

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

GULISTAN STATE UNIVERSITY

DEPARTMENT OF THE ENGLISH LANGUAGE AND LITERATURE



CULTURAL AWARENESS

METHODOLOGICAL COMPLEX

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

Gulistan – 2018

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

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Methodological complex was recommended by the Methodological Council of Gulistan State University. Minutes No. ____ as of “ ____ ” _____, 20__.

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PRACTICAL LESSONS FALL TERM

LESSON #1

English as global language

Theme #1.	What is culture?
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Jig saw reading 3. Activity 2. Find correct option. 4. Activity 3. Identify true or false 5. Activity 4. Matching the words with their definitions 6. Activity 5. Case study 	
Aim of the lesson: To raise students' awareness of the development of English as an international language	
Objectives: <ul style="list-style-type: none"> • to create language atmosphere • to enrich the student's knowledge about English language as international language through specific activities • to help participants become aware of the facts about English language • to help participants become aware of the information about English language • to enrich participants' vocabulary • to let students to justify their points of views 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

- Objectives: to lead-in to the topic and to raise students' interest to it, to create language atmosphere

Materials: board, marker, handouts

Procedure:

- Write the word 'globalization' on the board. is a sort of brainstorming. Write the words on the board.
- Ask the questions. Allow them to guess and give their answers. The students may give many different answers.
- Then ask them to give the differences between following abbreviations "N L, S L, F L".

Activity 1

Objective: to enrich the student's knowledge about English language as international language through specific activities.

Time: 30 minutes

Materials: Handout 1A, B, C

Procedure:

- Divide students into three groups.
- Distribute handouts to the Ss and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the globalization process of the English language.
- If ideas wrong teacher will clarify the answers.

Activity 2

Objectives: help participants become aware of the facts about English language

Time: 10 minutes.

Materials: Handout 2

Procedure:

- Explain to students that they are going to find correct option.
- Give each student a copy. Read the introduction and look at the option with the class.
- Check the answer with the class.

Activity 3

Objectives: to help participants become aware of the information about English language.

Time: 10 minutes.

Materials: Handout 3

Procedure:

- Explain to students that they are going to **identify true or false**.
- Give each student a copy. Read the introduction and do the tasks
- Check the answer with the class.

Activity IV. Try to match words with their definitions and make the sentences using them in order to dedicate facts why English language is international and global.

Objective: to enrich participants' vocabulary.

Time: 20 min

Materials: Handout 4

Procedure:

- Explain to students that they are going to match words with their definitions.
- Give each student a copy. Read the introduction and do the tasks

- Make the sentences using them in order to deduce facts why English language is international and global
- Check the answer with the class.

Activity V. Case study.

What kind of factors have a great role on spreading English language all over the world? Why? Prove your examples.

Handout I

Part a.

A global communication expands throughout the world. A language that is recognized and understood by people everywhere, in many parts of the world the language which has been established is English. In most countries English dominates international business, politics and trade more than any other languages in human history. As David Crystal said: “For this world to be truly global there must be some commonality on ease of communication”. If tourism and trade around the world are going to operate a global economy function and a global culture flourishes, a widely shared, reasonably accessible language is requisite.

A global economic and political structure needs common trades between them. Here are just a few samples of what people are saying: Experts attribute the worldwide spread of English to British colonialism and American culture, rather than to the inherent qualities of the language...

English is dominating the globe today because, when the sun finally set on the British Empire at the end of World War II, the United States emerged as a global superpower and cultural giant leading the way in medical research, technological innovation, motion pictures and rock and roll. In the XVII and XVIII th centuries, English was the language of the leader of the industrial revolution – also in Britain.

In the XIX and early XX th centuries, it was language of the leading economic power in the U.S.A. Experts say the simultaneous rise of the U.S as a military and technological superpower and the receding of the British Empire gave many in the world both the design and option to choose American English.

As its mentioned above, there are many reasons associated with the rise of English as a Global language. Host people agree that it has something to do with the emergency of the United States as a world superpower.

It is estimated that the number of native English speakers is 900 million to 450 million. More than one billion people are believed to speak some form of English.

Although the numbers vary, it is widely accepted that hundreds of millions of people around the world speak in English whether as a native, second or a foreign languages.

English in some form, has become the native or unofficial language of a majority of the countries around the world today. In 20 to 30 countries around the world, English is merging with native language to create hybrid English.

Literature

1. Byram, M., Nichols, A. and Stevens, D. (2001) *Developing Intercultural Competence in Practice*.
2. Corbett, J., (2010) *Intercultural Language Activities* Cambridge: CUP
3. Fox, K. (2004) *Watching the English*. London
4. Gill, S., Cankova, M. (2010) *Oxford basics. Intercultural Activities*. Oxford: OUP
5. Bryson, B. (1990) *Mother Tongue: The English Language*. Penguin Books.
6. Crystal, D (2003) *English as a Global Language*. Cambridge University Press, New York.
7. Graddol, D. (2005) *English Next*. British Council
8. Utley, D. (2004) *Intercultural Resource Pack: Intercultural communication resources for language teachers*. Cambridge: CUP

Suggested web sites:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Glossary

WORLDWIDE – global

DISPUTABLE – open to argument

DIALECT – a variety of a language

LESSON #2

Theme #2.	Presentations and reports on the previous theme.
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none"> 1. Warm-Up 2. Activity 1. Scan The Text And Share Their Oppinion 3. Activity 2. Identify True Or False 4. Activity 3. Watching The Video According To The Topic 5. Activity 4. Case Study 	
The aim: To raise students' awareness of the role of English as an international communication	
Objectives: <ul style="list-style-type: none"> • to create language atmosphere • to enrich the student's knowledge about the role of the English language in international communication through specific activities • to help participants become aware of the facts about English language as a communicative one • to watch the video and answer the question 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

Objectives:

- to lead in the topic

Procedure:

- Discuss the following questions with your students:
 - What is role of the language in communication?
 - What is dialect?
 - Can language express the culture?
 - Can you dedicate communicative purposes of English language?

Activity I.

Objectives: to enrich the student's knowledge about the role of the English language in international communication through specific activities

Time: 40 minutes

Materials: Handout 1

Procedure:

- Divide students into three groups.

- Distribute handouts to the Ss and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity II. Identify true or false.

Objective: to help participants become aware of the facts about English language as a communicative one

Time: 10 min

Materials: Handout 2

Procedure:

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

Activity 3

Objectives:

- To watch the video and discuss it, do the test

Time: 20 minutes

Materials: computer, handout 3

Procedure:

- 😊😊😊 (10 min) watch the video about English as International language : where we are and where we need to go by Keithgram.
- 😊 (10 min) Distribute the students **Handout # 3**. Tell them to read the instructions carefully and do the test individually first.
- Group discussion about the topic.

Activity 4. Case study.

Employees of different companies take part from qualification development program. The common language English is used there. They are citizens of different countries and their mother language is also different. Some of them know English, feel themselves comfortably. But most participants does not know English.

Handout 1.

In today's business world, English is no longer viewed as a foreign language - it is the global means of communication: the language of communication wherever a deal is being done internationally. Officially, English now has a special status in more than 75 countries, with a total population of over 2 billion speakers.

Many non-native speakers (NNSs) associate 'English' with native-speaker (NS) English and culture, as they were taught to do at school. But many more NNSs the world over use English to interact with other NNSs without giving a single thought to anything related to the language and cultures of English native-speaking nations. For such language users (and their numbers are growing by the day) English is not 'English' in the restricted sense of 'relating to England or its people or language', but just a useful tool for communication between people of varying linguistic and cultural backgrounds in a variety of communicative contexts.

The rise of English as an international language (EIL) and the resultant status of English as a medium for global communication poses new challenges to the ELT profession in the sense that we need to rethink some of our traditional aims and objectives. As an international language, English has become de-nationalized. It is no longer the property of the native English-speaking nations; it has got into the hands of foreigners. They own it now. It is my purpose in the following sections to outline some of these challenges in relation to the various roles of English in the European and global context and to suggest ways in which each of these challenges could be met.

Over the last thirty years or so it has become received opinion in Europe that foreign-language instruction should be aimed at (primarily) spoken interaction between NSs and NNSs across the frontiers of the nation states. Underlying this view is the ideal of European citizenship, which requires learners to familiarise themselves not just with the other language but also with the culture concerned (often involving extensive literary studies). The target language and culture are viewed as potential sources of enrichment which supposedly contribute to the formation of an 'open and multiple identity'. This ideal has a long tradition in Europe. Over the past decades it has received support from various quarters: linguistic, psycholinguistic, and anthropological alike. To give you one example, it has been assumed for years now that all languages have a universal base that is largely genetically determined, and a culture-specific superstructure (probably the bigger part), which is fully integrated with the base. So, much of what is transmitted through language, whether this has a referential or a social expressive

function is therefore not so much universal as culture-bound. Some would even go so far as to say that language is not just a reflection of reality but a conceptual filter through which we constitute reality and see the world.

The rise of EIL cannot be viewed in isolation from its role in the world. Few people today will contest the fact that English is a world language. But what is a 'world language'? Numbers of NSs are not decisive here. When it comes to numbers English is outdone by Chinese and probably also Urdu (figures from the Internet). Saying that English is a world language does not mean that everybody on earth speaks English, or that everybody views it as such. That English has become a world language has nothing to do with the intrinsic qualities of the language either, even if it has a rich vocabulary, thanks to its contact with other European and non-Western languages.

Even so the global spread of English has been the result of totally different factors, both political, military, and economic. Though it may require military power to establish a dominant language, it takes economic power to expand it and to keep it up.

Other factors that have contributed to the worldwide spread of English over the past century are the development and explosive growth of the new communication technologies. They have enabled us to communicate (in English!) on a truly global scale. If we add to these the various international organizations using English as the dominant working language (such as the United Nations, the World Health Organization, the International Monetary Fund, or the World Bank) and it will be obvious why English became a world language.

But this is not all. English has also become the language of science and technology. This is particularly true of the natural sciences. In Germany, for example, 98 p.c. of all physicists claim English as their working language, as against 8 p.c. of all students of law. It will be obvious that a person's lack of proficiency in English (or French for that matter) may result in inequality, in science just as in politics.

As we noted above it is not necessary for a world language to have a large number of NSs, even if a large number may facilitate a wider communicative range. It will be clear that a large body of NSs has the capacity to produce a greater variety of culture goods (e.g. literary works of art, motion pictures, (pop) music, news broadcasts, etc., as well as dictionaries, grammar books, educational materials, etc.) than a small number and that it will also create more opportunities for interactions with its NSs.

A special case, indeed a major reason for the existence of English as an international language (EIL) is its use for specific purposes (ESP). Like other varieties of English as a lingua franca ESP is chiefly learnt not to indulge in social talk with NSs but to acquire a passkey to a global community of experts so as to become a member of that community and communicate with other members of that community (e.g. medical doctors, airline pilots, engineers, business people, lawyers, scientists, bankers, etc.), in the language (register) of that community, irrespective of their ethnic, geographical and cultural backgrounds, about topics of common interest and concern. In a word, ESP is a variety of English used not so much for interactional as for transactional purposes, learnt not so much as a means of cultural expression than as a language for communication.

The majority of EIL interactions world-wide take place between speakers for none of whom English is the mother tongue and for none of whom English is a cultural symbol. On these grounds it may be questioned whether the teaching of culture is at all necessary to the teaching of EIL. For example, if a Dutch person conducts business in China, EIL is likely to be used. If the business is conducted in writing any reference to culture will be to the international conventions of doing business, or to local, regional, or national conditions. This is the kind of extra-lingual information that needs to be taught in ESP courses. If in face-to-face interactions any cultural elements enter the conversation they are likely to be part of the socio-cultural make-up of the Dutch and the Chinese interactants. The kind of traditional cultural knowledge that we teach or used to teach our students at school (and which we touched on above) will not do here either. We need to prepare our students for such situations. An effective way to do this is to raise their cross-cultural awareness by making them reflect on the differences between their own culture and the target culture, given a particular situation.

To summarize, for a language to become a truly world or global language it has to be recognized for its special communicative role in most countries around the world. This recognition is often reflected by the special status English enjoys in those countries, either by being an official language or by being the first foreign language in the language curriculum.

Literature

1. Byram, M., Nichols, A. and Stevens, D. (2001) *Developing Intercultural Competence in Practice*.

2. Corbett, J.,(2010) *Intercultural Language Activities* Cambridge: CUP
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5. www.tesol.org

Glossary

LINGUISTIC POWER – to succeed in something, now especially in academic performance.

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

PEER DYNAMICS - to put someone in a place where they are kept away from other people.

LESSON #3

Theme #3.	Cultural briefing.
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Listening 3. Activity 2. Presentation 4. Activity 3. Watching the video 5. Activity 4. Case study 	
The aim: Teaching, developing, educative, upbringing: to explain students new theme, to enrich their vocabulary on the theme; to improve their knowledge of English spread;	
Objectives: <ul style="list-style-type: none"> • to lead-in to the topic and to raise students’ interest to it • to develop students listening skills 	

- to inform about the role of English as a global language throughout the world by using Power Point presentation
- to allow students to express their points of views concerning to the topic.
- to let students to justify their points of views

Activity Type:	Individual, small group, whole class (teacher-students)
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Warm-up. (15 min.)

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

Materials: board, head projector, ppt presentation, marker

Procedure:

➤ **Checking home task. Saying: “What was your home task for today?”**

➤ **To make brainstorming for warming up. Giving questions. Questions to ask:**

- What are the social reasons of spread of English as a global language?
 - When the term “English as a global language” began to spread?
 - What are the differences between social and political factors of a language?
 - What makes English language as global?
- Allow them to guess and give their answers. The students may give many different answers.

Activity 1

Objective: to develop students listening skill

Time: 15 minutes

Materials: **CD player, track and handout 1**

Procedure:

- **teacher plays a recording “Where did the English come?”**
- **after that teacher handouts with some exercises based on this track**
- **Find out whether the statements are TRUE or FALSE**

Activity 2

Objectives: to inform about the role of English as a global language throughout the world by using Power Point presentation

Time: over all 20 minutes. For doing activity give them 12 minutes.

Materials: handout 2

Procedure:

- Teacher shows the presentation **“The role of English as a global language throughout the world”** to the students which is helpful to understand new theme.

- Teacher distributes handout 2 and ask students to write the advantages and disadvantages of English as a global language. Students should clarify every answers.

Activity 3

Objectives: to let students to develop reading comprehension.

Time: 15 minutes

Materials: none

Procedure:

- Teacher puts the video which is related to the topic
- Asks students their understanding by watching the video

Activity 4. Case study.

Citizens of English speaking countries decided to build and create factory. They have the same language but different cultural background. So that there are some negotiations between them. Solve the situation, prove your ideas with facts.

Literature

1. Byram, M., Nichols, A. and Stevens, D. (2001) *Developing Intercultural Competence in Practice*.
2. Corbett, J.,(2010) *Intercultural Language Activities* Cambridge: CUP
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3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Glossary

ADMIRE- one who admires.

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

FAITHFUL –loyal; adhering firmly to person or cause.

LESSON #4

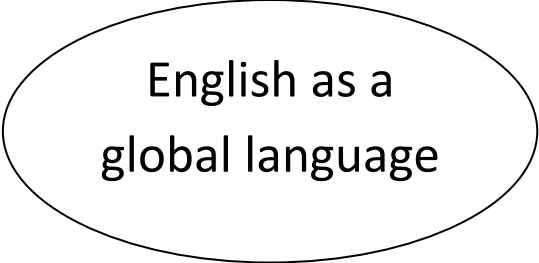
Theme #4.	Presentations and reports on the previous theme.
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none">1. Warm-up2. Activity 1. Scan the text3. Activity 2. Find correct option.4. Activity 3. Match words with their definitions5. Activity 4. Listen to the speaker and fill the gaps	
The aim: to wide students' outlook by introducing new theme; to develop students' personal skills, to develop skills working in groups, communicative skills	
Objectives:	
<ul style="list-style-type: none">• to lead in the topic• to enrich the student's knowledge about English language as international language through specific activities• to enrich participants' vocabulary.• To develop listening skill	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (5 min.)

➤ Objectives: to lead in the topic

Procedure:

- To make brainstorming for warming up.
- Teacher plays a recording about "Why English language grow into global"



English as a
global language

Activity 1

Objectives: to enrich the student's knowledge about English language as international language through specific activities

Time: 30 minutes

Materials: Handout 1

Procedure:

- Divide students into three groups.
- Distribute handouts to the Ss and give them 20 minutes to scan the texts again.
- Require Ss to support their ideas with the help of previous text for more information
- If ideas wrong teacher will clarify the answers.
- Recording is played about historical background of English. (15 min)

Activity 2

Objective: to help participants become aware of the facts about English language

Time: 5 min

Materials: Handout 2

Procedure:

😊 (5 min) Distribute the students Handout # 2. Tell them to read the text and match the headings to the text.

- Ask them to discuss their answers within small groups

Activity 3

Objective: to enrich participants' vocabulary.

Time: 10 min

Materials: Handout 3

Procedure:

- match words with their definitions
- make the sentences using them in order to deduce facts why English language is international and global.
- Find which statement belongs to the scientist from the box. NB. Two statements can be chosen for one person.

Handout 4

Time: 5 min

Activity 4

Objective: to develop listening skill

Time: 5 min

Materials: Handout 3

Procedure:

- **Listen to the speaker and fill the gaps**

Activity 5. Case study

Handout 1.

Part A.

Janina Brutt-Griffler has been a strong critic of Phillipson, particularly with regard to his supposed downplaying of the positive role that English can play in promoting social mobility in low-income countries in Africa and elsewhere. She argues, for example, ventriloquizing for two South African women—Mrs. L and Pamela—that “exclusion from high proficiency [in] English [is] a prime determinant of lack of access to wealth in the world they [Mrs. L and Pamela, indicative of poor black South Africans, generally] inhabit.” She criticizes those who support the teaching of mother tongues over English as being insensitive to the economic aspirations of oppressed and impoverished people as they seek to escape poverty with the aid of English. This argument has also been associated with supporters of the “English Only” movement in the United States and by proponents of “English First” in American public education. Brutt-Griffler argues that the denial of English-language-medium education helped maintain social and economic segregation in the former British colony Basutoland (Lesotho) during the late 19th and early 20th centuries, and that this pattern persists in South Africa today. However, in a critique of Brutt-Griffler, Pennycook points out, “Part of the argument here about access hinges on whether we are looking at individual rights to English or whether we are looking at how access to English can alleviate poverty across a broader domain. It is perhaps disingenuous to argue for a need to deal with class, and then to argue in terms of individual access.” Further to the point that individual access to English does not correlate with poverty reduction that is class-related in low-income countries, Bruthiaux argues that for many of the world’s poor, English language education is “an outlandish irrelevance” and “talk of a role for English language education in facilitating the process of poverty reduction and a major allocation of public resources to that end is likely to prove misguided and wasteful”. Pennycook concludes that “...we need to distinguish very clearly between individually-oriented access arguments about escape from poverty, and class-oriented arguments about large-scale poverty reduction”. In summary, Brutt-Griffler uses a case study to make a general claim about the relation between access to English and economic mobility in South Africa; yet, even as a case study, the evidence that English plays anything more than a trivial role in reducing poverty in South Africa is lacking.

Part B.

