

Types of media	For what aims

**Task 3.** Describe the picture. Have you ever read the British newspapers or not? Do you know the most known newspapers in UK? Do you see British newspapers in Internet?







**Task 5.** Listen to the news on TV or radio and try to identify the key words of the text. Discuss with your partner the problems mentioned in news and suggest successful ways of their solving.



**Task 6.** You have got enough information about types of media.  
Discuss the following questions in the group:



Do you think media resources are useful or they are a waste of your time?

What types of media products do you prefer?

What are advantages and disadvantages of media means? Give your Arguments.

**Task 7.** Project work. Search information about one of political event taken place in Uzbekistan and create Power Point Presentation for report.

## **THEME 4. PROGRAMMES**

**Task 1.** Read and extend the ideas in the gap of the sentences.

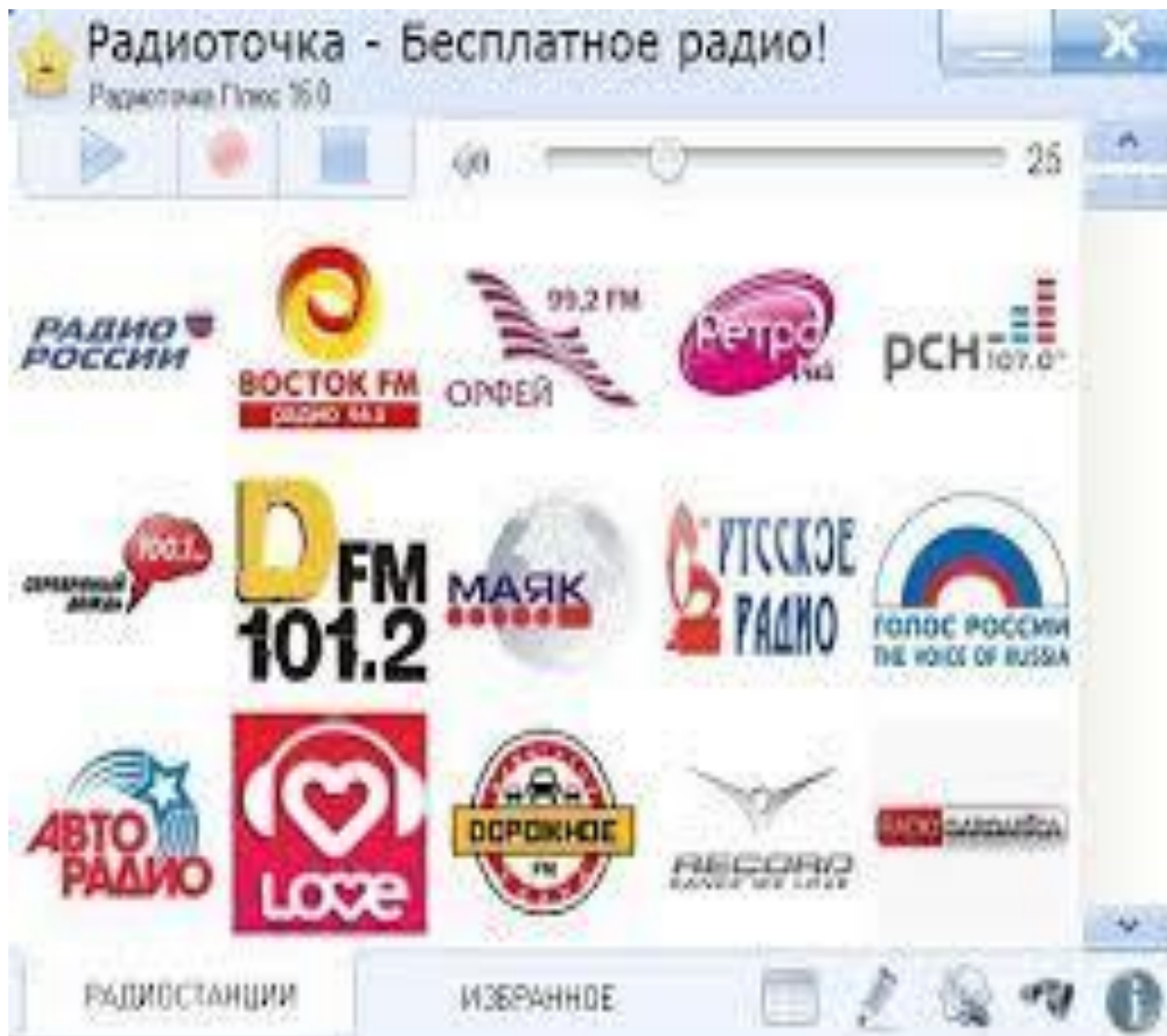
Programmes on the radio and television may be referred to broadcasts as educational and cultural programmes as shows \_\_\_\_\_, sport \_\_\_\_\_.

Programms may be hosted, fronted, or anchored by anchors famous in their own right, sometimes more famous then the people in the news. For example, \_\_\_\_\_.

**Task 2.** There are a lot of radio and RV programs. The most important among them is radio or TV news program which may include

- dramatic footage or events such as war or disasters;
- interviews and studio discussion: pictures of people participating in interview, informal expression;
- vox-pop interviews or vox-pops getting the reactions of ordinary people, often in the street;
- clips, or extracts.

Describe one of the TV or radio programme which you like most.



**Task 3.** Listening to the radio can be a good way of improving your listening skills. You may learn most by listening to the spoken word channels; you can try recording programmes and playing them back several times. Some of the most popular British radio stations are shown below. The radio frequency is shown, together with an internet link (you can listen to most channels online, anywhere in the world).

Go to the sites given below and familiarize with these radio programmes.

**Spoken word (news, debate):**

BBC Radio 4 (92.4-94.6 FM): <http://www.bbc.co.uk/radio4>

BBC World Service (648 MW): <http://www.bbc.co.uk/worldservice>

BBC London (94.9 FM): <http://www.bbc.co.uk/london>

LBC (97.3 FM): <http://www.lbc.co.uk>

LBC News (1152 MW): <http://www.lbc.co.uk>

**Spoken word (sport):**

TalkSport (1053 or 1089 MW): <http://www.talksport.co.uk>

BBC Radio 5 Live (693 or 909 MW): <http://www.bbc.co.uk/fivelive>

**Pop music (younger, louder style):**

Capital FM (95.8 FM): <http://www.capitalfm.com>

Kiss 100 (100.0 FM): <http://www.kiss100.co.uk>

Absolute Radio (105.8 FM in London, 1215 MW): <http://www.absoluteradio.co.uk> [formerly Virgin Radio]

BBC Radio 1 (97.6-99.8 FM <http://www.bbc.co.uk/radio1>

**Pop music (older, quieter style):**

Heart (106.2 FM): <http://www.heart1062.co.uk>

Capital Gold (1548 MW): <http://www.capitalgold.com>

BBC Radio 2 (88-90.2 FM): <http://www.bbc.co.uk/radio2>

Magic (105.4 FM): <http://www.magic.fm>

**Classical music:**

Classic FM (100-102 FM): <http://www.classicfm.co.uk>

BBC Radio 3 (90.2-92.4 FM): <http://www.bbc.co.uk/radio3>

BBC (British Broadcasting Corporation) radio stations are listed at: <http://www.bbc.co.uk/radio>

Digital versions of the BBC channels can be heard at: <http://www.bbc.co.uk/digitalradio>

For a full list of UK radio stations which can be heard on the internet, see: <http://www.radiofeeds.co.uk>

### **Information exchange:**

Do you visit these sites to improve your English?