The work represented by Philippe Van Parijs, is perhaps the most ambitious and most coherent, if flawed, account. Van Parijs is a political theorist who has written extensively about the benefits of a lingua franca, such as English, in helping to promote social and economic justice globally. He argues that the promotion of the teaching and learning of English in low-income countries could help reduce out-migration of highly trained, English-speaking citizens, who flee in great numbers to the wealthier ‘knowledge economy’ countries. He argues that the reclamation of lost income and increased corporate taxes could be used for massive investment in English language teaching, leading to an increase in productivity and gross domestic product (GDP). Even more

ambitiously, in his latest book, *Linguistic Justice for Europe and for the World*, Van Parijs argues that we need a lingua franca in Europe and across the world because:

Its adoption and spreading creates and expands a transnational *demos*, by facilitating direct communication, live or online, without the cumbersome and expensive mediation of interpretation and translation. It enables not only the rich and the powerful, but also the poor and the powerless to communicate, debate, network, cooperate, lobby, demonstrate effectively across borders. This common *demos*...is a precondition for the effective pursuit of justice, and this fact provides the second fundamental reason why people committed to egalitarian global justice should not only welcome the spread of English as a lingua franca but see it as their duty to contribute to this spread in Europe and throughout the world (31).

Van Parijs is a native francophone from Belgium, fluent in English and a number of other languages, a world traveler who has certainly benefitted from his multilingual abilities. However, part of his plan for dramatically increasing the numbers of English-speakers globally includes massive subsidies from the “free-riding” Anglophone countries who benefit unfairly in a number of ways by the arbitrary “luck” of having been born in English-dominant (and wealthy) countries, such as the US, UK, Australia, Canada, and New Zealand. His argument for a global lingua franca necessary for the strengthening of global networks and institutions that could serve to advance global interests of economic justice, environmental sustainability, and the reduction of conflict is certainly appealing (if not original), as it could (at least, hypothetically) help move the world towards communication networks less tethered to ethnic and nationalistic identities and the myriad languages that reflect and constitute those identities. The most significant problem with the position of Van Parijs is his downplaying of the contradictions between the values and goals of economic neoliberalism, which disproportionately benefit the interests of wealthy nations, and the values and goals necessary to promote a meaningful “democratic world order” in which social and economic justice could *only* be feasible if the debilitating values and manifest negative effects of the current neoliberal global regime were reversed, or at least severely modified. A global lingua franca cannot overcome such contradictions. Another major weakness in Van Parijs’ argument is his somewhat idealized conception of language, a view that sees named languages as discrete vehicles for communication in which the symbolic/affiliational aspects can be abstracted out for particular and defined instrumental purposes (see Ives in press), and which has little to say about the matter of language varieties, code-mixing, pragmatics—in short—the complexity and limitations of language in interpersonal/intercultural communication. Beyond the fact that the language called English exists in myriad forms and varieties, many of which are not mutually intelligible, there is no reason to believe that a global lingua franca—and Van Parijs argues that English (presumably an idealized international variety that no one speaks) is currently and for the foreseeable future, the only candidate for this role—would be neutral with regard to the dominant political, economic, cultural and symbolic values that gave rise to a particular, globally popular variety, in the first place (British, then American), at least for the foreseeable future. There is little guarantee that the interests of groups represented by spokespersons using a variety of English as a second or third language would be fairly heard, let alone acted upon, as if interests were unrelated to social positions in unequal power hierarchies. Furthermore, what would motivate the states, corporations, and institutions that have benefitted from English-based information technology and communication systems, with their built-in ties with Western values and economic advantages, to “democratize” the world system by changing the “rules” that have benefitted them for so long, especially given the inability of institutional “referees” in global trade (such as the World Trade Organization) to level the playing field

among historically unequal nations? The European Union has not been successful in developing policies to make the Eurozone function. If Europe cannot get its own economic house in order, why should we suppose that over 200 countries in the world would work toward a common purpose, aided by greater access to a lingua franca, given the massive social and economic inequality that currently exists? The elaborate (and often impressive) argumentation and economic analyses Van Parijs provides to justify his pro-English as a lingua franca argument cannot overcome these fundamental, seemingly intractable obstacles to finding common ground and common purpose in a world in which everything has been, or will soon be, owned, priced, with the owners increasingly controlling decisions about economic inputs and outputs on a global scale in the service of their own economic interests. Yet, Van Parijs does provide a coherent and well-reasoned analysis that takes into account economic, political, social, and (to a limited degree) linguistic factors in an integrated way, and in this regard his work can be viewed as exemplary, and as a useful starting point for further discussions and research on the role of language(s) in the promotion of social justice on a global scale.

Part C.

Although inequalities between languages would still exist irrespective of political domination or social stratification, the ways in which inequalities evolve and are maintained can be analyzed by looking at the historical record, and especially by considering how prevailing models of development work against the ending of poverty, in part, by under-valuing and under-utilizing local cultural and linguistic resources in low-income countries. I have suggested that the preference for English as a global lingua franca, especially over the past half century, is conditioned by and correlates with processes of economic globalization and expansion of the digitalized knowledge economy, which greatly, and disproportionately, benefit some workers in some sectors of the formal economy in certain geographical regions, but mostly benefits the corporations which employ those workers. This preference has a secondary effect on the utility of local/non-dominant languages in local and regional economic development that, in the long run, will influence the status and viability of non-dominant languages in those societies. These effects are especially pronounced in the most linguistically diverse countries, a large proportion of which are in Africa .

At this point in history, it is the case that knowledge of certain varieties of English, coupled with particular skill sets obtainable only through high levels of education generally not universally accessible, is likely to enhance the social mobility of some individuals. States that have English as the dominant/national language, and those relatively wealthy states that are able to provide affordable access to high-quality English language learning, and which have highly educated workers with skills in demand in knowledge economy-related services, will be relatively advantaged compared to workers in states lacking in both. There definitely is a brain drain, but mostly of well-trained people from relatively high-income countries moving to other higher-income countries, with the greatest percentage of movement of this select population from one European country to another, and from Europe and other parts of the world to North America. Certainly, English has value for many of these mobile individuals; however, I have tried to demonstrate that English is not the inherent hegemon, nor the de facto oppressor, nor the ticket to social or economic mobility, nor the crucial factor in promoting a global *demos* that it is claimed to be, to varying degrees, by the scholars whose positions I have described in this paper/ All of these scholars make valuable contributions to our understanding of how language(s) play important roles in social, political, and economic development in various contexts. What is

missing, I have argued, is an over-arching framework to account for English both as a means of social mobility *and* as an inhibitor of local development, especially in low- income countries, which can be accounted for through critical analysis of neoliberal economic policy and its attendant values, goals, and effects on the status, learning, and usefulness of languages, including in sectors of the knowledge economy. The purpose of this paper is to serve as a starting point for new research directions in the field of language policy and planning, in which economic systems and processes, in interaction with national and global political systems and processes, inform analysis of the status, utility, value, and long-term viability of minority languages, and their community of speakers, and which can provide evidence that economic and social development are aided by investment in local cultural and linguistic resources, especially in those low-income countries, many of which are in Africa, that have the greatest amount of linguistic diversity , and some of the highest levels of poverty.

Literature

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Suggested web sites:

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2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Glossary

GDP- gross domestic product

PROFILE-(countable) a specific place or field in which users can provide various types of personal information in software or internet systems.

HOMESTAY-a system whereby students visiting a foreign country to study board with a local family at an affordable price.

LESSON #5

Theme #5.	The effects of global business.
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline <ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Presentation 3. Activity 2. Speaking and listening 4. Activity 3. Looking for meaning 5. Activity 4. Identify true or false 	
The aim: To teach students about the future of the English language.	
Objectives: <ul style="list-style-type: none"> • to lead-in to the topic and to raise students' interest to it • enrich students' awareness of the future of the English language • to develop students speaking and listening skills • to improve student' knowledge about the future of English by doing through specific activities. • to allow students to express their points of views concerning to the topic. • to let students to justify their points of views 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

Procedure:

- Ask students to answer these questions.
 - 1. What do you think what will be the future of English?
 - 2. How many countries will take English as a second language?
 - 3. What can you say about the percentage of English speaking countries?
 - 4. What will the future of the English look like?

Activity 1

Objectives: to enrich students' awareness of the future of the English language

Time: 3min

Materials: Presentation

Procedure:

- Show a presentation to the students
- Giving explanations
- After explaining, ask Ss to share their ideas with the group
- Require Ss to support their ideas with the help of significant facts.

Activity II.

Objectives: to develop students' speaking, listening skills

Time: 7 min

Materials: video-rolic

Procedure:

- Watch the video
- Begin to discuss with students in group
- Share their own ideas about the main theme on video

Activity III.

Objectives: to improve student' knowledge about the future of English by doing through specific activities.

Time: 10 min

Materials: hand-out

Procedure:

- Divide students into three groups.
- Distribute hand-outs to the Ss and give them 20 minutes to scan the texts
- Ask Ss to share their ideas with their partners and present their findings to the group
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity 4 Looking for meaning

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

Time: 15 minutes

Materials: Handout 4

Procedure:

- Let the students to work in pairs
- Discuss the answers.

Handout 1

Part A

Interestingly, about two-thirds of English-speakers are not first-language speakers of English. To put it another way: English no longer belongs to England, to superpower America, or even to the English-speaking countries generally. Rather, English is the world's language. What happens to a language when it becomes everybody's? Shaped by the mouths of billions of non-native speakers, what will the English of the future look like?

A look into the past can give us an idea. English is of course not the first language learned by lots of non-natives. When languages spread, they also change. And it turns out, they do so in specific directions. For example, a 2010 study by Gary Lupyan and Rick Dale found that bigger languages are simpler. In more precise terms, languages with many speakers and many neighbours have simpler systems of inflectional morphology, the grammatical prefixes and suffixes (and sometimes "infixes") that make languages like Latin, Russian and Ancient Greek hard for the foreign learner. Contrary to educated people's stereotypes, the tiny languages spoken by "stone-age" or isolated tribes tend to be the world's most complicated, while big ones are less so, by this metric.

What Messrs Lupyán and Dale found through a statistical look at thousands of languages, John McWhorter, a linguist at Columbia University, found in a detailed study of just five. In his 2007 book “Language Interrupted”, he asked why certain big, prestigious languages seem systematically simpler than their ancestors and cousins. English is simpler than German (and Old English); modern Persian is a breeze next to Old Persian and modern Pushtu; modern spoken Arabic dialects have lost much of the grammatical curlicues of classical Arabic; modern Mandarin is simpler than other modern Chinese languages; and Malay is simpler than related Austronesian languages. Mr McWhorter’s conclusion, in simple terms, is that when lots of adults learn a foreign language imperfectly, they do without unnecessary and tricky bits of grammar. (Most languages have enough built-in redundancy for grammars to be more complicated than they have to be.) Modern Mandarin is a perfect example of a language almost completely devoid of inflectional morphology, all those prefixes and suffixes. All languages have their complexities, but Mr McWhorter believes that Mandarin, English, Persian, Malay and Arabic dialects are all clearly simpler than they used to be.

Part B

What, then, can we predict English will lose if the process goes on? An easy choice seems to be “whom”. English was once heavily inflected; all nouns carried a suffix showing whether they were subjects, direct objects, indirect objects or played some other role in a sentence. Today, only the pronouns are inflected. And while any competent speaker can use I, me, my and mine correctly, even the most fluent can find whom (the object form of who) slippery. So whom might disappear completely, or perhaps only survive as a stylistic option in formal writing.

Another gilded-lily complication of English that foreign learners struggle with is the tense-aspect system, including three present-tense forms, I live, I am living and I do live, plus compound forms like I will have been living. These are tricky for speakers who don’t have them in their native languages. While these different tenses and aspects focus on different things, the differences are often not crucial. In the very long run, as English is spoken by more people who have learned it as a foreigner, some simplification of this system would not be surprising.

What about pronunciation and dialect? Predictions that English would become a single undifferentiated mass in the age of mass communication have been shown wrong. Indeed, scholars see new dialects developing. William Labov, an American linguist, has identified a new “Northern Cities Shift” in the vowel system. And linguists see British dialects moving and changing, but not disappearing, as we reported here. Perhaps more relevantly, there are already recognisable accents, vocabulary and, to some extent, grammatical differences in dialects spoken in non-English-native territories like India and Singapore. New dialects will appear wherever English makes greater inroads into daily life—say perhaps Scandinavia, where children are learning English at younger and younger ages. Or take Brussels, one place where a big non-native-speaker population uses English every day. For example, European Union bureaucrats are likely to use the English “control” to mean “monitor” or “verify”, because *contrôler* and *kontrollieren* have this meaning in French and German. (Other examples are *assist* for “attend” and *actuel* for “current”.) The EU’s Court of Auditors has developed a style guide to correct the many EU-isms that have developed out of interference from other European languages. It’s an engaging read that correctly calls these “misused” English words. But if in 50 or 100 years’ time a large population is still fluently and easily using “control” for “monitor” and being perfectly understood, we will have to accept that this is a new dialect of English, not a misuse.

Part C

As English grammar gets simpler, and foreigners get to vote their funny practices into the language of Shakespeare, there will always be those who consider this decline, or adulteration. (Fears of decline have been with us for centuries already, after all.) But the declinists can take heart, on two counts. One is that languages don't really decline. We speak worn-down, clapped-out Anglo-Saxon, but modern English is plenty expressive, because we need it to be. And the second comfort is that this is the price of success: English may simplify because it is spreading. But it is spreading because it is expressive and useful. Most of the world's languages would love to have the problems that English has.

Many of the (correct) statements made here can be taken one level deeper. . .

(1) The original "lingua franca" was not any particular existing language, but a pan-Mediterranean pidgin based mainly on the Romance languages and used for trading in the Middle Ages and early modern period. So English cannot really be called a lingua franca in a strict sense (though the term has been used loosely for "internationally dominant language" for many years now).

(2) It is true that (some) languages tend to drop inflections over time, perhaps because they are taken over by populations that originally spoke something else. But THEN a funny thing may happen: the derivative languages develop their own endings and tack them back on again, making a reverse move back from a more "analytic" language to a more "synthetic" one. For example, the Latin future endings (as in *amabo*, I shall love) are nowhere to be seen in French, where the future tense was recomposed at a later date, with forms of "to have": *aimerai*, etc. So why shouldn't the English(es) of the future, or some of them, be more synthetic than today's English? In the Latin-to-Romance transition, the spontaneous generation of new inflections has occurred in historical time, with plenty of documentation at each stage (well, with a gap in the middle, perhaps). But we can retrospectively conclude that such things must have happened in the prehistory even of Latin itself and of other ancient languages. The inflectional verb endings in classical Hebrew and Arabic, for instance, are pretty clearly derived from the personal pronouns. At some point in the history of pre-proto-Semitic, the verb forms probably consisted of multiple words, i.e., they were analytic, as in English and Chinese, rather than synthetic. The back story of any language, seen over thousands and thousands of years, must certainly have included many, many episodes of inflection-paradigm destruction and regeneration. Most of this presumably happened before anything was put down in writing. A few years ago, there was a book called "The Power of Babel" in which it was suggested that "man's earliest languages" were most likely to have been of the analytic type, i.e., with very few endings, because newly-generated languages (pidgins) are almost always like this. But it seems to me that this is fallacious, as a pidgin (a newly formed composite of two or more existing languages) and a very, very ancient language are "young" in entirely different senses. There is no reason to expect one to resemble the other. And any language, no matter how ancient, presumably represents a "late stage" of some even more ancient language -- until we get all the way back to the development of language capability as an event in human evolution. What happened way back then is a whole other, unknown story.

In the end, English will evolve into a set of new languages. Two or three thousand years from now, linguists will compare the "Anglic" languages with one another and explain how it

came about that they wound up so different despite their common origin -- unless, of course, human life on this planet has been eradicated by then. In any case, none of us will be around any more to see how it turns out!

Literature

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5. www.tesol.org

Glossary

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

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

TO SPRING INTO ACTION - to act, to move.

LESSON #6

Theme #6.	Presentations and reports on the previous theme.
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Warm-up. watch a video 2. Activity 1. Scan the text 	

3. Activity 2. True(T) or False(F).
4. Activity 3. Find the definitions
5. Activity 4. Give the information
6. Activity 5. Case study

The aim:

by the end of the lesson students will be able to demonstrate knowledge to improve their knowledge of different variations of English

Objectives:

- to enrich the student’s knowledge about English language as international language through specific activities
- to help participants become aware of the facts about English language
- to enrich participants’ vocabulary
- find additional information

ActivityType:

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

Warm-up. (10 min.)

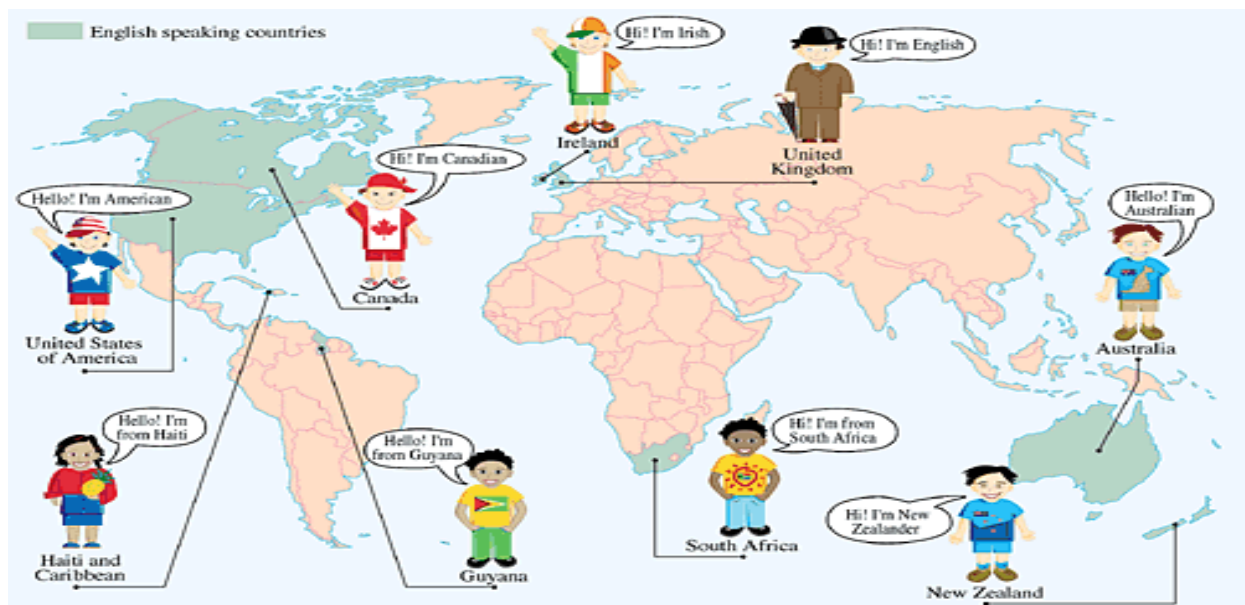
Objectives: to lead-in to the topic and to raise students’ interest to it.

Procedure:

Questions to ask:

- What kind of different variations of English do you know?
- What does the term “Standard English” mean?
- What do you know about Australian English?

After asking questions, students watch a video about Varieties of English. (5 min)



Activity I.

Objectives: to enrich the student's knowledge about English language as international language through specific activities

Time: 40 minutes

Materials: Handouts

Procedure:

- Divide students into three groups.
- Distribute handouts to the Ss and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the globalization process of the English language.
- If ideas wrong teacher will clarify the answers.

Activity II. Decide if the statement is True(T) or False(F).