What mentioned sites do you prefer and why?

Can you find any information in the mentioned sites for professional development?

**Task 4.** Analyse one of the TV show which you like and try to find the information answering the following questions:

- What is the producer's purpose?
- How are images, sound and language used to shape the message?
- What techniques are used to attract audience attention?
- What techniques are used to enhance authority and authenticity?
- 

**Task 5.** Watch one of the TV debates and examine verbal and nonverbal behaviour of the people to collect and analyze them in the group.

**Task 6.** One of the important factors for establishing successful interpersonal and intercultural interaction with the native language speakers is the use of expressions of political correctness in speech which has become an integral part of interethnic relations throughout the world today, mainly in English-speaking countries. Linguistic peculiarities of political correctness can be classified into four types. Fill in the chart with examples of political correctness according to the given groups. Can political correctness be considered as ideological concept of the Western people?

Racial and ethnicity	
Gender	
Physical	
Social	

**Task 7.** Short television news broadcasts can be played at the websites \_\_\_\_\_ for

- **BBCNews:** <http://news.bbc.co.uk>

- **ITN (Independent Television News):** <http://www.itn.co.uk>

Go to these sites and reveal what topics or problems are discussed in it. Then find concepts related to political correctness to making a glossary.

## **THEME 5. NEWS**

**Task 1.** Reflect on the questions:

Do you like to listen to or read news?

What news do you like to read or watch, or listen to?

Have you ever read news in Voice of America?

Then discuss in the group the statement of B.Hennessey, “News generally has the qualities of conflict, human interest, importance, prominence, proximity, timeliness and unusualness”. Do you agree or disagree with this statement? If yes, try to give arguments.



**Task 2.** Study the described features of news.

Depending of the degree of importance the news stories (articles) are placed according to leading story, front-page story, minor story, back-page story, inside story, etc. News can be classify into hard news and soft news.

Hard news – description of facts or events and answering the question who/what, where and when. In turn soft news give information based on the human interests to call felling and emotion (sympathy, surprise, admiration).

News also distinguish the local news and foreign news and news in brief, news bulletin, world news, business news, etc.

Think about news value vs news worthiness for reader and for professional competence development.

**Task 3.** Go to the given sites in the chart and analyse thematic organization of information to fill in the second column of the table.  
What is the most respected British newspaper?

It is known that the Guardian is the most trusted newspaper brand in the UK, a study by a non-partisan media research organisation has found. Do you agree or not? Find the number of this paper users in Internet to justify your answer.

UK press	Thematic information
<p><b>The Daily Telegraph</b> (daily quality newspaper):  <a href="http://www.telegraph.co.uk">http://www.telegraph.co.uk</a></p>	
<p><b>The Daily Mail</b> (daily mid-market newspaper):  <a href="http://www.dailymail.co.uk">http://www.dailymail.co.uk</a></p>	
<p><b>The Financial Times</b> (daily quality newspaper):  <a href="http://www.ft.com">http://www.ft.com</a></p>	
<p><b>The Times</b> (daily quality newspaper):  <a href="http://www.timesonline.co.uk">http://www.timesonline.co.uk</a></p>	
<p><b>The Sun</b> (daily popular newspaper):  <a href="http://www.thesun.co.uk">http://www.thesun.co.uk</a></p>	
<p><b>The Guardian</b> (daily quality newspaper):  <a href="http://www.guardian.co.uk">http://www.guardian.co.uk</a></p>	
<p><b>The Daily Mirror</b> (daily popular newspaper):  <a href="http://www.mirror.co.uk">http://www.mirror.co.uk</a></p>	
<p><b>The Independent</b> (daily quality newspaper):  <a href="http://www.independent.co.uk">http://www.independent.co.uk</a></p>	

**Task 4.** Complete the sentences and explain the main concepts of the British press specificity.



In Britain there are a lot of newspapers such as \_\_\_\_\_.

Tabloid press is associated with popular press or broadcast and with quality press. It differs with \_\_\_\_\_.

Sunday press which devoted large section of literature and the arts, business and sport, and have long feature articles which explore specific subjects in depth.

Particular, \_\_\_\_\_

The British national press is referred to as Fleet Street, although no national paper is now produced in this London street. In this press we can find information about \_\_\_\_\_

**Task 5.** Analyse one of the British press according to the given points

- front of the newspaper
- content of the newspapers
- illustrations
- the main images in newspapers



**Task 6.** Choose one of the article in Internet and analyse

- expressive means for attracting attention of a reader;
- author's attitude to the event;
- using evaluation means;

Think about language and stylistic means used in the article

- realia
- quotations
- slangs (hit the beach, running scared, Rubbish, heart-throb, thumbs-up)
- comparative metaphors

**Task 7.** Find information about:

- Movement of Black life matters in the USA and demolish monuments of the well-known leaders.
- Corona virus and lock down in European countries.

Study the specificity of language using in news. Write down the factors or reasons for evaluation of news. Then analyse news and underline means for

- images creating
- forming stereotypes
- bringing cultural ideology

Decide how America and local newspapers present "Black life matter" movement in USA and pandemia related to extending with Corona Virus 19.

## THEME 6. INTERVIEW



**Task 1.** Answer the questions:

Who is usually interviewed and with whom?

Have you ever participated in the interview?

What questions are usually asked while interview?

What types of interview do you know?

**Task 2.** Listen on of the interview on the radio, or TV. Think about person is interviewing. After listening compare your predictions about the person was interviewed. Discuss with your partner the questions and answer used in interview.

**Task 3.** Write the Wh questions for interview of one of you classmates. So think how should you invite your classmate to participate in interview. Record your interview with him/her.

**Task 4.** Read the invitation letter to a job interview and do *a* and *b* tasks

**To:** Grace Yang

**Date:** 6 September

**Subject:** Invitation to job interview

Dear Grace,

Thank you for your application for the position of sales manager.

We would like to invite you for an interview at 10 a.m. on Monday 21 September at our offices at The Shard, 32 London Bridge Street, London.

You will meet with our head of sales, Susan Park, and the interview will last for about 45 minutes. During this time, you will have the

opportunity to find out more about the position and learn more about our company.

Please bring your CV and references to the interview. You will also need to show a form of ID at reception to receive a visitor's pass. Please ask for me as soon as you arrive. If you have any questions or if you wish to reschedule, please call me on 555-1234 or email me by 12 September.

I look forward to meeting you.

**a) Match the definitions (a–e) with the vocabulary(1–5).**

1. ID	a. a job in a company, for example a marketing manager or sales assistant
2. a position	b. a short document that shows your experience and qualifications
3. references	c. letters from people who know you that describe your abilities
4. to reschedule	d. identification; a document with your name, photo and other personal information
5. a CV	e. to change the date or time of something

**(Keys: 1-d,2-a,3-c,4-e,5-b)**

**b) Complete the sentences with appropriate words given in the chart.**

Sales last resources invite Shard
-----------------------------------



1. The main purpose of the email is to \_\_\_\_\_ Grace for a job interview.
2. The interview will be at their offices at The \_\_\_\_\_.
3. Susan Park is their head of \_\_\_\_\_.
4. Anna Green is their human \_\_\_\_\_ assistant.
5. The job interview will \_\_\_\_\_ for about 45 minutes.