Objective: to help participants become aware of the facts about English language

Time: 10 min

Materials: Handout 2

Procedure:

- (5 min) Distribute the students **Handout # 2**. Tell them to read the rules and try to understand
- Divide them into two groups, give them **Handout#2.1**
- Let them to do exercises and check.
- (5 min) Discuss the statements with the whole group.

Activity III. Find the definitions of the following words from the text and make the sentence with each word.

Objective: to enrich participants' vocabulary.

Time: 5 min

Materials: Handout 3

► **Procedure:**

- Divide the students into 2 groups. Give each group handout #3.2.
- (5 min) Give a chance to each group to read the text again and to do exercises.

Activity IV. Give the reasons for the following events in a written form. You have to find additional information out of the class material.

Time: (10 min)

Materials: Handout 4

► Procedure:

- Give the students **Handout#4. Give the reasons for the following events in a written form.**
- **You have to find additional information out of the class material.**
- Explain them the homework **Handout#4.1** Students will be supposed to do exercises

Activity 5. Case study

You are as a factory owner: the workers of your company use different kinds of words and some of them are not understandable to you, because of everyday conversations of internet and etc. influenced their speech. In this case how could you keep an original language in order to avoid such situations and save commonwealth with another business and diplomatic partners?

Handout 1.

Varieties of English language

Today, English is one of the major world languages. The process began with English settlements in North America in the seventeenth and eighteenth centuries. English settlements in the West Indies also began in the seventeenth century, in competition with Spanish, French and Dutch colonizers. For a couple of centuries there was intermittent warfare between these four powers for domination of the Caribbean, and by the early nineteenth century Britain had firm control of a number of the islands, including Antigua, Barbados, Jamaica, St Kitts, and Trinidad and Tobago. British domination of the Indian subcontinent dates from the second half of the eighteenth century: the East India Company was founded in 1600, and British trading-posts established from the seventeenth century onwards, but it was only from the 1770s that British rule was firmly established. British settlement in Australia began slightly later, after the American War of Independence. The expansion of British influence and power continued at an even greater rate during the nineteenth century. Early in the century, the British displaced the Dutch as the dominant power in South Africa, and during the first half of the century British rule was also established in Singapore, British Guiana, New Zealand and Hong Kong. The second half of the nineteenth century was marked by ‘the scramble for Africa’, in which colonial powers (Belgium, Britain, France, Germany, Portugal) competed for possessions in the African continent. As a result, British rule was established in regions of West Africa (including what is now Nigeria), East Africa (including what are now Kenya and Tanzania) and southern Africa (including what are now Zimbabwe and Botswana). In all these areas, British English has been influential, while in the Philippines and Puerto Rico, both taken by the United States from Spain at the end of the nineteenth century, the American form of English has dominated. The great growth of population in the United States, assisted by massive immigration in the nineteenth and twentieth centuries, is one factor that has given English its present standing in the world. In 1788, when the first American census was held, there were about 4 million people in the United States, most of them of British origin. By 1830, the population was nearly 13 million; by 1850 it was 23 million, and had overtaken that of England; and then it shot ahead – to 50 million by 1880, 76 million by 1900 and 150 million by 1950. This worldwide expansion of English means that it is now one of the most widely spoken languages in the world. Estimates of the numbers of

speakers of English vary widely, but even the most modest of these agree that there are well over 400 million speakers for whom English is a native language and many more for whom English is a second or foreign language. The method of its spread, however, also means that there are now many varieties of English, and that it is used for many different purposes in varying social contexts. In North America, Australia, and New Zealand, there was dense settlement by English-language speakers, who outnumbered the original inhabitants (Native Americans, Australian Aboriginals, Maoris), and also dominated them politically and economically. The native languages, consequently, had hardly any influence on the language of the settlers. In South Africa, on the other hand, the community of those who speak English as a first language is comparatively small: in the 2001 census, English was recorded as the language most often spoken at home for 8.2% of the population, putting it in fifth place after IsiZulu (23.8%), IsiXhosa (17.6%), Afrikaans (13.3%) and Sepedi (9.4%). However, this does not account for the many South Africans of various ethnic backgrounds and ancestries who will speak English as a second language.

In Australia, New Zealand and South Africa there is little regional variation in the language. There are, however, social and ethnic variations: in Australia, some speakers use a 'broader' accent, that is, one that is remoter from RP, and use more local Australian words in their vocabulary, but similar variations are found all over the country. In all three countries, there are different varieties of English associated with different ethnic groups, such as Australian Aboriginal English and Maori English. In the United States, on the other hand, there is greater regional dialect differentiation. The original English-speaking settlers on the east coast developed dialectal differences, and as the frontier was pushed westwards these dialects expanded too, so that there are fairly well-marked dialect bands. At the same time, however, they influenced one another, and became more mixed, so that in the west the differences are less sharp than on the Atlantic coast. It is usual to recognize three main dialect areas, the Northern, the Midland and the Southern. What is often called General American includes parts of all three dialect areas, but excludes the non-rhotic areas, that is, those where final and preconsonantal /r/ is not pronounced (the coastal south-east, and coastal areas of New England). Canadian English is different again, though much closer to General American than to British English. Places in which English is spoken primarily as a native, second or foreign language have been labelled as 'inner circle, outer circle and expanding circle' areas respectively. The 'inner circle' is made up of those communities in which English has been passed down the generations as a first language, such as the United Kingdom, the USA, Canada, Australia and New Zealand. The 'outer circle' consists of areas in which English is widely used as a second language, alongside one or more local languages for public purposes, and often for communication between different language groups in the community. India, for example, has a population of over one billion, and over four hundred different languages. English is one of the official languages, alongside Hindi and twenty-two 'scheduled' regional languages, and is widely used as a language of administration and commerce. In former British colonies in sub-Saharan Africa, English usually plays a similar role, whether it is recognized as an official language or not. In Nigeria there are three main languages (Yoruba, Igbo, Hausa), and over five hundred local ones, but English is also an official language, and plays a major role in government and administration. It is also used as a language of wider communication, at any rate among the higher socio-economic groups. The 'expanding circle' consists of those areas in which there is neither any native tradition of English speaking, nor institutional use of English, but it is learned as a foreign language, for trade, travel, etc. As English has increasingly become a global language, the number of speakers learning

English as a foreign language is growing rapidly, hence the term ‘expanding circle’. An example of an ‘expanding circle’ country is mainland China (as opposed to Hong Kong, which, as a former British colony, belongs in the ‘outer circle’). In the expanding circle, the model of English taught will be either RP or General American English. In ‘outer circle’ countries like India, in contrast, where speakers mostly learn English as a second language, they will expect to use it mostly for communication with other Indians, and will hear it used in the speech community as a matter of course. Moreover, an Indian will most often learn a local variety of the language, taught by an Indian who speaks that variety, and not British or American English. The distinction between second language and foreign language is not, however, a sharp one: educated people from a wide range of countries, including many European countries, may have learnt English as a foreign language, but will use it as a lingua franca in contexts such as academic conferences. Moreover, there is a considerable amount of variation in the roles played by second languages, for example in education, in the fields of discourse used, and in the giving of prestige or power. In India, although official policy was to change the medium of education in schools from English to regional languages after independence, in practice many schools and nearly all universities still use English as a medium of instruction. In Nigeria, primary schools are being built which teach in the local languages, but the secondary schools and the universities are still predominantly English-medium. In Singapore there are four official languages, Chinese (Mandarin), English, Malay and Tamil. In the 1940s and 1950s, Chinese was the most common medium of education, but, since independence (1965), English-medium education has spread until it is now universal, while Chinese, Malay and Tamil are taught as subjects. The kind of discourse for which English is used varies a good deal. In some communities where it is mostly a second language, it is used primarily in the public domain – in administration, business, science-education, and the media. But in some places, including Nigeria, India and Singapore, it is also often used in the personal domain – within the family, and among friends. When Hong Kong was still a British colony, Chinese (Cantonese) and English had equal status as official languages, but their fields were sharply divided: English was used in the legal system, in English-medium education, in the upper reaches of commerce and industry, and in the media, but everyday discourse within the Chinese community was carried on in Cantonese, and English was seen as the language of power, while Cantonese was the language of solidarity and an expression of ethnicity. In general, English was formal, while Cantonese was intimate. Now that the British have departed, and Hong Kong has been united with the Chinese mainland, English is no longer the language of power, but will probably remain an important second language, especially in view of Hong Kong’s worldwide trading activities. Formal written English is much the same all over the world, whether in an inner-, outer- or expanding-circle country, though certain words or expressions may be associated with particular places. Speakers of English as a second or foreign language may also use structures in their speech that are unlikely to be used by native speakers. There are, however, English-based languages which depart even more radically from the standard types, namely pidgins and creoles. A pidgin is an auxiliary language used in the first place for the purposes of trade between groups that have no common language. It thus arises when two or more languages are in contact, and is a simplified form of the dominant one, with influence from the other(s). This restricted type of pidgin may, however, be extended to cover other fields of discourse, and eventually be capable of fulfilling all language-functions. This is especially likely to happen in a multilingual area, where the pidgin can perform a useful function as a lingua franca. It may even become an official language: Papua New Guinea’s pidgin, called Tok Pisin, is formally

acknowledged in the country's constitution. Some pidgins die out because the need for them passes, but others spread and gain wide currency, and there are numerous pidgins in the world today, many of them (though not all) based on European languages, including English. There are many English-based pidgins, especially in the coastal regions of West Africa and on the islands of the Caribbean and the Pacific. It sometimes happens that a pidgin becomes the first language of a group. The language is then called a *creole*. There are English-based creoles in the Caribbean, for example in Barbados and Jamaica, on the north coast of South America (Guyana, Surinam), and even in the United States: the creole called Gullah is spoken by about a quarter of a million people living along the south-eastern coastal areas of the USA. It is possible, too, that African American Vernacular English is descended from a creole. Creoles have also been brought to Britain since the Second World War by immigrants from the West Indies, and local varieties have developed, such as London Jamaican. Creoles probably developed in the Caribbean because of the mixing of populations caused by the slave-trade. The slavers herded together speakers of many different West African languages. At the ports of embarkation, and on the slave-ships, the captives probably communicated with one another in some kind of West African pidgin, which in the Caribbean plantations developed into creoles. Pidgins and creoles co-exist with standard varieties of the donor language, and the different forms are then likely to influence one another. In Jamaica, for example, an English-based creole exists alongside Standard English, and their mutual influence during the past three centuries has led to a whole spectrum of usage, a 'postcreole continuum'. Speakers often vary their speech according to the social context and the effect they wish to have, moving towards the standard ('acrolectal') end or towards the creole ('basilectal') end of the continuum. There is a tendency for more educated speakers and those of higher socio-economic groups to use the standard end of the spectrum, but this is not invariably the case, since there are countervailing forces: creole expressions can be used to proclaim ethnic identity or membership of an in-group, or to suggest informality and sincerity, and are also often used for humour and in songs.

Activity II. Decide if the statement is True(T) or False(F).

1. Britain, Spain, France and Germany were the main dominant colonizer countries during the XVII and XVIII centuries. T/F
2. The increase of British authority has continued till the XVIII centuries. T/F
3. By 1830, the population of England was nearly 13 million; by 1850 it was 23 million. T/F
4. In New Zealand, some speakers use a 'broader' accent, that is, one that is remoter from RP, and use more local Australian words in their vocabulary. T/F
5. The 'inner circle' consists of areas in which English is widely used as a second language, alongside one or more local languages for public purposes, and often for communication between different language groups in the community.
6. When Hong Kong was still a British colony, Chinese (Cantonese) and English had unequal status as official languages. T/F
7. *Creole* is a pidgin becomes the first language of a group. T/F
8. Creoles, without any shadow of doubt, developed in the Caribbean because of the mixing of populations caused by the slave-trade. T/F

Activity III. Find the definitions of the following words from the text and make the sentence with each word.

1. Creole-
2. RP-
3. Commerce-
4. Label(v)-
5. Spectrum -

Literature

1. Byram, M., Nichols, A. and Stevens, D. (2001) *Developing Intercultural Competence in Practice*.
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3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Glossary

TO INDICATE – to point out, to discover, to direct to a knowledge of, to show

HOSTESS – a female host

TO SPRING INTO ACTION - to act, to move.

LESSON #7

Theme #7.	Expectations when meeting other cultures.
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. PPT 3. Activity 2. Watch the video 	

4. Activity 3. Scan the text	
5. Activity 4. Matching	
The aim: To raise students' awareness of the role of English as an international communication.	
Objectives: <ul style="list-style-type: none"> • to enrich the students' knowledge about variants and peculiarities of English language in English speaking zones. • to help participants become aware of the differences between AE and BE. • to improve the Ss' experience and knowledge about variants and peculiarities of English language in English speaking zones by doing through specific activities. • to help Ss' for clarifying the words which belong to the AE and BE • to widen Ss' vocabulary 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

Procedure:

Ask students the questions to motivate to story reading:

1. What can you say about the spread of English language.
2. What kind of varieties of English language do you know?
3. Can you count the English speaking countries?
4. What are the differences between AE and BE ?

Activity I .

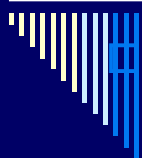
Objectives: to enrich the students' knowledge about variants and peculiarities of English language in English speaking zones.

Time: 3 min

Materials: presentation 1 and 2.

Procedure :

- Show the presentations to the students.
- Giving explanations
- After explaining , ask Ss to share their ideas with the group
- Require Ss to support their ideas with the help of significant facts.



British English (BrE) is the form of English used in the United Kingdom. It includes all English dialects used within the United Kingdom.

□ **American English (AmE)** is the form of English used in the United States. It includes all English dialects used within the United States.

Activity II.

Objectives: To help participants become aware of the differences between AE and BE.

Time: 3 min

Materials: video- rolic

Procedure:

- Watch the video
- Begin the discussion with Ss in group
- Share their own ideas about the main theme on the video

Activity III.

Objectives: To improve the Ss' experience and knowledge about variants and peculiarities of English language in English speaking zones by doing through specific activities.

Time : 10 min

Materials: handout

Procedure:

- Divide students into three groups.
- Distribute handouts to the Ss and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity IV. Put words into the column correctly which are given below:

Objective: to help Ss' for clarifying the words which belong to the AE and BE

Time: 3 min

Materials: handout 2

Procedure:

- clarifying the words which belong to the AE and BE
- Ask students to share their ideas with their partners and present their findings to the group.

Activity V.

Objective: to widen Ss' vocabulary with the help of this handout.

Time: 5 min

Materials: handout 3.

Procedure:

- Give the definition to the words
- Ask students to share their ideas with their partners and present their findings to the group.

Activity VI. Objective: to enrich participants' knowledge.

Time: 4 min

Materials: handout VI

Procedure:

- Complete the sentences from using the words which are given on the Handout II.
- Require Ss to support their ideas with the help of important facts about the theme

Activity VII Case Study

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

Handout I.

Put words into the column correctly which are given below:

Editorial ,flat, underground, subway, apartment, lorry,mail, pavement, faculty, post, teaching staff, tin-opener, can-opener, government, truck, sidewalk, leader, subway, administration.

American English	British English

Handout II

Give the definition to these words:

Territorial, equivalent, collocation, variant, modification, structure, peculiarity, identical.

Handout III

Complete the sentences from using the words which are given on the Handout II.

1. Students need to be aware of the importance of English
2. claims made by a country.
3. Artists must study the of the human body.
4. Variants of a language are regional varieties of a standard literary language characterized by some minor in the sound system, vocabulary and by their own literary norms
5. The lexical divergences between different of English have been brought about several historical processes.
6. The neighbourhood had undergone few..... since his last visit years ago.
7. There is no English to the French “bon appétit”.
8. I can’t see any difference between these two pens – they look to me.

Part A

It is natural that the English language is not used with uniformity in the British Isles and in Australia, in the USA and -in New Zealand, in Canada and in India, etc. The English language also has some peculiarities in Wales, Scotland, in other parts of the British Isles and America. Is the nature of these varieties the same?

Modern linguistics distinguishes territorial variants of a national language and local dialects. Variants of a language are regional varieties of a standard literary language characterized by some minor peculiarities in the sound system, vocabulary and by their own literary norms. Dialects are varieties of a language used as a means of oral communication in small localities, they are set off (more or less sharply) from other varieties by some distinctive features of pronunciation, grammar and vocabulary.

Close inspection of the varieties mentioned above reveals that they are essentially different in character. It is not difficult to establish that the varieties spoken in small areas are local dialects. The status of the other varieties is more difficult to establish.

It is over half a century already that the nature of the two main variants of the English language, British and American (Br and AE) has been discussed. Some American linguists, H. L.

Mencken for one, spoke of two separate languages with a steady flood of linguistic influence first (up to about 1914) from Britain to America, and since then from America to the British Isles. They even proclaim that the American influence on British English is so powerful that there will come a time when the American standard will be established in Britain. Other linguists regard the language of the USA as a dialect of English. Still more questionable is the position of Australian English (AuE) and Canadian English (CnE). The differences between the English language as spoken in Britain, the USA, Australia and Canada are immediately noticeable in the field of phonetics. However these distinctions are confined to the articulatory-acoustics characteristics of some phonemes, to some differences in the use of others and to the differences in the rhythm and intonation of speech.

Part B

The few phonemes characteristic of American pronunciation and alien to British literary norms can as a rule be observed in British dialects.

The variations in vocabulary, to be considered below, are not very numerous. Most of them are divergences in the semantic structure of words and in their usage.

The dissimilarities in grammar like AE *gotten*, proven for BE *got*, *proved* are scarce. For the most part these dissimilarities consist in the preference of this or that grammatical category or form to some others. For example, the preference of Past Indefinite to Present Perfect, the formation of the Future Tense with *will* as the only auxiliary verb for all persons, and some others. Recent investigations have also shown that the Present Continuous form in the meaning of Future is used twice as frequently in BE as in the American, Canadian and Australian variants; infinitive constructions are used more rarely in AE than in BE and AuE and passive constructions are, on the contrary, more frequent in America than in Britain and in Australia. Since BE, AE and AuE have essentially the same grammar system, phonetic system and vocabulary, they cannot be regarded as different languages. Nor can they be referred to local dialects; because they serve all spheres of verbal communication in society, within their territorial area they have dialectal differences of their own; besides they differ far less than local dialects (e.g. far less than the dialects of Dewsbury and Howden, two English" towns in Yorkshire some forty miles apart). Another consideration is that AE has its own literary norm and AuE is developing one. Thus we must speak of three variants of the English national language having different accepted literary standards, one spoken in the British Isles, another spoken in the USA, the third in Australia. As to CnE, its peculiarities began to attract linguistic attention only some 20 years ago. The fragmentary nature of the observation available makes it impossible to determine its status.

Part C.

1. English is the national language of England proper, the USA, Australia and some provinces of Canada. It was also at different times imposed on the inhabitants of the former and present British colonies and protectorates as well as other Britain- and US-dominated territories, where the population has always stuck to its own mother tongue.

2. British English, American English and Australian English are variants of the same language, because they serve all spheres of verbal communication. Their structural peculiarities, especially morphology, syntax and word-formation, as well as their word-stock and phonetic system are essentially the same. American and Australian standards are slight modifications of

the norms accepted in the British Isles. The status of Canadian English has not yet been established.

3. The main lexical differences between the variants are caused by the lack of equivalent lexical units in one of them, divergences in the semantic structures of polysemantic words and peculiarities of usage of some words on different territories.

4. The so-called local dialects in the British Isles and in the USA are used only by the rural population and only for the purposes of oral communication. In both variants local distinctions are more marked in pronunciation, less conspicuous in vocabulary and insignificant in grammar.

5. The British local dialects can be traced back to Old English dialects. Numerous and distinct, they are characterized by phonemic and structural peculiarities. The local dialects are being gradually replaced by regional variants of the literary language, i. e. by a literary standard with a proportion of local dialect features

6. Local variations in the USA are relatively small. What is called by tradition American dialects is closer in nature to regional variants of the national literary language.

Keys

Handout I

BE

Flat, underground, lorry, pavement, post, tin-opener, government, leader.

AE

Apartment, subway, truck, sidewalk, mail, can-opener, administration, editorial, faculty, teaching staff.

Handout III

1. Collocations. 2. Territorial. 3. Structure. 4. Peculiarities. 5. Variants.
6. modifications. 7. equivalent. 8 identical.

Literature

Byram, M., Nichols, A. and Stevens, D. (2001) *Developing Intercultural Competence in Practice*.

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Glossary

TERRITORIAL –

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

LESSON #8

Theme #8.	Presentations and reports on the previous theme.
Length: One hour and twenty minutes	NumberofStudents: 12
LessonOutline	
<ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Evaluation of the terminology 3. Activity 2. Scanning the text and find the words 4. Activity 3. Asking for opinions 	
The aim:	
To get acquaintance the students with mother tongue and foreign languages’ features,their grammatical rules, implications on the education.	
Objectives:	
<ul style="list-style-type: none"> • to lead-in to the topic and to raise students’ interest to it • to improve the Ss’ experience and knowledge about language refers • to help participants comprehend the text shortly • to allow students to express their points of views concerning to the topic. • to ask yourself the five Wh-questions: <i>What? Where? When? Why? Who?</i> 	
ActivityType:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

Procedure:

- Ask students to work in pairs and discuss the questions
- **To make brainstorming for warming-up. Giving questions**

Questions:

- *What is a mother tongue? A second language? A foreign language?*
- *Is there any rules to differenciate these three languages?*
- **Elicit possible answers.**

Activity 1 Evaluation of the terminology of ‘mother tongue’

Objectives: To improve the Ss’ experience and knowledge about language refers

Time : 20 min

Materials: handout 1

Procedure:

- Divide students into two groups.
- Distribute an article to the Ss and give them some minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity II.

Objective: to help participants comprehend the text shortly.

Time: 5 min

Materials: Handout 2

Procedure:

- **Scanning the text and find the words.**
- **Complete the sentences with proper words from the text.** Give out **Handout#2**

Activity III. Know more about ESL(EFL)

Objectives: To improve the Ss' experience and knowledge about language refers

Time : 20 min

Materials: handout 3

Procedure:

- Divide students into two groups.
- Distribute an article to the Ss and give them some minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity IV. THE FIVE W'S

Objective: A good way to approach an article and extract the key information is to ask yourself the five Wh-questions: *What? Where? When? Why? Who?*

Time: 5 min

Materials: Handout 4

Procedure:

- Let them to work individually.. .
- Summarize the session and assess the active participants.
- Explain them home assignment Handout#4

Activity 5 Case Study

Handout 1.

Read and discuss the article.

"Mother tongue" and "native language" are set phrases that both refer to the language one has started learning from birth. One generally associates "mother" with "tongue" and "native" with "language" but it is sometimes found the other way round. "Language" and "tongue" are here synonyms.

I would say "mother" or "native" is not identical though. When using "native" the reference is more to the country/nation. When using "mother" the reference is to the parent (mother or father), which gives it a warmth and personal relationship that the word "native" doesn't have.

I've found a sentence that I think can explain what I mean about "native" and "mother" although native being used here in association with country:

As a parent living far from my native country I have often experienced the fear that my children would not learn their mother language well.

In this whole text the use of "mother tongue" is not identical and I doubt the person who wrote it would have used "native language" (or "native tongue") where she used "mother language".

A first language (also native language, mother tongue, arterial language, or L1) is the language or are the languages a person has learned from birth or within the critical period, or that a person speaks the best and so is often the basis for sociolinguistic identity citation needed. In some countries, the terms native language or mother tongue refer to the language of one's ethnic group rather than one's first language. Children brought up speaking more than one language can have more than one native language, and be bilingual. By contrast, a second language is any language that one speaks other than one's first language.

One of the more widely accepted definitions of a native speaker is someone who was born in a particular country and was raised to speak the language of that country during the critical period of their development. The journal or qualifies as a "native speaker" of a language if they were born and immersed in the language during youth, in a family where the adults shared a similar language experience as the child. Native speakers are considered to be an authority on their given language due to their natural acquisition process regarding the language, versus having learned the language later in life. This is achieved through personal interaction with the language and speakers of the language. Native speakers will not necessarily be knowledgeable about every grammatical rule of the language, but will have good "intuition" of the rules through their experience with the language.

Sometimes the term mother tongue or mother language is used for the language that a person learned as a child at home (usually from their parents). Children growing up in bilingual homes can, according to this definition, have more than one mother tongue or native language.

The first language of a child is part of their personal, social and cultural identity. Another impact of the first language is that it brings about the reflection and learning of successful social patterns of acting and speaking. It is basically responsible for differentiating the linguistic competence of acting. While some argue that there is no such thing as "native speaker" or a "mother tongue", it is important to understand these key terms as well as understand what it means to be a "non-native" speaker and the implications that can have on one's life. Research suggest that while a non-native speaker may develop fluency in a targeted language after about two years of immersion, it can actually take between five to seven years for that child to be on the same working level as their native speaking counterparts. This has implications on the education of non native speakers.

The topic of native speaker, also gives way to discussion about what exactly bilingualism is. One definition is that a person is bilingual if they are equally proficient in both languages. A person who grows up speaking English and begins learning Spanish for four years is not necessarily bilingual unless they speak the two languages with equal fluency. Pearl and Lambert were the first to test only "balanced" bilinguals—that is, children who are completely fluent in

two languages and feel that neither is their “native” language because they grasp the two so perfectly. This study found the following: Balanced bilinguals perform significantly better in tasks that require flexibility (they constantly shift between the two known languages depending on the situation/requires constant juggling), balanced bilinguals more aware of arbitrary nature of language and also that balanced bilinguals choose word associations based on logical rather than phonetic preferences.

Handout 2

Complete the sentences with proper words from the text .

1. In some countries, the terms native language or mother tongue refer to the language of one's rather than one's first language.
2. Native speakers will not necessarily be knowledgeable about every of the language, but will have good "intuition" of the rules through their experience with the language.
3. The first language of a child is part of their, and identity.
4. One definition is that a person is if they are equally proficient in both languages.
5. balanced bilinguals more aware of of language and also that balanced bilinguals choose word associations based on logical rather than phonetic preferences.

Literature

1. Bryson, B. (1990) *Mother Tongue: The English Language*. Penguin Books.
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4. www.elgazette.com
5. www.tesol.org

Suggested web sites:

www.teachingenglish.org.uk
www.pearsonlongman.com/ae/
www.developreading.com

Glossary

ESL- English as a second language

EFL- English as a foreign language

ESD - English as a second dialect

TESOL -teaching English to speakers of other languages

LESSON #9

Theme #9.	Case Study. Combining global and local.
Length: 80 minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Listening to the song 3. Activity 2. Jigsaw reading	
The aim: To raise students' awareness of the role of English as an international communication.	
Objectives: <ul style="list-style-type: none"> • to check students' knowledge on Standard English and Non-standard English which was explained in the previous lesson • to develop students knowledge on Standard English and Non-standard English • to improve the Ss' experience and knowledge about Standard English and Non-standard English by doing through specific activities. • to help Ss' for clarifying the statements about Standard English and Non-standard English • to check students' knowledge to the topic 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

Objective: to check students' knowledge on Standard English and Non-standard English which was explained in the previous lesson

Procedure:

- To use snowball method by asking features of standard and non- standard English
- Students count up the different features of standard and non- standard English throwing snowball (made of paper) to each other; student who can not find the answer quickly will lose the activity

Activity I .Listening to the song

5. **Objectives:** to develop students knowledge on Standard English and Non-standard English

Time: 10 min

Materials: CD player and music tracks, handout 1

Procedure :

- Ask students to listen to the music tracks and pay attention to the lyrics of the two songs by Beatles and Sarah Connor
- After listening ask students about the language of the songs:
 - 1) What language was used in the lyrics of the songs?
 - 2) Is there any sign of using non-standard English?
- Hand out the printed lyrics of the songs and ask students to find out the sign of standard and non-standard English
- If answers wrong teacher will clarify them.

Activity II Jigsaw reading

6. Objectives: To improve the Ss' experience and knowledge about Standard English and Non-standard English by doing through specific activities.

Time : 20 min

Materials: handout 2

Procedure:

- Distribute handouts to the Ss and give them 15 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.
- This extract is taken from BBC learning English program questionnaire. Susan Fearn answered the questions which were given by English learners.

Activity III. Discussion

Objective: to help Ss' for clarifying the statements about Standard English and Non-standard English

Time: 5 min

Materials: handout 3

Procedure:

- This worksheet explores the difference between varieties of English including Standard English.
- Learners are given two different (but similar) statements and will decide which of them is Standard English.
- Learners should talk through the decisions they make and tutors may wish to encourage comparison and analysis of the statements to identify what makes them Standard English or not.

Activity IV. Complete the sentences.

Time: 5 min

Materials: handout 4

Procedure:

- Students are distributed task-based handouts with sentences in non-standard English and they should rewrite sentences in standard English
- Students should prove their answers.

Activity V. Case study

How do imagine the future of English language? Will it become much wider than today or less? Why?

Materials for the lesson

Handout 1.

Beatles - Ticket to Ride

I think I'm gonna be sad,

I think it's today, yeah.

The girl that's driving me mad

Is going away.

[Chorus:]

She's got a ticket to ride,

She's got a ticket to ride,

She's got a ticket to ride,
But she don't care.

She said that living with me
Is bringing her down yeah.
For she would never be free
When I was around.

[Chorus]

I don't know why she's ridin' so high,
She ought to think twice,
She ought to do right by me.
Before she gets to saying goodbye,
She ought to think twice,
She ought to do right by me.
I think I'm gonna be sad,
I think it's today yeah.
The girl that's driving me mad
Is going away, yeah.

[Chorus]

I don't know why she's ridin' so high,
She ought to think twice,
She ought to do right by me.
Before she gets to saying goodbye,
She ought to think twice,

She ought to do right by me.
She said that living with me,
Is bringing her down, yeah.
For she would never be free
When I was around.

Suggested web sites:

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

Glossary**ANONYMOUS** – nameless**PARTICIPATION** – be involved**VERSION** – particular form of something**CONSENT** – agreement**LESSON #10**

Theme #10.	Presentations and reports on the previous theme.
Length: 80 minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Warm-up 2. Activity 1.PPT 	
The aim:	
To teach students about the future of the English language	
Objectives:	
<ul style="list-style-type: none"> • to lead-in to the topic and to raise students' interest to it • to enrich students' awareness of the future of the English language • to develop students' speaking, listening skills • to improve student' knowledge about the future of English by doing through specific activities. • to help participants become aware of the information about the future of the English language • to develop Ss' speaking skills 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

- Ask Ss questions
- What is subject-verb agreement

➤ **To create a good atmosphere in class in order to motivate students and develop students' interest to the lesson using a method "Brainstorming" and by giving some questions.**

Questions:

- 1. What will the future of the English look like?**
- 2. How many countries will take English as a second language?**
- 3. What can you say about the percentage of English speaking countries?**
- 4. What do you think how will be the future of English**

Activity I. PPT

Objectives: to enrich students' awareness of the future of the English language

Time: 3min

Materials: Presentation

Procedure:

- **Show a presentation to the students**
- **Giving explanations**
- **After explaining, ask Ss to share their ideas with the group**
- **Require Ss to support their ideas with the help of significant facts.**

Activity II. Identify true or false

Objective: to help participants become aware of the information about the future of the English language

Time: 10 min

Procedure:

- **Decide whether these statements are TRUE or FALSE.**
- **- Ask Ss to share their ideas with their partners and present their finding to the group**
- **Elicit the most interesting ones and discuss with the whole group.**

Literature

1. Bryson, B. (1990) *Mother Tongue: The English Language*. Penguin Books.
2. Crystal, D (2003) *English as a Global Language*. Cambridge University Press, New York.

3. Graddol, D. (2005) English Next. British Council
4. Utley, D. (2004) *Intercultural Resource Pack: Intercultural communication resources for language teachers*. Cambridge: CUP

Suggested web sites:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Suggested web sites:

www.teachingenglish.org.uk
www.pearsonlongman.com/ae/
www.developreading.com

Glossary

ASSEMBLY – meeting, conference

COUPLE – pair, group of two persons or things

ORCHESTRA – band composed musicians of many different instruments

AUDIENCE – group of people gathered to see or hear

LESSON #11

Theme #11.	Gender in culture. Stereotyping and attitudes.
Length: 80 minutes	Number of Students: 12
<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. To improve the Ss' experience and knowledge about language change and factors that influence it by doing through specific activities. 3. Activity 2. Identify true or false 	
<p>The aim:</p> <p>Students identify the content that will go into at least half their brochure and will design the layout of their front page</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> • to lead-in to the topic and to raise students' interest to it • To improve the Ss' experience and knowledge about language change and factors that influence it by doing through specific activities. • to help participants become aware of the information about language change. • to help learners for knowing the enlargement of words. <ul style="list-style-type: none"> • to help the Ss become aware of the semantic changes on language. • to allow students to express their points of views concerning to the topic. 	

<ul style="list-style-type: none"> • to let students to justify their points of views 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

Procedure:

- To make brainstorming for warming-up. Giving questions

Questions:

1. What is the language change?
2. How is the language changing ?
3. Do you know the factors that influence language change?
4. How does the Internet impact on language?

- Discuss the new topic with students

Activity 1

Objectives: To improve the Ss' experience and knowledge about language change and factors that influence it by doing through specific activities.

Time : 10 min

Materials: handout

Procedure:

- Divide students into three groups.
- Distribute handouts to the Ss and give them some minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity II. Identify true or false

Objective: to help participants become aware of the information about language change.

Time: 5 min

Materials: Handout 2

Procedure:

- Ask students to work in pairs.
- Ask students to be active.
- Give each pair a paper and markers.

- Students should create their own leaflet paying attention on design.

Materials for the lesson

Handout 1

Part A

Language change is variation over time in language's phonetic, morphological, semantic, syntactic and other features. Use of digital devices and the many opportunities for communication occasioned by the internet have required [language](#) to jump through many different hoops.

People are communicating with people they would never have communicated with previously: [Hinglish](#) speakers are chatting to Canadian Celine Dion fans in music web forums, Nigerian 'Yahoo boys' (internet con men) are messaging online daters in Scotland, Filipino virtual assistants are managing electronic diaries for Silicon Valley executives and German internet shoppers are reading product descriptions on Ebay written by [Chinese](#) entrepreneurs.

All these communication transactions bring us into contact with speakers of our language that we probably wouldn't have encountered before the development of the World Wide Web.

Now that people are communicating in written form as never before, truncated turns of phrase and space- or keystroke-efficient emoticons and acronyms have become mainstream.

Facebook has given a different nuance to familiar words such as status, post and tag. It's perhaps right that Facebook should be one of the most influential sites: according to the [Huffington Post](#), if Facebook were a country, it would be the most populated in the world.

This means Facebook would rank above both China and India in population terms; ironically India's contribution to the English language has been fairly sizeable and includes words that form the cornerstones of the internet, such as avatar and guru.

Whilst conventions such as 'KR' for 'kind regards' at the foot of an email are fairly widespread, some codes of speech and abbreviations don't always stray outside particular online communities. Outside Mumsnet, few people know what DD and DS mean (Darling Daughter and Darling Son), however the internet also promotes the spread of slang terms that in previous times may have remained unique to smaller, local populations.

LOL (an acronym of 'Laugh Out Loud') is now regularly referred to by mainstream media, having spread beyond the social media platforms such as Tumblr and Reddit that almost definitely helped popularise the term. But as the internet matures, online conventions are also evolving over time.

LOL used to be a way to acknowledge, with only three keystrokes, that you found another web user's input amusing. This term now seems to have undergone a

semantic shift. It's now more of a way to signal that a comment is intended to be funny, or to signal irony. That change seems to have occurred within a short space of time and may have occurred as the use of LOL spread outside its original community to be adopted by a wider audience for their own use.

Part B

It's interesting to consider the future of [English](#) now that the majority of English speakers are not native speakers of the language but are instead using it as a second, third or even fourth language. It's thought this could be the death knell for trickier and non-essential parts of English, such as the use of 'whom' (which even native speakers rarely master).

Shortcuts used by American English speakers, such as 'Ima' in place of 'I am going to' are also becoming more prolific as users catch onto the economy of the term. Part of the reason for the spread of slang words is that, for the first time, slang terms that used to evolve and spread only within small closely-knit communities such as fans of a style of music in a particular geography are now played out in a more visible environment like the YouTube comments area for a particular music video.

Although it may infuriate many language pedants, the reason languages drop some elements (such as illogical spellings like 'through') and picking up others (such as logical spellings like 'thru') is the drive for greater efficiency.

That's a need that's exacerbated in particular by the informal, passionate and immediate kind of writing that the web occasions. It's thought a few hundred years ago even the Kings of England were illiterate: only a few clerks needed to bother with the formal business of writing, which was reserved for serious purposes and used expensive materials like calfskin. Now written language is used by more people, more often, more quickly and more cheaply. This cannot fail to impact on how the language is used and has evolved.

Language that's especially useful to a particular set of users gets adopted very quickly. The use of the term 'Bae' to refer to a romantic partner is increasingly common though not yet entirely mainstream. It's been quickly adopted in the chat forum Reddit, where users are deliberately anonymous: the term 'bae' helps protect the user's gender and is quicker to type than 'my girlfriend' or 'my husband'.

The conventions of that internet environment mean there's a strong use case for useful, informal, gender neutral and, above all, short words. Perhaps the biggest impact of the internet on language is to promote the shorter ones at the expense of the lengthy and hard to type. Concerns have been expressed about the growing informality of language, with special horror reserved for lazy terms such as 'Ima' replacing the more grammatically correct ones. But those people who express concerns that the internet will create a new global creole version of the language are misunderstanding how creole languages develop. Creole languages come about through the fusion of more than one separate languages; the fusion sometimes gets picked up as a language in its own right, such as in Haiti where Haitian Creole is an

official language. But the internet isn't 'creolising' the main body of the English language, despite many non-native speakers writing in their own versions of the language online.

Part C

Children are accessing the internet after learning their mother tongue, so internet's power as a mother tongue is obviously limited in scope. Instead the impact may be that language users adapt more nimbly between the different environments in which they use different forms of language. Whilst Singaporeans might use 'Singlish' (a sort of English spoken locally) with each other, they usually switch to standard English when communicating with outsiders.

The internet also offers opportunities for speakers of different versions of languages to communicate with one another as never before, leading to an exchange of ideas.

American and British English are already being used in the same web platforms, leading to seeding of conventions such as spelling and new words across both versions of the language.

Canadian recording artist Drake tweeted using the term YOLO (an acronym of You Only Live Once) back in 2011. Twitter analytics websites noted that use of the term subsequently spread and became more common across the internet. It's now such a commonly understood term that British broadsheet newspaper the Telegraph recently expressed surprise that Ed Miliband, leader of the opposition, hadn't heard of it.