(Keys 1. invite 2. Shard 3. Sales 4. Resources 5. last)

**Task 5.** Circle the best answer.

**1. What job did Grace apply for?**

- a. Head of sales
- b. Sales manager
- c. Sales assistant
- d. Human resource assistant

**2. When is the job interview?**

- a. 6 September
- b. 12 September
- c. 21 September
- d. 22 September

**3. How long will the interview take?**

- a. Under an hour
- b. Just over an hour

- c. Over two hours
- d. A day

**4. What does Grace need to bring to the interview?**

- a. Her CV
- b. Her references
- c. Her ID
- d. All of the above

**5. Who should Grace ask for at reception?**

- a. The reception manager
- b. Susan Park
- c. Anna Green
- d. Grace Yang

**(Keys: 1. d 2. a 3. c 4. e 5. b)**

**Task 6.** Read the text about Uzbekistan and Great Silk Road. Identify the technique used to attract and hold readers attention. After that decide if the sentences given below are true or false.

During XV - XVI centuries there existed thousands of towns and roads that crossed the Asian continent and led to the West. Caravans passed by those roads, and each of the caravans was filled with exotic clothes, oriental goods and spices. Towns and cities, caravanserais gradually grown on those roads.

Numerous centres of national crafts, art schools, madrasahs, palaces and mausoleums were created there. Traders, missionaries and

pilgrims traveled and brought to the region new religions, customs, the goods (glass, porcelain, soap, gunpowder) and different cultures. For centuries, Great Silk Road united countries by such peaceful acts as trading, exchange of cultural and spiritual values that are unique for the whole mankind.

A special long-term program, which includes proposals for the revival of historical heritage, was created in cooperation with UNESCO. In 1994 he was accepted Samarkand Declaration "On the revival of the Silk Road".

The main tourist road is crossed with 32 towns and cities of Central Asia. Gems of the Silk Road are Tashkent, Samarkand, Bukhara, Khiva and cities in Fergana Valley. An exciting journey to the past will be awaiting you.

Many centuries ago the Great Silk Road that connected Europe with Asia, contributed to the development of Central Asia, and in particular, Samarkand, Bukhara, Khiva and Shash (modern Tashkent). This cities survive a unique flavor to the eastern cities of their area, caravanserais and medieval monuments of Islamic architecture, the latter is causing the worldwide fame that the cities of Uzbekistan, which is gradually turning into one of world tourist destinations in Asia.

1. There were not any roads that crossed the Asian continent

\_\_\_\_\_

2. There were national crafts, art schools, madrasahs, palaces and mausoleums

in the silk road \_\_\_\_\_

3. Traders, missionaries and pilgrims brought to the region new religions, customs, and different cultures. \_\_\_\_\_
4. The main tourist road is crossed with 12 towns \_\_\_\_\_
5. Long-term program was created in cooperation with UNESCO.  
\_\_\_\_\_

**Task 7.** Create the video (3 minutes) about Great Silk Road.

## **THEME 7. FORUM DISCUSSION**

**Task 1.** Read information about specificity of forum genre and reflect on the questions given below.

**Forum** is polylogue where many people participate in accordance with a certain topic (subject). Communicative aim within a forum is general topic of communication or exchange of information and discussion problems.

Nowadays forum is genre of Internet communication and has the features of communicative model of interaction, where different represents of society or countries participate.

The main features of genres-registers of forum are:

- topic of communication
- the character of communication (formal - informal)
- type of communication (personal, public, mass)
- communicative aim
- number of participants

- type of addresser (personal, mass)
- image of addressee and his/her social status (man or woman, equal or subordinate, colleague or not specialist, passive or activeness of members)
- the matters of discussion.

### Questions:

What formats of forum organization do you know?

What is the aim of forum organization?

What are the main features of genres-registers of forum?

What is the function of moderator of the forum?

Who can participate in the forum?

Are there any forums for historians?

**Task 2.** For participation in the forum you should know public speaking functional characteristics.

Study public speech functions which can be classified into

\* **informative** –to give information and fix the reality

\* **evaluative** – critique, attitude to smth., values, co-thinking, empathizing

\* **imperative** – description of facts or events or changes as the means of mobilization of society efforts for solving practical problems.

Genres	Characteristics
<b>Informative genres</b>	- report of current events or dynamic of events (course of events, the event space, course and effects of the event);

	<ul style="list-style-type: none"> <li>- report of the observed statics (explanation of fact, situation in the interaction, the place of situation development, the reasons of the situation);</li> <li>- report of the participants of the event (person and his/her characteristics and activity, persons actions, informative portrait).</li> </ul>
<b>Evaluative genres</b>	<ul style="list-style-type: none"> <li>- evaluation of dynamics (evaluation and forecast society changes, evaluation of course of society changes);</li> <li>- evaluation of statics (evaluation of event, evaluation of conditions and facts);</li> <li>- evaluation of statements (evaluation of smb's ideas, statements).</li> </ul>
<b>Imperative genres</b>	<ul style="list-style-type: none"> <li>- stimulation of practical activity (identifying the goals and objectives of public activity, offering the way of problem-solving, justification of the program of action);</li> <li>- encouraging of choice (inducement of the chosen ways of problem-solving or program of action);</li> <li>- motivation to action corrections (motivation to improvement of actions and correction of the wrong sides).</li> </ul>

Find the phrases for giving information, making evaluation and doing imperatives to regulate your audience.

**Task 3.** Find one of the on-line forum in which you are interested. Write down the main topics discussed in it and prepare PowerPoint Presentation for report.

**Task 4.** Your class is going organize the online forum with s students, that's why you have to create announcement or advertisement to involve a large number of students.

Group project work in accordance with the given steps:

1. Think about the main matters of discussion in the forum on the topic “Cultural heritage of the Uzbek people” and forum format for the students of your group.
2. Design a program of the forum and define the date of organizing.
3. Select a moderator and prepare reports.
4. Deliver short report and discussion in the class.

**Task 5.** Write a report using the means of argumentation, persuasion and making your class change their mind. Before study the strategies and devices for expressing arguments, persuasions, etc.

**Task 6.** Study the opposite views on the solving problem and try to come a compromise where all members of group express agreements.

## **THEME 8. CONFERENCES AND WEBINARS**

**Task 1.** Answer the questions:

Have you ever find information about conferences and webinars in media?

Why do people organize conferences or webinars?

How can conference or webinar be organized?

Can you find interesting information in the conferences or webinars?

Have you ever participated in students conferences or webinars?

**Task 2.** Study thoroughly the given announcement and its design format.



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**Task 3.** Answer the questions:

1. Where the conference is going to held?
2. What is the main topic of the conference?
3. Who are the sponsors of the conference?
4. If you had a chance to take part in this conference, what kind of article would you choose?
5. What is the main criteria to differentiate between workshop, seminar and conference?

**Task 4.** Read the text about Uzbek scholars (taken from <https://uztravelguide.com/uzbekistan/famous-people>) and match the definitions(a–e) with the vocabulary(1–5) given below.