Whilst YOLO had cropped up before in various rap and pop tracks, it seemed to become more mainstream about this time. That's perhaps a measure of the influence the internet can have on publicising language terms that would previously perhaps stayed within the fans of a particular genre of music. Cultures have always exchanged ideas – the internet is just assisting in that process and speeding things up.

English continues to dominate the web; the amount of English language content far outweighs the number of mother tongue speakers in the world.

It's thought that at least 80% of web content on the Internet is in one of ten languages, all of them fairly major ones such as [Russian](#), [Korean](#) and [German](#). Although this picture is changing, there are still language groups consisting of many millions of people that have little native language content available to them online.

Language diversity on the internet is likely to improve as multilingual nations and continents such as India and Africa increasingly come online and create their own content.

Sites such as Facebook are now starting to cater to other languages. But smaller languages – even those spoken by many millions of people – may not achieve the same level or variety of content as dominant web languages such as [Arabic](#) and [Spanish](#).

Handout II

Identify true or false

1. Shortcuts used by British English speakers, such as ‘Ima’ in place of ‘I am going to’ are also becoming more prolific as users catch onto the economy of the term. T / F
2. Children are not accessing the internet after learning their mother tongue, so internet’s power as a mother tongue is obviously limited in scope. T / F
3. It’s interesting to consider the future of [English](#) now that the majority of English speakers are not native speakers of the language but are instead using it as a second, third or even fourth language. T / F
4. American and British English are already being used in the same web platforms, leading to seeding of conventions such as spelling and new words across both versions of the language. T / F
5. Now written language is used by more people, more often, more quickly and more cheaply. This can fail to impact on how the language is used and has evolved. T / F

Suggested web sites:

www.teachingenglish.org.uk
www.brochure/jhb.com/
www.literature.org/
www.developreading.com

Glossary

OVERPOPULATION – excessive population

DESCRIPTION – descriptive statement

ABANDONED – forsaken, left behind

CONVENIENCE – serviceableness

LESSON #12

Theme #12.	Presentations and reports on the previous theme.
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
1. Warm-up	
2. Activity 1. Watch the vide	
3. Activity 2. Clarify the terms ESL,EFL,NS,NNS.	

The aim: to develop students personal skills , English learning, motivational skills,
develop students' self-educational skills.

Objectives:

- lead-in to the topic and to raise students' interest to it
- **To help participants become aware of the ESL and EFL**

To improve the Ss' experience and knowledge about additional language learning refers

- to help learners for knowing the enlargement of words.
- to help participants become aware of the information about language usage

Activity type:

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

Warm-up. (10 min.)

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

Procedure:

- **To make brainstorming for warming-up. Giving questions**
- **Questions:**
 - *What preferences can you give to acquire language in the education system?*
 - *Can you count the differences between ESL and EFL?*
- **Elicit possible answers.**

Activity I.

Objectives: To help participants become aware of the ESL and EFL.

Time: 10 min

Materials: video- rolic

Procedure:

- Watch the video
- Begin the discussion with Ss in group
- Share their own ideas about the main theme on the video

Activity II. Clarify the terms ESL,EFL,NS,NNS.

Objectives: To improve the Ss' experience and knowledge about additional language learning refers

Time : 20 min

Materials: handout 2

Procedure:

- Divide students into two groups.
- Distribute an article to the Ss and give them some minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity III.

Objective: to help learners for knowing the enlargement of words.

Time : 10 min

Material : handout 3

Procedure:

- **Write the enlargement of the words which are given below. These are related to ESL and EFL.(The types of English)**

Handout 1.

Distinctions Between ESL and EFL

"Although ESL (English as Second Language) and EFL (English as Foreign Language) are often used interchangeably, there are unique differences between the two. . . .

"ESL countries are nations where the medium of instruction in education and government is in English, although English may not be the native language.

"On the other hand, EFL countries do not use English as a medium of instruction but English is taught in schools. Malaysia was once considered an ESL country but now leans more towards EFL.

"The methods and approaches of teaching English as a second language and foreign language do differ greatly."

(Christopher Fernandez, "Of English Teachers Then and Now." The Star [Malaysia], November 11, 2012)

"The distinction between second language and foreign language is not, however, a sharp one, and there are cases, like Indonesia, where classification is disputable. Moreover, there is a considerable amount of variation in the roles played by second languages, for example in education, in the fields of discourse used, and in the giving of prestige or power. In India, the medium of instruction in schools was changed from English to the regional languages after Independence, and subsequently there has been a gradual process of Indianization of the universities, which at one time were all English-medium."

(Charles Barber, The English Language: A Historical Introduction. Cambridge Univ. Press, 2000)

"Indonesia, a former Dutch colony, used to emphasize the teaching of Dutch . . . The movement towards English as a foreign language began at independence, and English is now the main foreign language being learned in Indonesia. English is taught for eight or nine years from primary school (from Grade 4 or 5) through high school (Renandya, 2000). The main objective is to provide reading skills to enable Indonesians to read science-related materials in English."

(Maria Lourdes S. Bautista and Andrew B. Gonzalez, "Southeast Asian Englishes." The Handbook of World Englishes, ed. by Braj B. Kachru, Yamuna Kachru, and Cecil L. Nelson. Blackwell, 2006)

Handout 3

Write the enlargement of the words which are given below. (Types of English)

BE –

EAL –

EAP –

EFL –

EIL –

ELF –

ELL –
ELT –
ESL –
ESOL –
ESP –
EST –
TEFL –
TESL –
TESOL –
TYLE –

Literature

1. Bryson, B. (1990) *Mother Tongue: The English Language*. Penguin Books.
2. Crystal, D (2003) *English as a Global Language*. Cambridge University Press, New York.
3. Graddol, D. (2005) *English Next*. British Council
4. Utley, D. (2004) *Intercultural Resource Pack: Intercultural communication resources for language teachers*. Cambridge: CUP

Suggested web sites:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com

Glossary

FLOCK – pack, crowd
FLIGHT – flying
PATH – track
TRUST – confidence

LESSON #13

Theme #13.	Cultural influences. Body language.
Length: 80 minutes	Number of Students: 12
<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Scan the text 3. Activity 2. Gap fill task 	
<p>The aim:</p> <p>to raise students` awareness of new theme, to reinforce students` knowledge about the given topic</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> • To provide students with factors about the varieties of English language and to make them understand the advantages and disadvantages side of both British and American English language by doing tasks based on the topic. • to raise the awareness of the students about the variation of the words in variety of the English language. • To help students to differentiate the names of Native speaker of American English and their culture. • to improve their quick thinking ability and reinforce their vocabulary skills • to widen students` vocabulary on the topic, to help Ss` for clarifying the words. 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

Procedure:

1. Warm-up (10 min)

- To make brainstorming for warming-up. Giving questions

Questions:

1. What kind of social factors do you know about the English variation?
2. What variety is the most suitable for ESL and EFL students??
3. What peculiarities does the American English have?
4. Can you tell the advantages and disadvantages of English variety?

Activity I. Scan the text

Objectives: To provide students with factors about the varieties of English language and to make them understand the advantages and disadvantages side of both British and American English language by doing tasks based on the topic.

Time: 10 min

Materials: handout

Procedure:

- Dividing students into two groups.
- Distributing handouts to the Students and giving them some minutes to scan the texts.
- Requiring students to share their ideas with their peers and presenting their personal thought about the given text to the group.
- Having Students provide their ideas with factual information according to the given article.
- Clarifying this process by the teacher and correcting both pronunciation skills coherency and fluency of the students.

Activity II. Gap fill task

Objective: to raise the awareness of the students about the variation of the words in variety of the English language.

Time: 5 min

Materials: Handout

Procedure:

- Dividing students into two groups A and B groups.
- Distributing handout A and B to the Students and giving them some minutes to fill the gaps provided using clues below the task.
- Having them work together and making them understand factual difference between two languages.

Clarifying this process by the teacher and checking both answers and raising students` awareness about the varieties and asking learners` opinions.

Material: handout.

Procedure:

- Ask students to work in pairs.
- Ask students to be active.
- Give each pair a paper and markers.
- Students should create their own travel guides paying attention on design.

Activity I.

Part A

American and British English are both variants of World English. As such, they are more similar than different, especially with "educated" or "scientific" English. Most divergence can be described to differing national histories and cultural development and the way in which the two national variants have changed correspondingly.

It was said by Sir George Bernard Shaw that "England and America are two countries separated by the same language".

Written forms of American and British English as found in newspapers and textbooks vary little in their essential features, with only occasional noticeable differences in comparable media.

This kind of formal English, particularly written English, is often called 'standard English'. It is therefore important for teachers to be aware of the major differences between the two. And while lexical differences are the easiest ones to notice, knowledge of grammatical and phonological differences can be useful not only for teachers to be aware of, but also to be able to deal with in business world. Lack of awareness can lead to embarrassment and confusion.

Another thing which has become apparent is the fact that there are no definitive answers. Not only do different counties/states use different terminology but there appears to be differences between generations as well. All this makes it very difficult to produce information with which everyone agrees.

What has become very evident over the years is just how much language is merging between all the various countries. In the UK we have adopted many, many "Americanisms" into everyday language and, It is believed, some British terms are now used in the USA. This is probably due to travel and the wide exchange of TV programmes etc.

Part B

Some people asked, "Which is better American or British English?" Generally, it is agreed that no one version is "correct" however, there are certainly preferences in use. It depends upon which English you will be most exposed to. If you are moving to the US then learn American English, if you're going to work for a British company then learn British English. And don't forget there are many different kinds of English and the rising star of International English.

The most important rule of thumb is to try to be consistent in your usage. If you decide that you want to use American English spellings then be consistent in your spelling (i.e. The color of the orange is also its flavour - color is American spelling and flavour is British), this is of course not always easy - or possible. That both British English and American English are accepted on the examinations as long as you consistently use either one or the other. In other words, don't mix!

Some of the key differences between these two languages; however, most of the words are exactly the same. Firstly, one can easily notice that the accents are much different. Some words are slightly different. For example, in American English the undergarments of a person are called "underwear." However, in British English, it is simply called "pants." Thus, some words can be easily confused in the opposite cultures.

There are also some reasonably consistent spelling differences. There are some common rules for American English. In the following examples listed below, the first is UK English and the second is American English.

- Where UK, Australian and NZ English often use the letter group of our, in American English the u is omitted.
favourite / favorite
neighbour / neighbor
colour / color

Part C

- UK English uses an s where American English often substitutes a z.
capitalisation / capitalization
recognise / recognize

- In word building, UK English doubles the final consonant where it is preceded by a vowel, whereas American English does not. For example:

traveller / traveler

labelled / labeled

• Some words which are spelt with a 'c' in the noun form but an 's' in the verb form of some words are not spelt with the 'c' in American English - both noun and verb forms retain the 's'.

practice/practise

licence/license

• Some words ending in 're' in U.K. and Australian English are spelt with 'er' in American English.

centre/center

kilometre/ kilometer

• U.K. English retains the old style of retaining 'oe' and 'ae' in the middle of some words, whilst American English uses just an 'e'.

encyclopaedia/encyclopedia

manoeuvre/maneuvre

• Some words in U.K. English retain the 'gue' at the end, as opposed to just the 'g' in American English.

dialogue/dialog

catalogue/catalog

The best way to make sure that you are being consistent in your spelling is to use the spell check on your word processor (if you are using the computer of course) and choose which variety of English you would like. As you can see, there are really very few differences between standard British English and standard American English. However, the largest difference is probably that of the choice of vocabulary and pronunciation.

Activity II. Gap fill task

American English

The text below has words missing. Write words in the gaps depending on where the speaker is from.

There are clues at the bottom to help you.



Hi dudes and dudettes,
I'm Chad from New York
City. Fill in the gaps for
me please. Alright!!

It was getting near lunchtime and I needed some (1) _____, so I left the (2) _____ and drove towards the nearest town. There was a (3) _____ station just outside the town and I decided to stop and have a look round. I put the car in a (4) _____ and took a (5) _____ to the centre. It was midday and very hot, so I stopped at a little (6) _____ with tables on the (7) _____. I started talking to a (8) _____ driver, who gave me a history of the town, and afterwards he took me on a guided tour. It made a nice break.

Clues

- 1) The fuel you put in a car to make it go.
- 2) A main road.
- 3) The fuel you put in a car to make it go.
- 4) A place to leave a car.
- 5) A car you can travel in if you pay the driver.
- 6) A place to buy and eat food. (Not a restaurant)
- 7) The place for walking by the side of the road.
- 8) A big vehicle used for transporting things.

Literature

1. Bryson, B. (1990) *Mother Tongue: The English Language*. Penguin Books.
2. Crystal, D. (2003) *English as a Global Language*. Cambridge University Press, New York.
3. Graddol, D. (2005) *English Next*. British Council
4. Utley, D. (2004) *Intercultural Resource Pack: Intercultural communication resources for language teachers*. Cambridge: CUP

Suggested web sites:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Glossary

COMPREHENSION – understanding

MATERIAL – substance

DISTRIBUTE – deliver to

IMAGINATION – ability of the mind to create mental images which do not literary exist

Lesson #14

Theme #14.	Presentations and reports on the previous theme.
Length: 80 minutes	Number of Students: 12
<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Skim the text 3. Activity 2. Gap fill task 	
<p>The aim: to raise students` awareness of new theme, to reinforce students` knowledge about the given topic</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> • to lead-in to the topic and to raise students` interest to it • To provide students with factors about the varieties of English language and to make them understand the advantages and disadvantages side of both British and American English language by doing tasks based on the topic • to raise the awareness of the students about the variation of the words in variety of the English language • to reinforce students` knowledge of given topic and increase their vocabulary learning skills • to teach them the new phrases that are different from each other 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

Procedure:

- To make brainstorming for warming-up. Giving questions

Questions:

5. What do you understand by the word English language varieties?
6. What variety is the most suitable for ESL and EFL students?
7. Can you differentiate the types of English language?
8. What peculiarities does the British English have?
9. Can you tell the advantages and disadvantages of English variety?

Activity I Skim the text

Objectives: To provide students with factors about the varieties of English language and to make them understand the advantages and disadvantages side of both British and American English language by doing tasks based on the topic.

Time: 20 min

Materials: handout

Procedure:

- Dividing students into two groups.
- Distributing handouts to the Students and giving them some minutes to scan the texts.
- Requiring students to share their ideas with their peers and presenting their personal thought about the given text to the group.
- Having Students provide their ideas with factual information according to the given article.
- Clarifying this process by the teacher and correcting both pronunciation skills coherency and fluency of the students.

Activity II.Gap fill task

Objective: to raise the awareness of the students about the variation of the words in variety of the English language.

Time: 5 min

Materials: Handout

Procedure:

- Dividing students into two groups A and B groups.
- Distributing handout A and B to the Students and giving them some minutes to fill the gaps provided using clues below the task.

- Having them work together and making them understand factual difference between two languages.
- Clarifying this process by the teacher and checking both answers and raising students` awareness about the varieties and asking learners` opinions.

Activity III. Correcting some English collocations.

Objective: to reinforce students` knowledge of given topic and increase their vocabulary learning skills

Time :10 min

Material :worksheet

Procedure:

- Distributing worksheet to the students.
- Asking them to match the pictures with the word below using either do or make.
- Having them work individually and improving their integrated skills.

Materials for the lesson

Handout 1.

Part A

So which ‘English’ should you teach?

Often teachers are hired based on their nationality. I found my niche in Buenos Aires teaching Business English to students dealing regularly with Europeans, whereas international companies with New York headquarters opted for my American friends. The best advice is to stick to what you know. As a British native, I teach British English but I allow students (especially beginners) to use American conjugations and pronunciation if they find it easier to do so. Try to resist the urge to make generalizations about whether something is right or wrong. I once had students bring in American advertisements to prove me wrong on a grammar point I had made and it’s not a good way to gain their trust! Never underestimate your students’ ability to catch you out – many take great pleasure in doing this. Keep it simple and make it clear that you are teaching only one style of English. As a starting point, here are six of the most common differences you may encounter whilst teaching:

1. Regular or Irregular?

The most notable difference between American and British grammar is their inability to agree on whether verbs follow regular or irregular conjugations. The past tense and past participles of the verbs learn, burn, dream, smell, spill, leap, lit, spit and saw

amongst others, are all irregular in Britain (learnt, burnt) but regular in America (learned, burned) and many others follow similar patterns. Confusingly, despite having regular past participles, irregular adjectives may still be used in American English. ‘Burnt toast’ for example. American English is generally easier to teach owing to its greater concentration of regular verbs, however it could be argued that if you teach the irregular patterns then students will understand both.

2. Realize or Realise?

Any Brit who has inadvertently subjected their writing to an American spell-check will already be familiar with their annoyingly similar yet different spellings. After hours spent agonizing over whether to use a ‘z’ or an ‘s’ or whether travelling is correctly spelt with one ‘l’ or two, I lost all memory of what I was taught in school. The main differences are that American English omits extra letters and favours phonetic spellings – ‘traveller’ becomes ‘traveler’, ‘colour’ becomes ‘color’, ‘centre’ becomes ‘center’ and ‘recognise’ becomes ‘recognize’. I let my students use whichever spelling they are familiar with but I always check for consistency – whichever method they prefer, they have to stick to it!

3. Use of the Present Perfect

The present perfect is one of the most difficult tenses for foreign students to grasp, a problem unaided by its different uses overseas. Whereas Europeans would say, “I’ve already eaten”, an American may simply use the past tense and say, “I already ate”, a phrase that is deemed grammatically incorrect in England. When teaching, particularly with beginners, it’s best to give clear examples that clearly follow the grammatical ‘rules’. For this reason I teach students to use the present perfect with prepositions such as ‘already’, ‘yet’, ‘never’ and ‘ever’ and would disallow the use of the past tense.

4. Use of Modal Verbs

In the UK we tend to use more modals than our American peers. On numerous occasions I’ve overheard American teachers dismissing expressions using ‘shall’, ‘shan’t’ or ‘ought to’ as out-of-date, unaware that they are still used in England. Students benefit greatly from a few pointers on modern language usage (I would definitely discourage the use of ‘how do you do?’, for example) but make sure you are aware of international variations before you make these statements. If unsure, simply state: ‘In America, we say it like this...’.

5. Numbers and dates

These basics are the bane of early language learning, as anyone trying to master their telephone number in a new country will agree. Most significant is the order of dates –

25th January 2009 would be expressed 25/01/09 in the UK but 01/25/09 in America. Numbers may be pronounced differently too – ‘twelve hundred’ is more common in America than in England, where ‘one thousand two hundred’ is preferred. Similarly the Americans often drop ‘and’ when reading numbers – ‘two thousand and three’ might become ‘two thousand three’. Students often struggle to distinguish these differences in conversation and benefit from exposure to as many variations as possible.

6. Vocabulary

English speakers have plenty of disagreements over vocabulary, with each country, and often region, renaming common items. A British duvet is an American comforter, a lift is an elevator, and the boot of a car is a trunk. The list is endless.

With vocabulary, I try to teach as much as possible without baffling the student. The more words they know the better. When dealing with a special case then I refine my selections – a student moving to the UK will obviously benefit from English phrases and colloquialisms whereas a salesperson who deals with US representatives would need to familiarize themselves with American speech. Teaching slang is always a popular lesson choice but be careful of words with double meanings. ‘Fanny’ springs to mind, as do ‘fag’, ‘rubber’ and ‘pants’. You have been warned!

Part B.

Why to teach differences between British and American English?

The topic of the presented thesis was inspired by author’s research in her previous (bachelor) paper: *Selected Differences between British and American English for Learners*. There has been suggested that students may tend to use American expressions while speaking British English. On the contrary, the same students might not be able to deduce the meaning of some common American words even from the context. This seems unfortunate. So let us briefly elaborate on some reasons why to teach at least selected differences between British and American English. 1.1.1 To make students aware of the existence of American English It is important to point out to EFL students that the British English is not the only existing variety and it is not the only right one either. English is spoken worldwide and the use of English for international communication is constantly growing. English language, widely used as a lingua franca, has been developing. Therefore, especially the mutual influence of two traditional, highly considered varieties – standard American and standard British English is definitely worth attention. Although in most European countries English students are taught primarily British English, in other countries, like Japan, standard American English is the only model usually being used in EFL classrooms. (Takagaki, T.,2) 8 An interesting approach was adopted by John Algeo, in his detailed English grammar comprehension: *British or American English?: A Handbook of Word and Grammar Patterns*.

Algeo argues for teaching grammar differences between British and American English saying: “The reason for this approach is that American has more native speakers than British and is rapidly becoming the dominant form of English in non-native countries other perhaps than those of Western Europe. Much European established academic bias favours British as a model, but evolving popular culture is biased toward American... ‘ (Algeo,1). There seems to be a general tendency in Czech schools to perceive this variety as a subordinate and teach predominantly British English. Regardless the preference, our students shall be at least aware of the existence of both varieties though, while knowing some basic differences between them may be at least interesting. 1.1.2 To make sure students are aware of the variety they use It is almost alarming that although probably many English learners have already had a chance to hear or read American English, at least on the Internet and in films, some of them may have never been told there are some differences between the American and British varieties. Peter Strevens perceives this as not an unproblematic issue. As he points out in his book *British and American English*: ”The person who learns English as a foreign language or second language has until now hardly ever been given systematic teaching about the existence and nature of the other family of English dialects. For that matter he has hardly ever been told of the existence of *any* varieties of English...’ (Strevens, 84).

Part C

Strevens provides his readers later on with argumentation for teaching differences between American and British English and offers the way it should be done. His conclusion is that: ‘It is unfortunate but not surprising that one effect of this particular type of *cultural shock* is to lead the learner to ask which form of English is ‘right’, which is ‘better’, which is ‘proper English’... . This kind of question is unfortunate... . One of the first pieces of help is to prepare the learner for meeting other kinds of English by informing him that they exist and to make plain to him that while they are certainly *different*, there is absolutely no question of one being *better* or *worse* than the other. It should be made clear to him that the amount of learning effort he will be faced with to understand the other form of English is very small. Learning to *produce* the other form is a vastly different matter...” (Strevens, 85). The need to emphasize the importance of rising learners’ awareness of British and American varieties is articulated as well in the paper *The Major Varieties of English* under the title: ‘*British or American English? Investigating what EFL students say and what they do.*’ (Virtanen, T. and Lindgrén, S-A.)

The authors were interested in Finnish and Swedish students’ awareness in the use of American and British English varieties. The respondents were all university students of English, so mostly future English teachers. The results presented in the paper suggest that the variety preferred was British English. However, the respondents seemed to be interested in learning both varieties. Most of them said that they would like American English to be given more importance. To sum up, the research shows

that the American variety seems to be important to its respondents and therefore deserves to be given some attention. As we may see, the question of studying American English concerns secondary and tertiary education as well. Without being aware of the differences between British and American English, teachers can hardly deal with this topic in their EFL classes. Therefore, it seems essential to provide the future teachers with enough information at first. Having mentioned some contributions from abroad, we may question now the present situation among English learners and teachers from the Czech Republic. As far as the author of the presented thesis is aware of, there has been no research regarding our topic conducted in the Czech Republic yet. Nor any recently published book dealing with this problem has been found. However, an interesting article was presented online (Vít, *Help for English*) advocating our content. Mgr. Marek Vít is an English teacher, tutor, translator, a co-author of software for teaching and learning English, who often gives talks at English conferences all around the Czech Republic. Apart from his other contributions, he has occupied himself with the American and British English varieties.

British English



Hello everyone. I'm Basil from London.
 Could you please fill in the gaps for me?
 Jolly good!!

It was getting near lunchtime and I needed some (1) _____, so I left the (2) _____ and drove towards the nearest town. There was a (3) _____ station just outside the town and I decided to stop and have a look round. I put the car in a (4) _____ and took a (5) _____ to the centre. It was midday and very hot, so I stopped at a little (6) _____ with tables on the (7) _____. I started talking to a (8) _____ driver, who gave me a history of the town, and afterwards he took me on a guided tour. It made a nice break.

Clues

- 1) The fuel you put in a car to make it go.
- 2) A main road.

- 3) The fuel you put in a car to make it go.
- 4) A place to leave a car.
- 5) A car you can travel in if you pay the driver.
- 6) A place to buy and eat food. (Not a restaurant)
- 7) The place for walking by the side of the road.
- 8) A big vehicle used for transporting things.

Literature

1. Bryson, B. (1990) *Mother Tongue: The English Language*. Penguin Books.
2. Crystal, D (2003) *English as a Global Language*. Cambridge University Press, New York.
3. Graddol, D. (2005) *English Next*. British Council
4. Utley, D. (2004) *Intercultural Resource Pack: Intercultural communication resources for language teachers*. Cambridge: CUP

Suggested web sites:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Glossary

SPACE – universe

STRICT – severe, demanding

ARRIVE – reach, succeed

Module:	CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE Lesson 15
Topic:	COMPANY DIMENSIONS.
Time:	80 minutes
Aim:	To raise students' awareness of according to the culture and its features

Warm up activity

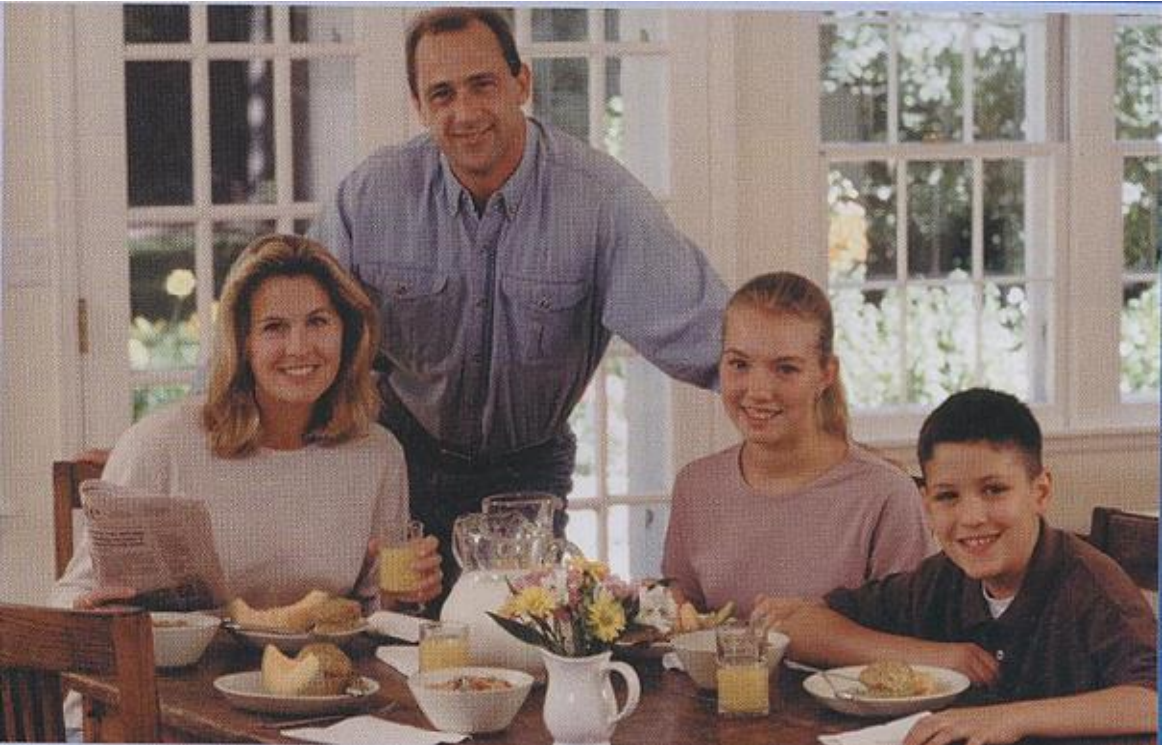
Objective: to create language atmosphere

Time: 10 minutes

Materials: book

Questions: Which of the photos do you think were taken: in the USA? in the UK? in South Africa?





1. What do you know about homes, schools and food in those countries?
2. How are they different to life in your own country?

While reading tasks

Activity I.

Objectives: to enrich the student's knowledge about culture through specific activities

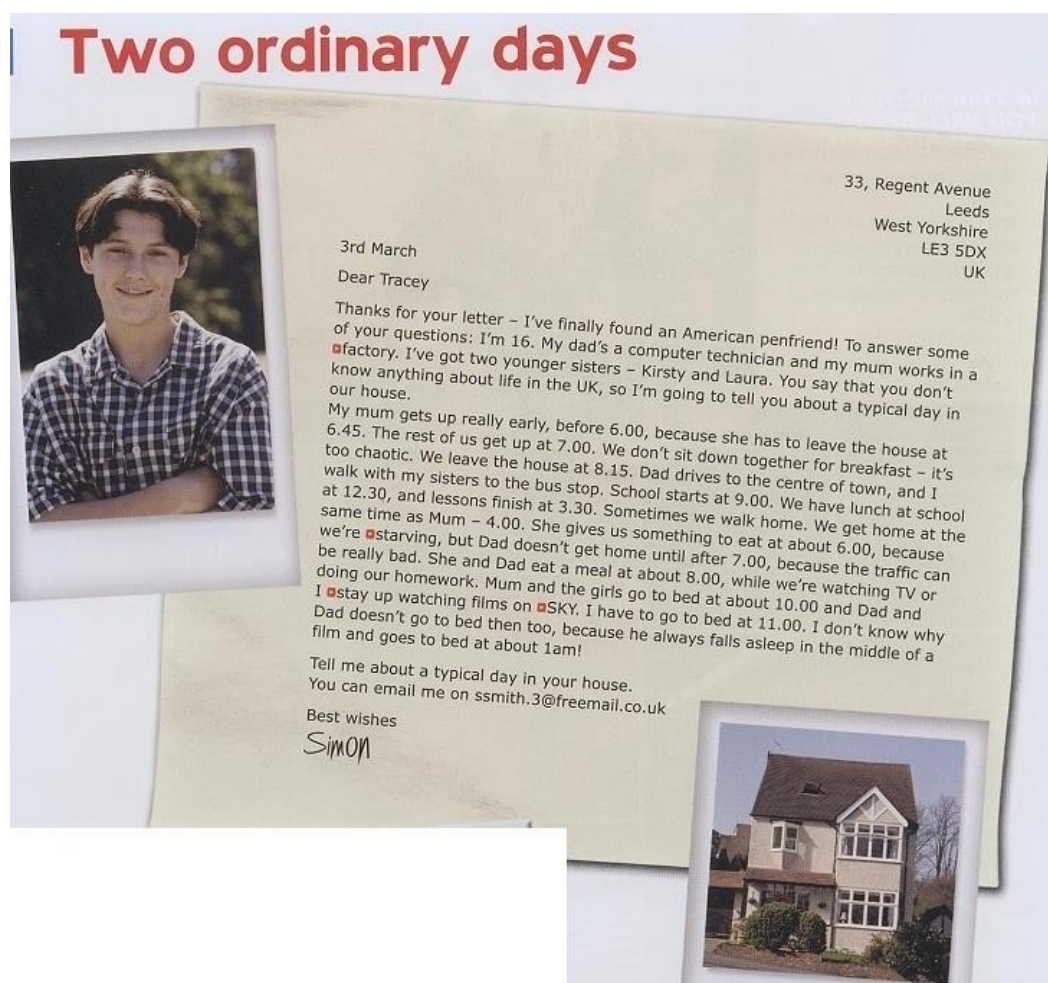
Time: 30 minutes

Materials: Handouts

Procedure:

- Divide students into three groups.
- Require the Ss to read the articles and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- If ideas wrong teacher will clarify the answers.

Two ordinary days



33, Regent Avenue
Leeds
West Yorkshire
LE3 5DX
UK

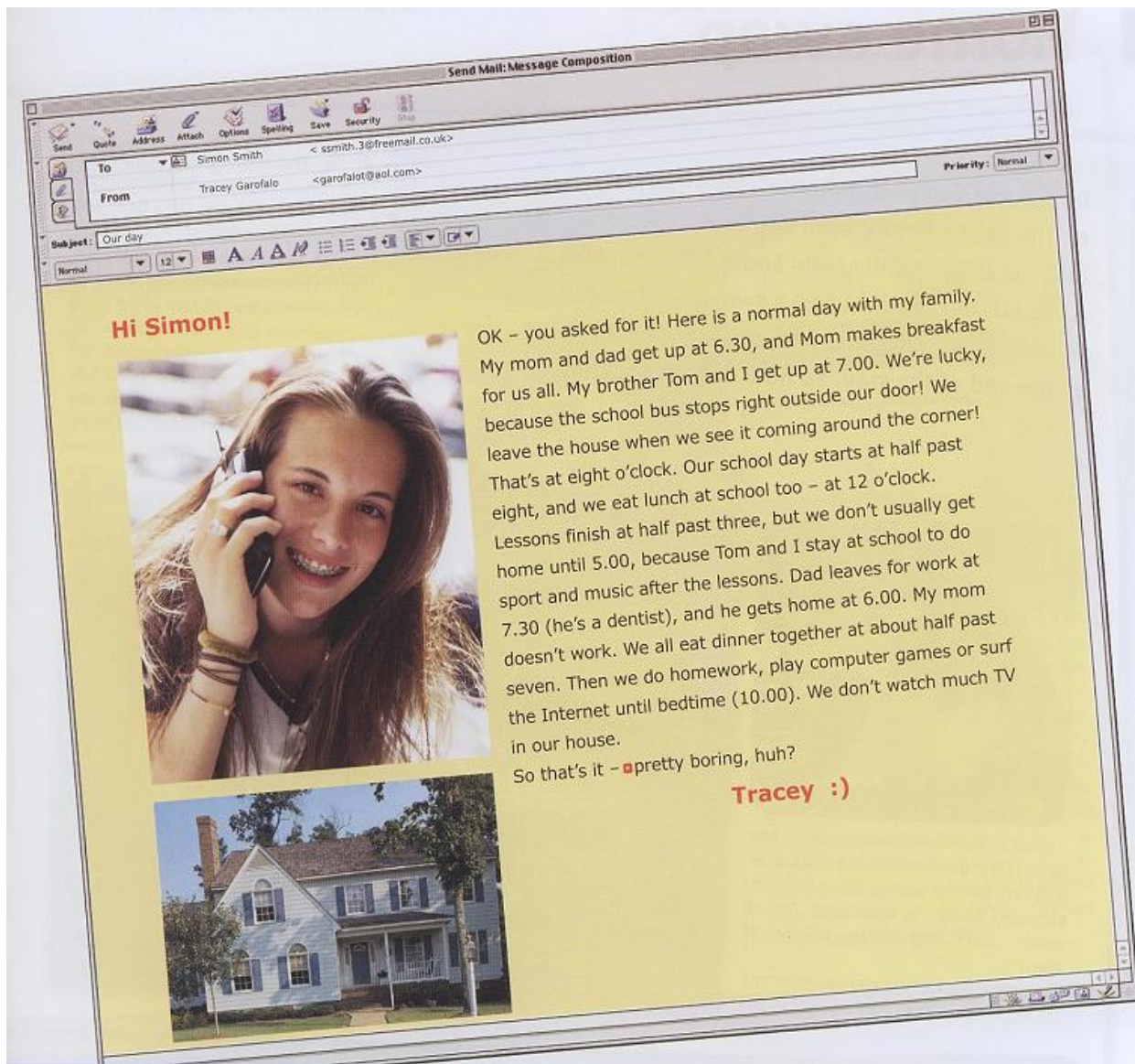
3rd March
Dear Tracey

Thanks for your letter – I've finally found an American penfriend! To answer some of your questions: I'm 16. My dad's a computer technician and my mum works in a factory. I've got two younger sisters – Kirsty and Laura. You say that you don't know anything about life in the UK, so I'm going to tell you about a typical day in our house.

My mum gets up really early, before 6.00, because she has to leave the house at 6.45. The rest of us get up at 7.00. We don't sit down together for breakfast – it's too chaotic. We leave the house at 8.15. Dad drives to the centre of town, and I walk with my sisters to the bus stop. School starts at 9.00. We have lunch at school at 12.30, and lessons finish at 3.30. Sometimes we walk home. We get home at the same time as Mum – 4.00. She gives us something to eat at about 6.00, because we're starving, but Dad doesn't get home until after 7.00, because the traffic can be really bad. She and Dad eat a meal at about 8.00, while we're watching TV or doing our homework. Mum and the girls go to bed at about 10.00 and Dad and I stay up watching films on SKY. I have to go to bed at 11.00. I don't know why Dad doesn't go to bed then too, because he always falls asleep in the middle of a film and goes to bed at about 1am!

Tell me about a typical day in your house.
You can email me on ssmith.3@freemail.co.uk

Best wishes
Simon



Module: **CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE**

Lesson 16

Topic: **Presentations and reports on the previous theme.**

Time: 80 minutes

Aim: To raise students' awareness of according to the culture and its features

Warm up activity (before reading)

Objective: to create language atmosphere

Time: 10 minutes

Materials: none

Questions:

1. What's the difference between England, Great Britain and the UK?
2. How many countries are there in Great Britain?
3. How many countries are in the UK
4. When did the south of Ireland become independent from Britain?

While reading tasks

Activity I.

Objectives: to enrich the student's knowledge about culture through specific activities

Time: 30 minutes

Materials: Handouts

Procedure:

- Divide students into three groups.
- Require the Ss to read the articles and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the culture in English speaking zones.
- If ideas wrong teacher will clarify the answers.

Northern Ireland

In 1922 the south of Ireland was made independent from Great Britain (England, Scotland and Wales) and became the Republic of Ireland. Northern Ireland remained joined politically to Britain and the United Kingdom was born. While this was a popular decision with most Irish Protestant's, it was unpopular with most of the Catholic population who wished Ireland to remain a united country. Conflict between these two groups came to crisis point in the 1970s with the terrorist activities of the IRA and the arrival of British soldiers. Even today the Northern Irish population remains divided between Unionists (or Loyalists) who want to remain a part of the United Kingdom and Republicans who oppose it.

Who are the British?

The UK is a confused nation when it comes to national identity, especially in relation to major sporting events. Commentators proudly refer to the country's internationally successful sports people as 'English' if they come specifically from England. Welsh and Scottish athletes, however, are usually given the general label 'British' without any recognition of their individual homeland's. But it's when the countries compete individually especially against each other that the idea of a 'united kingdom' becomes completely lost. At football and rugby matches there has been a strong revival of the individual flags, songs and symbols of England, Scotland and Wales and there often isn't a "Union Jack to be seen.