**KHOJA AHMAD YASSAWIY**

Ahmad Yassawiy is the first great representative of Turkic mystical literature and the founder of the oldest Turkic, order of Yassawiyya in Turkistan, which then influenced the Nakshbandiyya and Bektashiyya among the Turks.

Ahmad Yassawiy’s “Hikmat” (Divan-i Hikmat or Book of Wisdom) is the first known work of mystical wisdom written in the Turkic language of the area of Yassi, near the present town of Turkistan in Kazakhstan.

**KHONDAMIR**

The famous scientist of history Khondamir was born about in 1473-1476 in the family of a minister in Herat. He profoundly studied history and literature and won the fame as the great scholar of his time. The

greatest poet Alisher Navoi had made a big contribution to him. He allowed to a future scientist to use the books of his rich library and yet Navoi was a scientific adviser to Khondamir's scientific works.

### SHARAFIDDIN ALI YAZDIY

Sharafiddin Ali Yazdiy was one the historians who left an unforgotten name in history. He was bom in the end of the 14th century. Unfortunately, there is no exact source where his date of birth is mentioned. Yazdiy was bom in the city of Yazd (the city located in the central part of Iran), in a scholar family. He was brought up in the learning atmosphere from his childhood and mastered a lot of subjects. Therefore, he left rich scientific-literary legacy concerning literature, linguistics, poetry, and philosophy.

1. Wisdom	a. concerned with the soul or the spirit, rather than with material things.
2. mystical	b. an amount of money or property left to someone in a will.
3. unforgotten	c. the quality of having experience, knowledge, and good judgement; the quality of being wise.
4. legacy	d. the state of being known or talked about by many people, especially on account of notable achievements.
5. fame	e. likely to be remembered.

**Task 5.** Read the text again. Guess if 1-5 below are true (T) or false (F).

1. It is uncertain where Yazdiy born.

T / F

2. Book of Wisdom was written by Khondamir. T / F
3. Ahmad Yassawiy is the founder of order of Yassawiyya. T / F
4. Khondamir was interested in history. T / F
5. Sharafiddin Ali Yazdiy was born about in 1473-1476. T / F

**Task 6.** Your group is going to organize conference devoted to the Uzbek historians. Design an announcement based on the sample and text. And prepare graphic organizer of your report to be comprehensible and showing relationships and connections between historical concepts, terms, and facts.

## **THEME 9. ADVERTISEMENT AND ANOUNCEMENTS**

**Task 1.** It is known that media resources are abounded with advertisements. By the help of study the advertisements we can enlarge our specialized vocabulary, develop certain images, develop critical thinking, manipulative devices.

Do you agree or disagree with this statement?

Do you like to read in papers or watch advertisements in TV programmes?

Can you recognize linguistic devices of manipulation in advertisement?

Try to give examples.

**Task 2.** Look at the title of this advertising text. What do you think it is going to be about? Study the advertisement and identify the technique used to attract readers attention and manipulative devices.

Analyse the linguistic and effecting means of this advertisement.



**Task 3.** Choose one the advertisement in TV and analysis of language, imagery and cultural appeal in it. Write review of the given advertisement below.

**Task4.** Scan the article taken from <https://tashkenttimes.uz/world/5905-united-states-hosts-546-uzbek-students> about “United States hosts 546 Uzbek students”. Match the definitions(a–e) with the vocabulary(1–5).

The 2020 Open Doors® Report on International Educational Exchange, released today, reveals that for the fifth **consecutive** year the United States hosted more than one million international students (1,075,496) during the 2019/2020 academic year. **Despite** a slight decline (1.8%) in the number of international students in the United States during the 2019/2020 academic year, this group still represents 5.5% of all students in U.S. higher education. According to the U.S.

Department of Commerce, international students contributed \$44 billion to the U.S. economy in 2019.

The 2020 Open Doors report, released by the U.S. Department of State's Bureau of Educational and Cultural Affairs and the Institute of International Education (IIE), provides a critical **baseline** on the state of international educational exchange prior to the impacts of the COVID-19 pandemic. During the 2019/2020 academic year, the United States remained the top destination for international students. New international student enrollment continued to stabilize (-0.6%) and showed marked improvement from a 7% decline over the previous two years.

“We are encouraged to see a fifth year of more than one million international students in the United States before the pandemic,” said Marie Royce, Assistant Secretary of State for Educational and Cultural Affairs. “International student mobility is as important today as ever, and we believe the United States is the best destination for students to study and earn their degrees. **Education** is a pathway to a greater future and international educational exchange has the power to transform students’ trajectories.”

According to the 2020 Open Doors report, the total number of students from Uzbekistan in the United States is 546, with 50.5 percent enrolled at the undergraduate level, 31.5 percent at the graduate level, 11.5 percent pursuing **optional** practical training, and 6.4 percent in non-degree programs such as English language or short-term studies. This reflects a growing interest in American education among students in Uzbekistan. American higher education institutions are also showing

increasing interest in recruiting students from Uzbekistan. Students who are interested in getting additional information on how to study in the United States should contact the Education USA representative in Uzbekistan by email:

1.department	a. the place to which someone or something is going or being sent.
2.destination	b. the action of enrolling or being enrolled.
3. exchange	c. not being, leading to, or required for an academic degree.
4. enrolment	d. a division of a large organization such as a government, university, or business, dealing with a specific area of activity.
5.non-degree	e. an act of giving one thing and receiving another (especially of the same kind) in return.

(Keys: 1-d 2-a 3-e 4-b 5-c)

**Task 5.** Decide if the sentences given below are true or false.

1. The number of foreign students declined slightly

\_\_\_\_\_

2. International students make up 100 percent of all U.S.

higher education requirements \_\_\_\_\_

3. The Open Doors report provides important information

about impacts of the COVID-19 pandemic \_\_\_\_\_

4. 546 students from Uzbekistan are studying in US \_\_\_\_\_

5. Marie Royce is an Assistant Secretary of foreign trade.

\_\_\_\_\_

(Keys: 1-true 2. false 3. false 4. true 5- false)

**Task 6.** Create an advertisement about your university to attract attention of international students taking into consideration above presented mediatext.

**Task 7.** Look at the photo and express your opinion about character of Donald Trump.



Find information where his supporters consider that he was a successful president and did a lot for development of USA. Then find information about democrats' views on his government. Compare two different views and think where is true or false.



## THEME 10. DOCUMENTARY

**Task 1.** Brainstorm a) information presented in the picture (taken from Internet resources) and b) question: What do you know about ancient Egypt?



**Task 2.** Match the definitions (a–e) with the words (1–5).

1. prehistoric	a. the process of being united or made into a whole.
2. unification	b. closely compacted in substance.
3. ancient	c. a select group that is superior in terms of ability or qualities to the rest of a group or society.
4. dense	d. very old or out of date.
5. elite	e. belonging to the very distant past and no longer in existence.

## **Keys:**

1. prehistoric - very old or out of date.
2. unification - the process of being united or made into a whole.
3. ancient - belonging to the very distant past and no longer in existence.
4. dense - closely compacted in substance.
5. elite - a select group that is superior in terms of ability or qualities to the rest of a group or society.

**Task 3.** Read the text and identify the source of this information. Analyse the subheading in the text. What is the function of them for understanding the text. Then answer the questions.

**Ancient Egypt** was a civilization of ancient North eastern Africa, which followed prehistoric Egypt and coalesced around 3150 BC with the political unification of Upper and Lower Egypt under *Menes*. The history of ancient Egypt occurred in a series of stable Kingdoms, separated by periods of relative instability known as *Intermediate Periods*:

- The Old Kingdom of the Early Bronze Age,
- The Middle Kingdom of the Middle Bronze Age
- The New Kingdom of the Late Bronze Age.

### **The rise of the Ancient Egyptian civilization**

Egypt reached the pinnacle of its power in the New Kingdom, during the Ramesside period, where it rivaled the Hittite Empire, Assyrian Empire, and Mitanni Empire. The success of ancient Egyptian civilization came partly from its ability to adapt to the conditions of the Nile River valley for agriculture. The predictable flooding and

controlled irrigation of the fertile valley produced surplus crops, which supported a more dense population, and social development and culture. The development of ancient Egypt was also due to a very advanced system of administration. The contributions of ancient Egypt include: 1) the administration sponsored mineral exploitation of the valley and surrounding desert regions; 2) the early development of an independent writing system; 3) the organization of collective construction and agricultural projects.

### **Trade with surrounding regions.**

The ancient Egyptians also had a military intended to defeat foreign enemies and assert Egyptian dominance. Motivating and organizing the administrative activities was a bureaucracy of elite scribes, religious leaders, and administrators under the control of a pharaoh, who ensured the cooperation and unity of the Egyptian people in the context of an elaborate system of religious beliefs. This system of administration resulted in outstanding achievements. These include:

- The quarrying.
- Construction techniques that supported the building of monumental pyramids, temples, and obelisks.
- A system of mathematics,
- A practical and effective system of medicine.
- Irrigation systems and agricultural production techniques.
- The first known planked boats.
- Egyptian faience.
- Glass technology.
- New forms of literature.

- The earliest known peace treaty, made with the Hittites.

### **Ancient Egypt legacy**

Egypt left a lasting legacy. Its art and architecture were widely copied, and its antiquities carried off to far corners of the world. Its monumental ruins have inspired the imaginations of travelers and writers for centuries. A new-found respect for antiquities and excavations in the early modern period by Europeans and Egyptians led to the scientific investigation of Egyptian civilization and a greater appreciation of its cultural legacy.

### **Decline of ancient Egypt**

After reaching the pinnacle of its power in the New Kingdom, during the Ramesside period, ancient Egypt entered a period of slow decline. Egypt was invaded or conquered by a succession of foreign powers, such as the Canaanites/Hyksos, Libyans, the Nubians, the Assyrians, Babylonians, the Achaemenid Persians, and the Macedonians in the Third Intermediate Period and the Late Period of Egypt. In the aftermath of Alexander the Great's death, one of his generals, Ptolemy Soter, established himself as the new ruler of Egypt. This Greek Ptolemaic Kingdom ruled Egypt until 30 BC, when, under Cleopatra, it fell to the Roman Empire and became a Roman province.

### **Questions:**

1. When Egypt reached the pinnacle of its power?
2. The predictable flooding and controlled irrigation of the fertile valley produce?
3. What was motivating and organizing the administrative activities?

4. Who established himself as the new ruler of Egypt after Alexander the Great's death?
5. How long did Greek Ptolemaic Kingdom rule Egypt?

**Task 4. Read the text. Decide if the sentences are true or false.**

1. The history of ancient Egypt was characterized by complete stability.

- a. True
- b. False

2. Agriculture and a very developed system of administration were essential factors in the success of ancient Egypt civilization.

- a. True
- b. False

3. The Middle Kingdom was the last powerful period in the history of ancient Egypt.

- a. True
- b. False

4. The Greeks had ruled Egypt before it fell under the rule of the Romans.

- a. True
- b. False

5. Cleopatra established himself as the new ruler of Egypt after Alexander the Great's death

- a. True
- b. False

Key : F 2. T 3. F 4. T 5 F.

**Task 5.** Web-quiz. Go to the site <https://bestlifeonline.com/historical-facts/> and find historical facts about education. Choose the main information which is valuable for your specialty. Think how can you evaluate its objectivity or truthfulness. And make up a PowerPoint presentation to your class.

**Task 6.** Write a short information about well-known scholar in Uzbekistan to advertise him/her to the foreign scholars.

Use the paragraph (P) plan:

Introduction: P1- Name, date/place of birth, profession.

Main Body: P2- his/her activity. P 3- contribution.

Conclusion: P 4- the reasons admires him/her.

**Task 7.** Look at the picture and describe it. Write essay “How to became a museum guide or curator”



## THEME 11: TELEPHONE

**Task 1:** Read the conversations on the telephone in pairs.

**Client:** Can I speak to Mr Jones, please?

**Secretary:** I'm afraid Mr Jones is in a meeting.

**Client:** OK, I'll call back<sup>1</sup> later.

**Client:** Could you put me through<sup>2</sup> to Kathryn Parker, please?

**Receptionist:** May I ask who's calling?

**Client:** It's David Brown. We were talking a few minutes ago but got cut off<sup>3</sup>.

**Sarah:** It's a very bad line, isn't it?

**Paul:** Do you think someone is listening in<sup>4</sup> on our conversation?

**Sarah:** I think one of the kids must have picked up the extension upstairs. Jan, are you there? Put the phone down<sup>5</sup> please.

1. Telephone someone for the second time, or ring someone who rang you earlier.
2. Connect a telephone caller to the person they want to speak to.
3. Were stopped from continuing the phone conversation because the connection broke.
4. Secretly listening to a conversation.
5. Put the part of the phone that you speak into back into its usual position

**Task 2:** Rewrite the underlined words using a phrasal verb from the opposite page.

1. Hotel operator: If you want to make a call outside of the hotel,

you have to dial 9 first.

2. It's difficult to get a connection to the customer helpline in the mornings.
3. I'm sorry, he's out right now. Can you phone again at about five o'clock?
4. Carole telephoned the office to say she's not feeling well.
5. Joanne: Hi Uncle Jack, it's Jo. How's everything?

Uncle: Hi! Fine thanks. Just a minute, I'll give the phone to your aunt so you can tell her all the news.

6. I'll phone you with my response in a few days.

**Task 3:** Read the conversations about telephoning.

**Husband:** Have you found out about costs for repairing the central heating yet?

**Wife:** No, I phoned around a couple of companies.

**Husband:** And?

**Wife:** No-one was there so I left messages on the answering machines. But none of them have got back to me yet.

**Husband:** Well, if they don't ring back soon, you'd better try phoning up a few more places.

**Hotel guest:** If I want to dial out, do I have to dial anything first?

**Receptionist:** Yes, dial 9 and wait for the tone. Then you can dial an outside number.

**Luigi:** Do you find it hard to get through to your parents in Tonga?



**Marie:** Not usually, but it's very expensive so I don't call them often. My mum talks to me and then puts my dad on and he then puts me on to all my brothers and sisters. I can never get them to hang up | and I don't want to ring off either.

**Husband:** I don't feel very well today. I've got a terrible headache.

**Wife:** Oh dear. You'd better ring in sick then.

**Task 4:** Here are some more phrasal verbs which you may need to use in connection with telephoning, especially when using a mobile phone. What do you think they mean? Use a dictionary if necessary.