Away from the sports a pinch the national saints' days of St David in Wales and St Andrew in Scotland are starting to be marked with large celebrations in the same way that St Patrick's Day has always been celebrated in Ireland and the flag of St George can be seen in England on public buildings and churches where the Union Jack used to be. With Scotland and Wales now having their own parliaments there is even extreme talk of an 'English Independence Movement' and some people are wondering if the United Kingdom will last into the next century.

Old or new, big or small, Oxford's got it all!

The city of Oxford is situated 50 miles west of London. The Cotswold Hills are just beyond Oxford where you can get some lovely views over the West Country from the higher points, and the River Thames starts its journey near the city. Oxford is famous for its University and its colleges. One of the best ways to see the beautiful buildings and architecture is to do a walking tour around the center. You can visit the university's largest college, Christ Church, and visit England's smallest cathedral there! Go to Merton Street where you can see some of Oxford's most beautiful architecture. Merton College is one of the three oldest colleges in Oxford with the oldest library in the country. If you want to see some bigger colleges, Balliol and Saint John's are further out of town, so taking a bus is a better idea. If it's more modern architecture you prefer then go to see the new Business School near the railway station.

Activity II. Read the article on the page (22). Match the beginnings and the endings of the sentences.

Objective: to help participants become aware of the facts about the culture in English speaking zones.

Time: 5 min

Materials: book

__1. Welsh and Scottish sports people get annoyed when

__2. If England and Scotland play a rugby match,

__3. People enjoy St Andrew's Day and St David's Day now, but

- __4. Some buildings in England used to display the Union Jack,
- they display their own symbols and flags not British ones.
 - they show the English flag.
 - they are not referred to as Scottish or Welsh.
 - they did not use to celebrate them much

Home assignment (5 min)

- ✓ Make two activities based on the whole material
- ✓ Find additional fact about well-known places of English speaking zones.

Module:	CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE
	Lesson 17
Topic:	Case Study. Telephone language.
Time:	80 minutes
Aim:	To raise students' awareness of according to the culture and its features

Warm up activity (before reading)

Objective: to create language atmosphere

Time: 10 minutes

Materials: none

Questions:

- What do you know about the climate of the English speaking countries?
- Can you find any differences between climate of the English speaking countries and our country?
- What do you know about the wonders of the world?
- What can you say about the ancient and modern wonders of the world?

While reading tasks

Activity I.

Objectives: to enrich the student's knowledge about the climate and wonders of the English speaking countries through specific activities

Time: 15 minutes

Materials: book

Procedure:

- Divide students into three groups.
- Require Ss to read and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the climate and the wonders of the English speaking countries.
- If ideas wrong teacher will clarify the answers.

The seven natural wonders of America.

1 Death Valley (California)

Death Valley is a 250km valley between two Californian mountain ranges. It is the hottest and the lowest place in the USA, and at one famous point-Bad water Basin- you arrive at the lowest place in the western hemisphere (86 meters below sea level). Summer temperatures in Death Valley can reach 54°C, and for several months of the year the average night-time temperature is over 27°C.

2 Giant Redwood and Bristlecone Pine Trees (California)

General Sherman, a giant red wood tree in the Sequoia National Park measuring 84 metres tall, is the largest plant in the world. It is also 3,000 years old, but it isn't the oldest tree in the world. That's also in California. The bristlecone pine grows in the White Mountains, and it is the oldest living thing on earth. The most famous, named Methuselah, is over 4,000 years old.

3 The Grand Canyon (Arizona)

The Grand Canyon, eroded over thousands of years by the Colorado River and its tributaries, is 400 km long. It is 2,000 metres deep at its deepest point and 30km wide at its widest point. It is one of the most important geological sites in the world (some of the rocks are over 1,800 million years old) and it is home to a great diversity of wild life.

4 Old Faithful (Idaho)

Much of the Yellowstone National Park (which extends into Idaho, Montana and Wyoming) is volcanic rock, and there are over 10,000 geysers and hot springs in the park- the biggest concentration in the world. The most famous geyser, called Old Faithful, erupts about every 75 minutes. The eruptions last for 1-5 minutes, and shoot hot water up to 50 metres in the air.

5 The Great Lakes (Michigan, Wisconsin, Minnesota and Ontario, Canada)

The Great lakes (lakes Superior, Michigan, Huron, Erie and Ontario) form the largest system of fresh water on earth, containing 18% of the world's supply. Lake Superior is the largest and the deepest. It has the largest surface area of any fresh water lake in the world (81,000sq.km) and holds enough water to cover the entire continents of North and South America with third of a metre of water.

6 Glacier Bay (Alaska)

Glacier Bay is a wilderness of mountains, glaciers, estuaries, beaches and lakes which was covered by ice only 200 years ago. The glaciers of Glacier Bay are still retreating, revealing new landscapes every few years. Glacier Bay is now a nature reserve and is used extensively for scientific research.

7 Niagara Falls (New York State and Ontario, Canada)

The Niagara Falls are formed where the Niagara River flows between Lake Erie and Lake Ontario. There are two main water falls: the Horse shoe Falls in Canada and the American Falls in the USA. The falls are 55 metres high, and 160,000 cubic metres of water flows over them every minute.

LESSON #18

Theme #2.	Presentations and reports on the previous theme.
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
1. Warm-Up	
2. Activity 1. Match the words with their definitions	
3. Activity 2. Discuss the questions	
The aim:	
To raise students' awareness of the UK parliament, monarchy, constitution.	
Objectives:	
<ul style="list-style-type: none">• to create language atmosphere• to enrich the student's knowledge about the role of the English language in international communication through specific activities• to help participants become aware of the facts about English language as a communicative one• to watch the video and answer the question	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

Objectives:

- to lead in the topic

Procedure:

- Discuss the following questions with your students:
 - Can you name any of the people or the buildings?
 - Which country do they belong to: Britain or the USA?
 - Match the people in the photos (A-D) to the buildings (1-4).

Handout 1

Activity I. Match the words with their definitions

Objectives: to enrich the student's knowledge about the UK parliament, monarchy.

Time: 20 minutes

Materials: Handout 2

Procedure:

- Divide students into three groups.
- Distribute handouts to the Ss and give them 20 minutes to complete task.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity II. Discuss the questions.

Objective: to help participants become aware of the British parliament.

Time: 10 min

Materials: Handout 3

Procedure:

- 😊 (5 min) Distribute the students **Handout # 3**. Tell them to read the instructions carefully and do them individually first.
- 😊😊😊 (5 min) Ask them to discuss their answers within small groups
- 😊 (10 min) Discuss the statements with the whole group.

LESSON #19

Theme #19.	Revision.
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
1. Warm-Up	
2. Activity 1. Match the words with their definitions	
3. Activity 2. Discuss the questions	
The aim:	
To raise students' awareness of the US legal system, national days, protest songs, the US government.	
Objectives:	
• to create language atmosphere	
• to enrich the student's knowledge about the role of the US legal system through specific activities	

- to help participants become aware of the facts about US national days and protest songs
- to listen to patriotic song and answer the question

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

Warm-up. (10 min.)

Objectives:

- to lead in the topic

Procedure:

- Discuss the following questions with your students:
 - When and why did America become independent nation?
 - What is a nation's constitution?

Activity 1. Read the text and answer the questions

Objectives:

- To read the text and discuss it, complete the task

Time: 20 minutes

Materials: computer, handout 1

Procedure:

- 😊😊😊 (10 min) read the text .
- 😊 (10 min) Distribute the students **Handout # 1**. Tell them to read the instructions carefully and do the test individually first.
- Group discussion about the topic.

Activity 2.

Objective: to help participants become aware of American Constitution.

Time: 20 min

Materials: Handout 2

Procedure:

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

PRACTICAL LESSONS SPRING TERM

Module:	CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE Lesson 1
Topic:	Diversity and conformity.
Time:	80 minutes
Aim:	To raise students' awareness of according to the culture and its features

Warm up activity

Objective: to create language atmosphere

Time: 10 minutes

Materials: lap top, video (Body Language)

Questions:

While reading tasks

Activity I. Discuss in small groups.

Objectives: to enrich the student's knowledge about body language through specific activities

Time: 30 minutes

Materials: Handouts

Procedure:

- Divide students into three groups.
- Require the Ss to read the articles and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the body language.

- If ideas wrong teacher will clarify the answers.

Body language

Our body says a lot about us in many ways as we communicate. Body movement can indicate attitudes, and feelings while also acting as illustrators and regulators. Our body movement includes the heads, eyes, shoulders, lips, eyebrows, neck, legs, arms, fingers, orientation, hands and gestures. Together these pieces can convey if we're comfortable, unhappy, friendly, anxious, nervous and many other messages. With so many parts conveying messages, you can see how easily things can get confused and how difficult it is to manipulate nonverbal communication. Just think of the different messages which are communicated through facing a person, touching, standing at various distances and in different stances. With careful thought, however, we may begin using our bodies to further our clarity and meaning.

Appearance

Appearance is an important factor involved with nonverbal communication. In today's society, the purpose of clothing has changed from fulfilling a need to expressing oneself. Teens use fashion to determine cliques such as prep, jock, punk, or gangster. Clothing communication is continued later in life by identifying someone in a suit as a businessperson, someone wearing a black robe as a judge, doctors wearing lab coats and stethoscopes or various other positions wearing required uniforms of dress. Adornments are another form of appearance. Wearing expensive jewelry communicates one message while wearing ceremonial ornaments communicates a completely different message. Appearance also takes into account personal grooming such as cleanliness, doing one's hair, nail trimming or wearing make-up.

Overall appearance is the nonverbal that people are most aware of and manipulate the most. Appearance communicates how we feel and how we want to be viewed. Eye Contact Many sayings hold that the eye is the window to the mind. This is very true to illustrating the power of eye contact in nonverbal communication. Eye contact can maintain, yield, deny and request communication between people. People

who use eye contact are viewed as confident, credible and having nothing to hide.

Some important do's and do not's of eye contact are:

- If you have trouble staring someone in the eye, simply focus at something on their face
- When speaking to a group look at everyone
- Look at people who are key decision makers or hold power
- Look at reactive listeners
- Don't look at the floor, scripts or anything that causes you to tilt your head away from the receiver
- Don't look at bad listeners that may distract you

Body

As mentioned earlier, there are many parts of your body that add to the nonverbal message. This type of nonverbal communication is called kinesic code. It is made up of emblems, illustrators, regulators, affect displays and adapters. These behaviors are each communicated in different behaviors and movements of your body. The first important aspect of kinesics is posture. Standing or sitting in a relaxed professional manner is a positive posture nonverbal. Also, being comfortably upright, squarely facing an audience, and evenly distributing your weight are all aspects of posture that communicate professionalism, confidence, attention to detail and organization.

Nonverbals communicated by moving the trunk of your body are called body gestures. Several different body gesture strategies are to move to change mood or pace, draw attention, or reinforce an idea. Some examples are stepping aside for a transition or stepping forward to emphasize a point. Hand gestures are what are most often identified as nonverbal communication. One reason is because they are so obvious to a receiver and seem to be partly conscious. It is important to let your gestures flow naturally as if in conversation with a close friend. You may also use gestures to specifically describe shape and size, emphasize a point, enumerate a list, or picking out a specific item. In conjunction with hand gestures is touching. This is a very powerful communicator especially for establishing a link to a receiver or

conveying emotion. However, touching is dangerous because it invades a person's intimate space and may be perceived as unwanted or breaking norms. It is important to pay attention to the other person's nonverbal cues before deciding to initiate a touch. The last area of physical nonverbal communication is facial expression. Facial expression is partly innate and also partly learned. Because of the number of muscles and features, such as mouth, nose, lips, cheeks, in your face, it is extremely expressive. A face can ask questions, show doubt, surprise, sadness, happiness and a wealth of other messages.

Below is a list of some body behavior and the message they communicate.

- 1) Slumped posture = low spirits
- 2) Erect posture = high spirits, energy and confidence
- 3) Lean forward = open and interested
- 4) Lean away = defensive or disinterested
- 5) Crossed arms = defensive
- 6) Uncrossed arms = willingness to listen

Activity II. Watching video (*American Hand Gestures in Different Cultures - 7 Ways to Get Yourself in Trouble Abroad*). **What kind of other Hand gestures do you know?**

Objective: to help participants become aware of the facts about the Hand Gestures in Different Cultures.

Time: 5 min

Materials: lap top, video

Activity IV. Compare and discuss your answers in pairs or small groups.

Objective: to enrich participants' thinking awareness.

Time: 10 min

Materials: book

In your country:

1. When someone dies, what happens to their body?

a. It is buried. b. It is cremated. c. Something else

2. Where do funeral ceremonies take place?

a. In a church b. At a shrine c. Somewhere else

3. Who usually attends funerals?

d. Only men b. Men and women c. Anyone

4. What colour do people wear to signify death?

a. Black b. White c. A different colour

5. What do people usually do at funerals?

a. Cry openly and express strong emotions.

b. Keep their emotions under control.

c. Try not to cry, but cry quietly if they cannot help it.

When you die, would you prefer to be buried or cremated

Activity V. Answer the questions below on your own. Compare and discuss your answers in pairs or small groups.

Objective: to enrich participants' speaking awareness.

Time: 10 min

Materials: book

1. How do you feel when the subject of death comes into the conversation?

a. Uncomfortable - I don't want to talk about it.

b. It depends how other people react.

c. Fine - it's perfectly natural to talk about death.

Or do you have another reaction?

2. You have to tell a close friend that a mutual friend of yours has died. You know that they were very close. How would you start the conversation?

a. I'm afraid we won't be meeting Mary for lunch on Friday after all.

b. Have you heard? Mary's just died.

c. You'd better sit down. I've got some bad news about Mary. She died last night.

Or would you say something else?

3. A friend of yours (a rather unreliable one) has just died, owing you a lot of money. After the funeral his sister comes to talk to you. Do you say:

- a. I was hoping to meet one of the family so I can get my money back.*
- b. Poor George! He was such a good friend. (and forget about the money)*
- c. I shall miss George - but not as much as the £1000 he owed me!*

Or would you say something else?

4. If the only work available was working with dead bodies - for example as an undertaker or a pathologist - what would you do?

- a. Take the job. Somebody has to do jobs like that. It's no big deal.*
- b. I could never do a job like that. 'What would my friends think? I'd rather starve.*
- c. I'd ask for a huge salary. It would be OK if I was paid a lot.*
- d. Please stop talking about it. I feel sick.*

Activity VI.

Objective: to enrich participants' vocabulary and thinking awareness.

Time: 5 min

Materials: book

Do you find this conversation offensive?

I haven't seen Harry for months. How is he?

Dead! He died just before Christmas.

Which would you prefer to say?

He passed away just before Christmas.

or

We lost him just before Christmas.

Do you use similar expressions in your language to avoid the words dead or died? If so, what are they?

Module:	CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE Lesson 2
Topic:	Presentations and reports on the previous theme.
Time:	80 minutes
Aim:	To raise students' awareness of according to the culture and its features

Warm up activity (before reading)

Objective: to create language atmosphere

Time: 10 minutes

Materials: none

Questions:

9. Do you have state schools and private schools in your country?
10. What type of parents tends to send their children to private schools?
11. What type of school often has the best teachers and the best exam results?
12. Why are some women in the English-speaking world having babies later in life?

While reading tasks

Activity I.

Objectives: to enrich the student's knowledge about the citizenship of the English speaking countries through specific activities

Time: 30 minutes

Materials: Handouts

Procedure:

- Divide students into three groups.
- Require Ss to read and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the climate and the wonders of the English speaking countries.

- If ideas wrong teacher will clarify the answers.

A VIEW FROM YEAR 10

I'm Daniel Yates and I go to Hanbury Comprehensive School in Birmingham. Comprehensive schools are paid for by the state. There are 1,500 pupils here and the classes are quite big - about 25 pupils in a class. This year's A-level results were quite good - 40% of the students got A or B grades. About 50 pupils from Hanbury manage to get in to university each year, but not many go to places like Oxford or Edinburgh. I think there was a pupil two years ago who got into Cambridge, but that's unusual.

First impressions of Chalfont.

My name's Harriet Fisher and I'm a pupil at Chalfont College for Girls. The school is 150 years old, and it's an independent school for girls. That means that our parents pay for our education, not the state. The fees here are about £6,000 per term if you are a boarder, or about £4,000 per term if you are a day pupil. I'm lucky to be here because it's a fantastic school. We have small class sizes (about 9 pupils), the exam results are usually excellent, and every year lots of pupils get into top universities like Oxford and St Andrew's.

School heads boycott: Bristol University

Bristol University is being boycotted by top independent schools because of its alleged policy of positive discrimination. Surveys reveal that record numbers of the best independent students have been rejected by Bristol this year, despite having impeccable grades, and the Headmasters' and

Headmistresses' Conference and the Girls' Schools Association are now advising their A-level students not to apply to the university. Angry teachers say that Bristol is deliberately choosing state school students with lower grades instead in order to meet government "quotas".

In its defense, the university said that it was under pressure from the government to increase its intake of state school pupils. At present, the government issues guidelines to universities regarding the proportion of state school pupils that they should admit, but universities could soon be under even more pressure to admit poorer students. The government plans to replace the current system with specific targets based on students' parents' income and whether their parents went to university.

Activity II. Read the table of statistics and the profiles of the two pupils. (page 134) Find out:

Objective: to help participants become aware of the facts about English speaking zone.

Time: 5 min

Materials: book

1. how much it costs to send a girl to Chalfont College for Girls each term, if they don't live at the College.
2. if a comprehensive school is a private or a state school.
3. the proportion of teachers to students at Chalfont College for Girls.
4. The names of four top UK universities.
5. what percentage of UK pupils go to a private school.
6. what percentage of students at Oxtord and Cambridge Universities come from private schools.
- 7.

CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE	
Module:	Lesson 3
Topic:	Case Study. A takeover.
Time:	80 minutes
Aim:	To raise students' awareness of according to the culture and its features

Warm up activity (before reading)

Objective: to create language atmosphere

Time: 10 minutes

Materials: none

Questions:

13. What do you know about immigration system of our country?
14. How can somebody become a citizen of USA?
15. What makes mother's to work?
16. What type of baby sitters do you know in our country?

While reading tasks

Activity I.

Objectives: to enrich the student's knowledge about the citizenship and other important facts of the English speaking countries through specific activities

Time: 30 minutes

Materials: Handouts

Procedure:

- Divide students into three groups.
- Require Ss to read and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the citizenship and other important information of the English speaking countries.
- If ideas wrong teacher will clarify the answers.

Who's holding the baby?

These days, better education and career opportunities for women in the English speaking world mean that many women are leaving it until the age of 30, or even 40, to start a family. By this age, many women already have successful careers which they are often reluctant to give up. These days there are a number of men, especially those in couples where the woman earns the most money, who are happy to stay at home in the traditional role of the "housewife", but for a large proportion of couples this is not an option. Financial pressures, particularly in the UK, where house prices have reached astronomical heights, mean that many couples cannot afford to give up one of their salaries when a baby arrives. In 590/0 of British couples with children, both parents work and some women return to work when their babies are only three or four months old. So who is holding the baby for these couples?