**Speak up, hold on, break up, switch off, charge up.**

**Task 5:** Use the phrasal verbs (speak up, hold on, break up, switch off, charge up) to answer these questions. Use each verb once.

1. How could you explain to a friend why they couldn't reach you on your mobile phone when they tried to?

2. How could you tell someone you're speaking to on a mobile phone that the signal is very bad and you have difficulty understanding what they're saying?

3. How could you ask someone to speak louder because there's a lot of background noise?

4. How could you ask someone if they have enough electrical power

in their mobile phone before they go off on a trip?

5. How could you ask someone to wait and not put the phone down while you have to interrupt the call for some reason?

## THEME 12: TECHNOLOGY

**Task 1:** Look at these instructions for using a personal digital organiser. Complete the instructions, using phrasal verbs.

1. Remove computer from packaging.

Do not \_\_\_\_\_ the computer on at this point.

2. Insert the power cable as shown and \_\_\_\_\_ the unit into an electrical supply.

3. If the screen illuminates, \_\_\_\_\_ off the computer using the 'on/off' button.

4. Allow the battery to \_\_\_\_\_ up for at least 12 hours.

5. The screen brightness can be controlled using the screen button, \_\_\_\_\_ up the brightness by pressing the button till the desired level is reached.

**Task 2:** Rewrite the underlined words, using phrasal verbs.

1. I'll put all the things to be washed up in the dishwasher for you.

2. Press the 'play' button so we can listen to that tape you recorded at the concert.
3. The mechanic put some air into the tyres while he was servicing the car.
4. The security alarm began to ring accidentally when we opened the door to the office.
5. I was driving up a steep hill when the engine suddenly stopped working.
6. Could you produce thirty copies of this report for the meeting, please?
7. We've just bought a bread making machine. All you do is weigh and pour the exact amounts of all the ingredients, put them in the machine and switch it on.
8. Don't switch on the vacuum cleaner until it is connected to the electricity supply.

**Task 3.** Correct the mistakes with the phrasal verbs in these sentences.

1. I couldn't hear what they were saying on the radio so I turned it down.
2. What must we do when goes the alarm bell off?
3. My mobile is low. Can I charge up it here?
4. Could you help me, please, by filling up the washing machine?
5. It's very dark in here - do switch o:f the light.
6. Mel asked him to measure off 250 grams of butter.

## THEME 13: COMPUTERS

**Task 1.** Imagine that you are writing a report on a computer in your office or college. Write the things from the box below in the order in which you would do them.

**back up your work, log off, key in your report, log on, print out your work.**

**Task 2.** Complete each of these sentences, using a phrasal verb expression from the opposite page.

1. If you find it hard to see the detail in the picture, \_\_\_\_\_ so you can see more. Then click on the same icon again to \_\_\_\_\_ and the picture will go back to normal size.
2. Although I'll be working away from the office for a couple of weeks, I'll still be \_\_\_\_\_ my e-mails every day.
3. If you \_\_\_\_\_ to the bottom of the page, you'll find the data you want.
4. I \_\_\_\_\_ to this brilliant new website last night. Let me give you the address so that you can check it out.
5. On these disks you'll find a \_\_\_\_\_ of all the data connected with the project.
6. Do you think you could let me have a \_\_\_\_\_ of that screen? I don't have the time to write down all the details.

**Task 3.** Choose the correct word to complete these sentences.

1. Joe was very upset when he realised that someone had hacked his computer.

a) off b) on c) into d) out

2. For security reasons, always log when you leave your computer unattended for any period of time.

a) on b) in c) out d) up

3. My secretary is very quick at keying data.

a) onto b) on c) into d) in

4. It took ages to print the whole report

a) out b) down c) up d) in

5. The ability to zoom is particularly useful when you are working on detailed diagrams.

a) out b) in c) up d) on

6. Larry went into a cybercafe in Bangkok to pick his e-mails.

a) out b) on c) off d) up

## THEME: 14

### TELEVISION AND NEWSPAPERS

**Task 1:** Put each of the following words or phrases in its correct place in the passage below.

**Viewers, subjective, mass media, quiz shows, indoctrinate, channels, objective, soap operas, commercials, switch**

- (a) \_\_\_\_\_ is a phrase often used to describe ways of giving information and entertainment to very large numbers of people. It includes newspapers, advertising and radio and, of course, television.
- (b) \_ In most countries people can \_\_\_\_\_ to any of three or four different \_\_\_\_\_.
- (c) Do television programmes influence our minds? Do they \_\_\_\_\_ us?
- (d) Is the news completely \_\_\_\_\_ (neutral) or is it \_\_\_\_\_ (considered from one particular point of view)?
- (e) Don't the \_\_\_\_\_ for alcohol, food and other goods condition our minds?
- (f) Even the \_\_\_\_\_ going on week after week telling the story of one family or group of people sometimes make us want to copy the life style we see on the screen.
- (g) Also \_\_\_\_\_ which give people big prizes for answering simple questions can make us greedy.
- (h) Some programmes are watched by tens of millions of

\_\_\_\_\_ .

**Task 2:** Put each of the following words or phrases in its correct place in the passage below.

**Cartoons, editorials, circulation, censorship, sensational, views, advertising, gossip columns, news agencies, reviews, headlines, entertainment, correspondents.**

- (a) A newspaper makes its money from the price people pay for it and also from the \_\_\_\_\_. It carries.
- (b) A popular newspaper with a \_\_\_\_\_ of over five million daily makes a lot of money.
- (c) Less serious newspapers are probably read just for \_\_\_\_\_ .
- (d) They have big \_\_\_\_\_ above the news stories, funny \_\_\_\_\_ to look at and \_\_\_\_\_ photos of violence.
- (e) The \_\_\_\_\_ are full of stories of the private lives of famous people.
- (f) No one takes the political \_\_\_\_\_ of such papers very seriously.
- (g) On the other hand, in a free country where there is no \_\_\_\_\_, serious newspapers are read principally for their news, sent to them by their \_\_\_\_\_ round the world and by the big.
- (h) People also read these newspapers for their \_\_\_\_\_ of new books, films and plays and for their \_\_\_\_\_, which represent

the opinion of the newspaper itself about the important events and issues of the moment.

**Task 3:** Explain the difference between . . .

**viewers and listeners**

**mass circulation and small circulation**

**editor, reporter and critic**

**Task 4:** Put one of the following words in each of the sentences below.

**In, on, over, for, to**

1. This programme is boring. Switch\_\_\_\_\_another channel.
2. It's a commercial\_\_\_\_\_ beer.
3. That actor's\_\_\_\_\_a soap opera every Friday.
4. What's \_\_\_\_\_television tonight?
5. If you don't like this quiz show, you can switch\_\_\_\_\_.



## THEME 15: SOCIAL MEDIA

**Task 1:** Read the text “Social Media” and write the word in the space provide. True or False?

1 – Reading Comprehension	
<p>The digital landscape has put increased pressure on teenagers today, and we feel it. There are so many social media channels: Facebook, Twitter, Instagram, Snapchat, Tumblr, you name it. I made a conscious decision to avoid Snapchat and Instagram because of the social pressure I saw <u>them</u> putting on my 14-year-old little sister. If my mum turned off the WiFi at 11pm, my sister would beg me to turn my phone into a hotspot<sup>*</sup>. She always needed to load her Snapchat stories one more time, or to reply to a message <u>that</u> had come in two minutes ago because she didn't want her friend to feel ignored. If I refused, saying she could respond in the morning, I'd get the "You're ruining my social life" speech. Even as a teenager as well, I sometimes find this craze a little baffling.</p> <p>A new study has found that teenagers who engage with social media during the night could be damaging their sleep and increasing their risk of anxiety and depression. Teenagers spoke about the pressure they felt to make themselves available 24/7 and the resulting anxiety if they did not respond immediately to texts or posts. Teens are so emotionally invested in social media that a fifth of secondary school pupils will wake up at night and log on just to make sure they don't miss out. Perhaps the worst thing about <u>this</u> is that teenagers need more sleep than adults do, so night-time social media use could be detrimental to their health. A lack of sleep can make teenagers tired, irritable, and depressed.</p> <p>During the summer holidays, I lost my phone. And for the week that I was phoneless, it felt like a disaster. I love my phone. It gives me quick access to information and allows me to be constantly looped in with my friends, to know exactly what is going on in <u>their</u> lives. So when I didn't have my phone for a week, I felt a slight sense of FOMO, or if you're not up to speed with the lingo, fear of missing out. By the end of the week, I'd got used to not having a phone and I'd quite enjoyed the break from social media. But there was still a lingering sense of sadness at the back of my mind that there would be conversations I had missed, messages that had been sent, funny videos shared and night-time chats that I would probably never get to see.</p> <p style="text-align: right; font-size: small;">By June Eric Udorie in <a href="http://www.theguardian.com/commentisfree/2015/sep/15/social-media-mental-health-teenagers-government-psh-lessons">http://www.theguardian.com/commentisfree/2015/sep/15/social-media-mental-health-teenagers-government-psh-lessons</a></p> <p style="font-size: x-small;">*a place where a wireless Internet connection is available</p>	<p><b>1. True or False? Write the word in the space provided.</b></p> <p>a) June doesn't understand her sister's obsession with social media at times. <input style="width: 50px;" type="text"/></p> <p>b) Teenagers feel pressured to be constantly online. <input style="width: 50px;" type="text"/></p> <p>c) June simply hated it when she was unable to log on for a week. <input style="width: 50px;" type="text"/></p> <p><b>2. Use the words below to complete the text.</b></p> <p style="text-align: center; font-size: small;">available • control • posted • public • forgotten • harmless • filters • attractive</p> <p>Social networking sites encourage us to be more (a) <input style="width: 50px;" type="text"/> about our personal lives. Because intimate details of our lives can be (b) <input style="width: 50px;" type="text"/> so easily, we often don't use the (c) <input style="width: 50px;" type="text"/> we might normally employ when talking about our private lives. What's more, the things we post remain (d) <input style="width: 50px;" type="text"/> indefinitely. While at one moment a photo of friends doing shots at a party may seem (e) <input style="width: 50px;" type="text"/>, the image may appear less (f) <input style="width: 50px;" type="text"/> in the context of an employer doing a background check. While most sites allow their users to (g) <input style="width: 50px;" type="text"/> who sees the things they've posted, such limitations are often (h) <input style="width: 50px;" type="text"/>.</p>

**Task 2:** Complete with one word below.

**Paparazzi, agony aunt, editor, reporter, critics, presenter, freelance journalist, commentator, newsreader, e-mail.**

1. The \_\_\_\_\_ were waiting outside the restaurant to photograph the princess.
2. I'm surprised none of the \_\_\_\_\_ liked the film.
3. The \_\_\_\_\_ was very embarrassed when he started coughing.
4. My favourite football \_\_\_\_\_ is the most famous one.
5. She works as a \_\_\_\_\_ and makes interviews any place in the city.
6. Lara is a \_\_\_\_\_, she likes being independent.
7. Have you ever sent an email to an \_\_\_\_\_ to ask for advice?
8. I really like that show \_\_\_\_\_, he's very entertaining.
9. The magazine \_\_\_\_\_ decided to take a picture out because it was too shocking.
10. My friend sent you letter by \_\_\_\_\_ yesterday.


## TESTS

(<https://www.aclib.us/research/blog/test-your-media-literacy-skills>)

1) Does this site appear to have true information? Yes or No.

ZP! / Blog / New / FAQ

ALUMINUM FOIL DEFLECTOR BEANIE  
The book THEY don't want you to read




### Help Save The **ENDANGERED** PACIFIC NORTHWEST TREE OCTOPUS From **EXTINCTION!**

[About](#) [HELP!](#) [FAQs](#) [Sightings](#) [Media](#) [Activities](#) [Links](#)

## THE PACIFIC NORTHWEST TREE OCTOPUS

The Pacific Northwest tree octopus (*Octopus paxarbolis*) can be found in the temperate rainforests of the Olympic Peninsula on the west coast of North America. Their habitat lies on the Eastern side of the Olympic mountain range, adjacent to Hood Canal. These solitary cephalopods reach an average size (measured from arm-tip to mantle-tip,) of 30-33 cm. Unlike most other cephalopods, tree octopuses are amphibious, spending only their early life and the period of their mating season in their ancestral aquatic environment. Because of the moistness of the rainforests and specialized skin adaptations, they are able to keep from becoming desiccated for prolonged periods of time, but given the chance they would prefer resting in pooled water.



An intelligent and inquisitive being (it has the largest brain-to-body ratio for any mollusk), the tree octopus explores its arboreal world by both touch and sight. Adaptations its ancestors originally evolved in the three dimensional environment of the sea have been put to good use in the

### CEPHALONEWS

2020-05-29 World's Deepest Octopus Captured On Camera (BBC)  
The deepest ever sighting of an octopus has been made by cameras on the Indian Ocean floor, 7,000m down in the Java Trench.  
Researchers, who report the discovery in the journal Marine Biology, say it's a species of "Dumbo" octopus (genus *Grimpoteuthis*).

2) Is the following image real or fake?



Image via Shutterstock

### 3) Is this information in the article true or false?



## Scientists Find Root That Kills 98% Of Cancer Cells In Only 48 Hours

Marilyn Caylor 9/21/2016

Dandelion has been used medicinally since ancient times for its various health benefits. However, the most powerful benefit to come out of this common weed is something that medical researchers are super excited to have "discovered" - which is its potential to cure cancer!



[proverbalthirtyonewoman.blogspot.com](http://proverbalthirtyonewoman.blogspot.com)

4) Is this a trustworthy site for fact-checking information? Yes or no.

The screenshot shows the Internet Archive website homepage. At the top, there is a blue banner with the text "See what's new with book lending at the Internet Archive" and a close button. Below this is a dark navigation bar with the Internet Archive logo and menu items: WEB, BOOKS, VIDEO, AUDIO, SOFTWARE, and IMAGES. On the right side of this bar are links for SIGN UP, LOG IN, and UPLOAD. A secondary navigation bar contains links for ABOUT, CONTACT, BLOG, PROJECTS, HELP, DONATE (with a red heart icon), JOBS, VOLUNTEER, and PEOPLE. The main content area features a search prompt: "Search the history of over 446 billion web pages on the Internet." Below this is a prominent yellow box for the Wayback Machine, which includes the "Wayback Machine" logo and a search input field with the placeholder text "enter URL or keyword".

The lower section of the page is white and contains a large black icon of a classical building on the left. To its right, the text reads: "Internet Archive is a non-profit library of millions of free books, movies, software, music, websites, and more." Below this text is a row of colorful icons representing different media types, each with a corresponding count: 44GB (books), 20M (movies), 5.9M (video), 11M (audio), 2.0M (software), 500K (images), 3.5M (text), 210K (audio), and 870K (text). Below the icons is a search bar with the word "Search" and a "GO" button. Underneath the search bar is a link for "Advanced Search".

On the right side of the page, there is an "Announcements" section with the following items: "Juneteenth – Freedom Day", "How Can You Help the Internet Archive?", and "Revered Buddhist Monk Reflects on Transformational Change". Below these items is a "SEE MORE" link.

At the bottom of the page, there is a dark footer with the text "Terms of Service (last updated 12/31/2014)".

### **Task 1. Listen to information about Cleopatra.**

Cleopatra VII ruled ancient Egypt as co-regent (first with her father, then with her two younger brothers and finally with her son) for almost three decades. She was part of a dynasty of Macedonian rulers founded by Ptolemy, who served as general under Alexander the Great during his conquest of Egypt in 332 B.C. Well-educated and clever, Cleopatra could speak various languages and served as the dominant ruler in all three of her co-regencies. Her romantic liaisons and military alliances with the Roman leaders Julius Caesar and Mark Antony, as well as her supposed exotic beauty and powers of seduction, earned her an enduring place in history and popular myth. Since no contemporary accounts exist of Cleopatra's life, it is difficult to piece together her biography with much certainty. Much of what is known about her life comes from the work of Greco-Roman scholars, particularly Plutarch. Born in 70 or 69 B.C., Cleopatra was a daughter of Ptolemy XII (Auletes), a descendant of Ptolemy I Soter, one of Alexander The Great's generals and the founder of the Ptolemaic line in Egypt. Her mother was believed to be Cleopatra V Tryphaena, the king's wife (and possibly his half-sister). In 51 B.C., upon the apparently natural death of Auletes, the Egyptian throne passed to 18-year-old Cleopatra and her 10-year-old brother, Ptolemy XIII.

**Task 2. Choose the correct option in the sentences based on the audiotext.**

1. At first, Cleopatra ruled Egypt **alone / with her father / with her brother.**
2. When Cleopatra's brother Ptolemy killed Caesar's enemy Pompey, Caesar was **pleased / angry /sad.**
3. Cleopatra's family spoke **Greek / Egyptian / both Egyptian and Greek.**
4. After Caesar was killed, Mark Antony **married Cleopatra / became the ruler of Rome / fought with Caesar's son.**
5. After Cleopatra died, **her children / the Romans / Mark Antony ruled Egypt.**
6. At this time in Rome, two men, Julius Caesar and Pompey, were fighting **for control/lose control/ for having power.**

**Task 3. Read the mediatext and write interpretation the given concepts**

From green roofs to bee bricks and hedgehog drawers, there are plenty of ways to make sterile buildings more accommodating to nature.

Every time we build something, another patch of ground that could have been a home to wildlife disappears. But Dusty Gedge argues that, in many cases, we can return that patch of ground to nature – up on the roof. Gedge, president of the European Federation of Green Roof and Living Wall Associations, is a long-time advocate of carpeting flat roofs with soil, mosses, plants and even ponds. Some studies have suggested



that green roofs on taller buildings might be exposed to too much wind or solar radiation for some species. When I ask Gedge what he makes of this, he says, “I just want to scream.” Instead, he describes a plethora of cases that reveal just how biodiverse green roofs can be. He's witnessed birds flying to high-rise roofs, populations of rare butterflies dancing around flowers, orchids blossoming, and insects scurrying around, including grasshoppers.

These visions of wildlife atop city buildings aren't just picturesque, they're often hailed as one solution to the world's rapid loss of nature. A 2007 study led by cultural botanist Erica Oberndorfer at Saint Mary's University, Halifax in Canada, noted that green roofs can provide habitats for various species, reduce heavy run-off of storm water from buildings and even help to cool interiors.

1. accommodating to nature

---

2. Green Roof and Living Wall

---

3. the world's rapid loss of nature

---

**Task 4. Analyse the design and content of the article and define.**

Genre of the mediatext \_\_\_\_\_

Function of the headline \_\_\_\_\_

Graphical indicators \_\_\_\_\_

Means of persuasion \_\_\_\_\_

Write (100 words) about genre of the mediatext,

**Task 5.** Write short news about ecological situation of Aral sea.

**Task 6.** Read the article and find the phrase which bring the key concept for the American people to evaluate and set people against their President Donald Trump actions.

**«Why Donald Trump is a threat to the United States' spiritual well-being»**

2020, 30 of March.

But the spiritual threat he poses has passed unrecognised. Trump's casual cruelty, mendacity and consuming self-interest can corrode confidence in human capacities for kindness, candour and compassion. In times of crisis, a divided nation customarily rallies together and gives expression to the better angels of our nature. Those who recall the immediate aftermath of 9/11 can testify to the tangible care Americans extended to each other. We looked each other in the eye, greeted each other in public and looked after each other. Our public leaders, however flawed, and even talk show hosts exhibited vulnerability and care. This mood of tenderness, however short-lived and drowned out by the drumbeats of war, mattered because it ennobled us. We knew we had suffered a shared loss and that we belonged to each other.

**Task 7.**

A) corrode confidence in human capacities

B) *a threat to the United States' spiritual well-being*

C) we had suffered a shared loss and that we belonged to each other.

D) flawed, and even talk show hosts exhibited vulnerability and care

the drumbeats of war

**Task 8.** Find right interpretation of the phrase “well being” used in the article.

- A) not losing the face
- B) something that is advantageous or good
- C) ethical aspect is not well in the USA.
- D) *moral wealth of nation*

**Task 9.** Write four instructions to author of the article to have moral wealth in American society.

**Task 10.** Create announcement-invitation to the forum discussion in your sphere of specialty.

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## **СОДЕРЖАНИЕ**

**ВВЕДЕНИЕ.....**

**КАК ИСПОЛЬЗОВАТЬ МЕДИАРЕСУРСЫ В УЧЕБНОМ  
ПРОЦЕССЕ? .....**

**СТРУКТУРНО-СОДЕРЖАТЕЛЬНЫЕ КОМПОНЕНТЫ  
МЕДИАГРАМОТНОСТИ ПРИ ИЗУЧЕНИИ ЯЗЫКА В  
ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ.....  
КАК ИЗУЧИТЬ УРОВЕНЬ МЕДИАГРАМОТНОСТИ  
УЧИТЕЛЕЙ И СТУДЕНТОВ?.....**

**GADGETS.....**

**WEB RESOURCES.....**

**TYPES OF MEDIATEXTS.....**

**PROGRAMMES.....**

**NEWS.....**

**INTERVIEW.....**

**FORUM DISCUSSION.....**

**CONFERENCES AND WEBINARS.....**

**ADVERTISEMENT AND ANOUNCEMENTS.....**

**DOCUMENTARY.....**

**TELEPHONE.....**

**TECHNOLOGY.....**

**COMPUTERS.....**

**TELEVISION AND NEWSPAPERS.....**

**SOCIAL MEDIA.....**

**TESTS.....**

**ИСПОЛЬЗОВАННАЯ ЛИТЕРАТУРА.....**