Jenny. Cope.

child-minder, Lincoln, England

"I look after five different children in total, but they come on different days of the week, so I only ever have three each day. My house isn't big enough for any more! Today I'm a minding Kieran, who's three, Toby, who's two, and George, who's fourteen months. Their parents all work full-time, and they bring them at different times of the day. For example, Kieran arrives her eat half past seven and his mum collects him at six o'clock in the evening. I play with them, give them their meals, do some educational stuff with them and let them watch videos, We go out a lot, too - for walks or picnics:

Tricia Durham

Day care assistant, Pittsburg USA

"I work here at Daisies Day Care Center, doing the early shift. That means that I work from eight in the morning until four in the afternoon, although the center is open until six in the evening. We take children from birth to five years. Their parents leave them here at the center and pick them up after work. We have five different rooms one is for the babies to play in, two are for the older children to play in, one is for the babies to sleep in and one is where we serve their meals. Of course there's also a big play ground outside we do a lot of educational activities with the older children - music, painting, nature studies. They don't just play with toys all day.

Activity II. Read the first paragraph of Who is holding the baby? and answer the questions.. (page 140) Find out:

Objective: to help participants become aware of the facts about English speaking zone.

Time: 5 min

Materials: book

1. Why are some women in the English-speaking world having babies later in life?
2. What some times happens in couples where the woman earns more than the man?
3. What causes particular financial pressure on families in the UK these days?
4. In what percentage of British families do both them other and the father work?

Activity III. Read the text at page 135. Quickly read the profiles of the three women and match the words to their definitions.

Objective: to integrate the thinking ability of the students

Time: 5 min

Materials: book

- __1. child minder
- __2. daycare center
- __3. nanny
- __4. nursery

- a. A special type of 'school' where parents can leave very young children all day(American English)
- b. a special type of' school' where parents can leave very young children all day (British English)
- c. Someone who looks after one family's children in the family's home
- d. Someone who looks after various people's children in their own home

LESSON 4

Theme #4	Presentations and reports on the previous theme.	
Length: One hour and twenty minutes	Number of Students: 12	
Lesson Outline		
4. Warm-Up		
5. Activity 1. Match the words with their definitions		
6. Activity 2. Discuss the questions		
7. Activity 3. Read the text and answer the questions		
8. Activity 4. Listening		
9. Activity 5. Case Study		
The aim:		
To raise students' awareness of the UK parliament, monarchy, constitution.		
Objectives:		
<ul style="list-style-type: none"> • to create language atmosphere • to enrich the student's knowledge about the role of the English language in international communication through specific activities • to help participants become aware of the facts about English language as a communicative one • to watch the video and answer the question 		
Activity Type:	Individual, small group, whole class (teacher-students)	

Warm-up. (10 min.)

Objectives:

- to lead in the topic

Procedure:

- Discuss the following questions with your students: look the picture on page 63
- What are the schoolpupils in the photos doing?
- Which countries doyou think they are from?
- Do the schools look like your school?

Activity I. Discuss the questions

Objectives: to enrich the student's knowledge about the Education system.

Time: 10 minutes

Materials: Handout 1, look the book on page 64

Procedure:

- Divide students into three groups.
- Distribute handouts to the Ss and give them 5 minutes to complete task.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity 1. Discuss the questions

At what age do children start school in your country?

When do they take major exams?

Do you think those ages are appropriate?

Activity II. Read the text and answer the questions.

Objective: to help participants become aware of the education system in England.

Time: 20 min

Materials: Handout 2

Procedure:

- 😊 (5 min) Tell them to read the instructions carefully and do them individually first.
- 😊😊😊 (5 min) Ask them to discuss their answers within small groups
- 😊 (10 min) Discuss the statements with the whole group.

Read the text and answer the questions.

1. What IS the difference between Ryde College and most other British schools?

a. Ryde College has better teachers.

b. Ryde College students study earlier and more quickly

c. Ryde College takes only the best students. .

2. Find the names of two English school exams.

3. Find the English word for a university qualification.

Find the English word for a university qualification.

Complete the table about the usual education system in England. You can find the information in the text.

The state system Age

Begin primary schoolor...
Begin secondary school	11
Start studying for GCSE exams	14
Take GCSE exams	(students can leave school at this age)
Take exams	18

What is the youngest age for a student at Ryde College to'

1. start a technology class? .
2. pass a GCS E exam?
3. pass an A-level exam?

Activity 3 Matching

Objectives:

- To read the text and discuss it, complete the task

Time: 20 minutes

Materials: computer, handout 3

Procedure:

- 😊😊😊 (10 min) Do the task on page 65

Activity 4. Speaking

Objective: to help participants become aware of the education system in England.

Time: 20 min

Materials: Handout 4 on page 65

Procedure:

- 😊 (5 min) Tell them to read the instructions carefully and do them individually first.
- 😊😊😊 (5 min) Ask them to discuss their answers within small groups
- 😊 (10 min) Discuss the statements with the whole group, then play the recording

What are the advantages and disadvantages of encouraing very young chldren to study and be successful? Think about

- > makrng the most of your abilities. .
- > getting good qualifications.
- > getting a good job. -
- > being different from other children.
- > free time.
- > stress .

LESSON #5

Theme #5	Group characteristics.
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
10. Warm-Up	
11. Activity 1. Match the words with their definitions	
12. Activity 2. Discuss the questions	
13. Activity 3. Read the text and answer the questions	
14. Activity 4. Listening	
15. Activity 5. Case Study	
The aim: To raise students' awareness of the UK parliament, monarchy, constitution.	
Objectives:	
<ul style="list-style-type: none"> • to create language atmosphere • to enrich the student's knowledge about the role of the English language in international communication through specific activities • to help participants become aware of the facts about English language as a communicative one • to watch the video and answer the question 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

Objectives:

- to lead in the topic

Procedure:

- Discuss the following questions with your students: look the picture on page 63
- How is the British higher education system different to the system in your country?
- Do you think students in the UK are in a better or worse position than students in your country?
- If you could take a gap year, where would you go and what would you do?

Activity I. Speaking

Objectives: to enrich the student's knowledge about the Higher Education system in UK.

Time: 10 minutes

Materials: Handout 1, look the book on page 66

Procedure:

- Divide students into three groups.
- Distribute handouts to the Ss and give them 5 minutes to complete task.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity 1. Discuss the questions

What do you want to do when you leave school?

Do you want to get a job or do you want to continue studying?

Activity II. Read the text and answer the questions. on page 66

Objective: to help participants become aware of the education system in England.

Time: 20 min

Materials: Handout 2

Procedure:

- 😊 (5 min) Tell them to read the instructions carefully and do them individually first.
- 😊😊😊 (5 min) Ask them to discuss their answers within small groups
- 😊 (10 min) Discuss the statements with the whole group.

Read the text about British university students. Choose the correct answers to the questions.

1. British degree courses are usually
 - a. five years long.
 - b. three years long.
 - c. two years long.
2. The British government gives loans to help students pay for
 - a. their education.
 - b. their living expenses.
 - c. both.
3. a. Every student receives |
b. Some students receive loans of £4,000 per year.
c. No student receives
4. Students have to pay back their loans as soon as
 - a. they finish their degree.
 - b. they get a job.
 - c. they start earning a certain sum.
5. a. There is always
There is sometimes repayment of student loans.

c. There isn't

Read Amanda's diary and answer the questions.

1. What accommodation does she live in?
2. How much money will she owe the government when she leaves university?
3. How much is the rent on her friends' flat?
4. How was the situation different when her mum was at university?

Activity 3 Working with vocabulary

Objectives:

- Find words in the text and discuss it, complete the task

Time: 20 minutes

Materials: computer, handout 3

Procedure:

- 😊😊😊 (10 min) Do the task on page 67

Find words in the texts that mean:

1. money that you must pay a university for teaching you.
2. students who have just taken their A-levels.
3. to leave university with a degree.
4. talks given by a university tutor to a large number of students.
5. a slang abbreviation for 'university'.

Activity 4. Listening

Objective: to help participants become aware of the higher education in England.

Time: 20 min

Materials: Handout 4 on page 65

Procedure:

- 😊 (5 min) Tell them to read the instructions carefully and do them individually first.
- 😊😊😊 (5 min) Ask them to discuss their answers within small groups
- 😊 (10 min) Discuss the statements with the whole group, then play the recording

Listen to Mark and Rachel discussing the Greenforce advertisement. Answer the questions.

1. What does Mark think of the advertisement? Why?
2. What does Rachel think of it? Why?
3. What does Mark want to do with his gap year?
4. What does Rachel want to do?

Module:	CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE
	Lesson 6
Topic:	Presentations and reports on the previous theme.
Time:	80 minutes
Aim:	To raise students' awareness of according to the culture and its features

Warm up activity

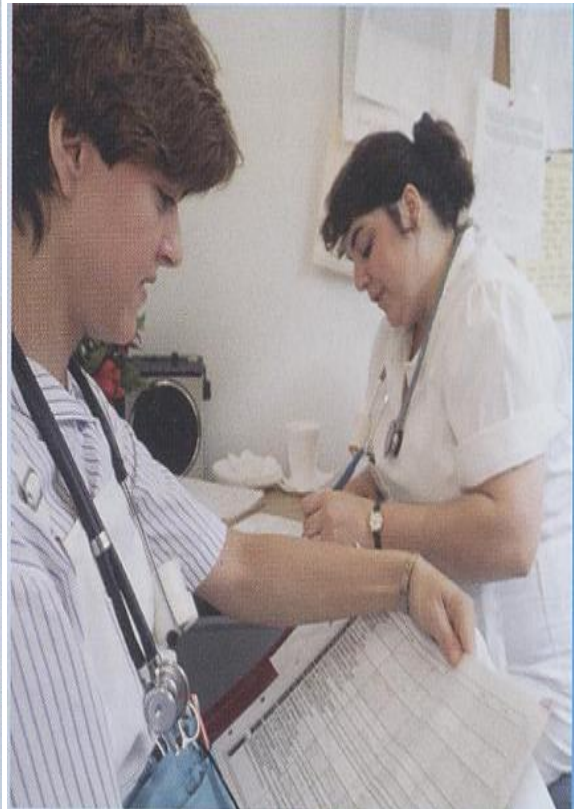
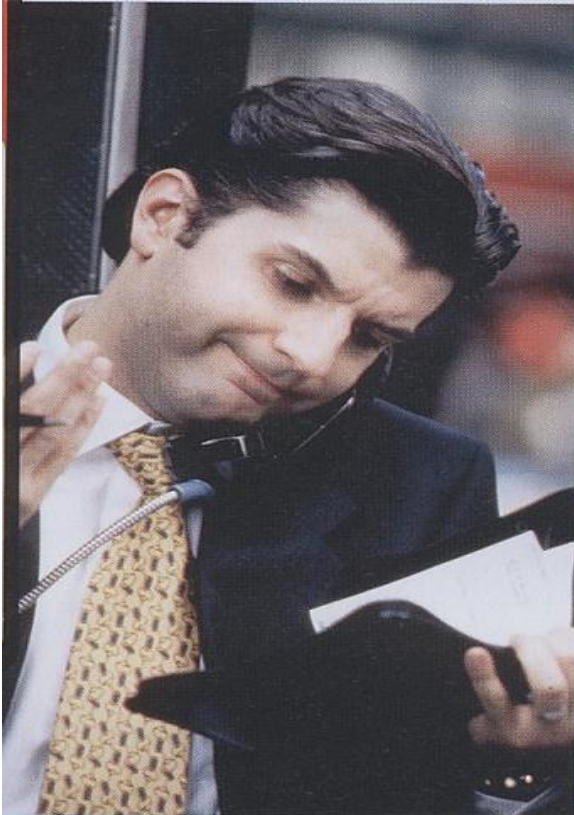
Objective: to create language atmosphere

Time: 10 minutes

Materials: none

Questions:

- What jobs do you think that the people in the photographs do? Which of the people do you think are: American? British? European? African?
- What job is depicted in the photos? Do you know anyone who does this job? How do they feel about it?





Which eight countries form the G8 group, which consists of the world's richest industrial nations?

Module: CULTURAL AWARENESS AND INTERCULTURAL
COMPETENCE

Lesson 7

Topic: Case Study. Troubleshooting.

Time: 80 minutes

Aim: To raise students' awareness of according to the culture and its features

Warm up activity

Objective: to create language atmosphere

Time: 10 minutes

Materials: none

Questions:

17. What's the difference between England, Great Britain and the UK?
18. How many countries are there in Great Britain?
19. How many countries are in the UK?
20. When did the south of Ireland become independent from Britain?

While reading tasks

Activity I. Read both texts quickly and find out.

Objectives: to enrich the student's knowledge about global markets through specific activities

Time: 30 minutes

Materials: Handouts

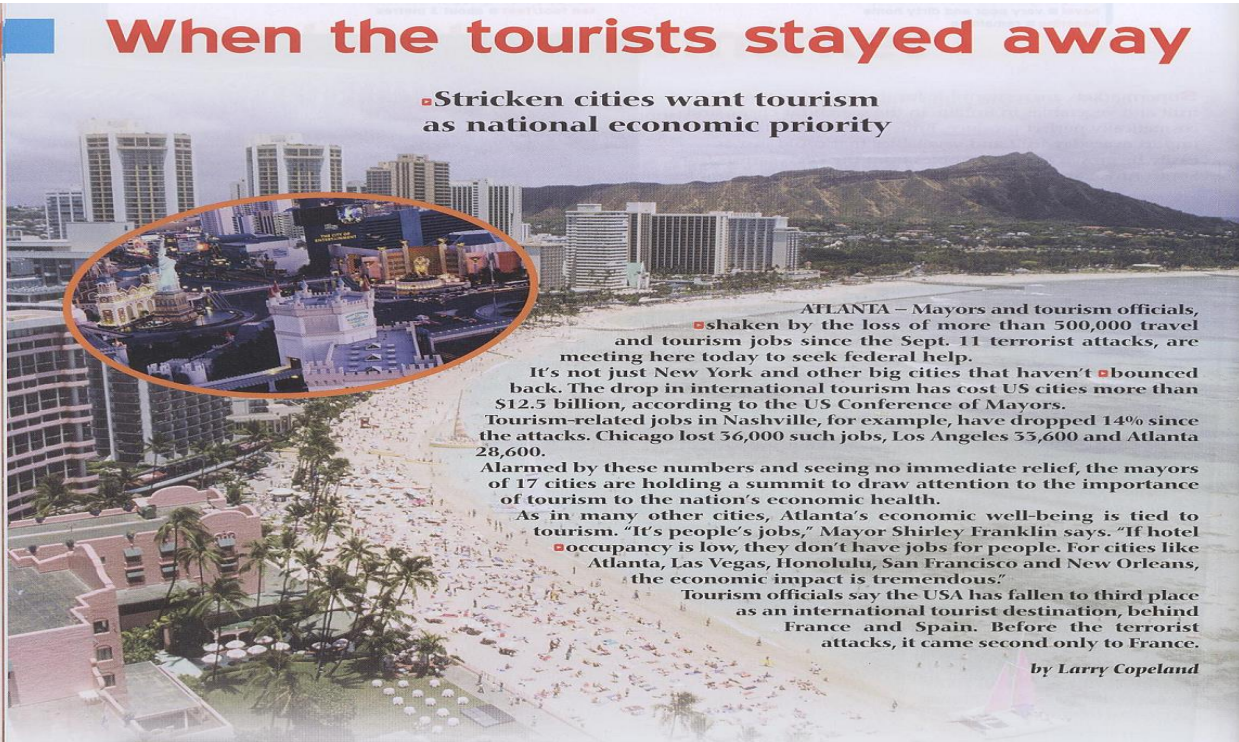
Procedure:

- Divide students into three groups.
- Require the Ss to read the articles and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the global markets.

- If ideas wrong teacher will clarify the answers.

When the tourists stayed away

Stricken cities want tourism as national economic priority



ATLANTA – Mayors and tourism officials, shaken by the loss of more than 500,000 travel and tourism jobs since the Sept. 11 terrorist attacks, are meeting here today to seek federal help.

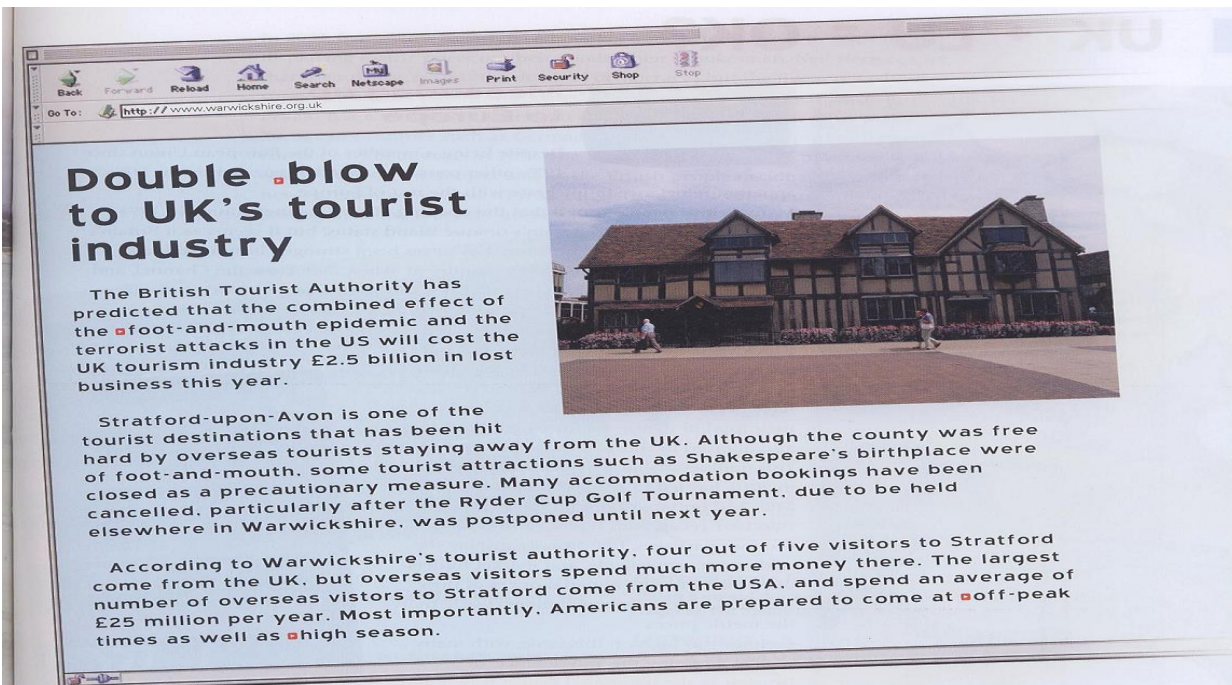
It's not just New York and other big cities that haven't bounced back. The drop in international tourism has cost US cities more than \$12.5 billion, according to the US Conference of Mayors. Tourism-related jobs in Nashville, for example, have dropped 14% since the attacks. Chicago lost 56,000 such jobs, Los Angeles 53,600 and Atlanta 28,600.

Alarmed by these numbers and seeing no immediate relief, the mayors of 17 cities are holding a summit to draw attention to the importance of tourism to the nation's economic health.

As in many other cities, Atlanta's economic well-being is tied to tourism. "It's people's jobs," Mayor Shirley Franklin says. "If hotel occupancy is low, they don't have jobs for people. For cities like Atlanta, Las Vegas, Honolulu, San Francisco and New Orleans, the economic impact is tremendous."

Tourism officials say the USA has fallen to third place as an international tourist destination, behind France and Spain. Before the terrorist attacks, it came second only to France.

by Larry Copeland



Double blow to UK's tourist industry

The British Tourist Authority has predicted that the combined effect of the foot-and-mouth epidemic and the terrorist attacks in the US will cost the UK tourism industry £2.5 billion in lost business this year.

Stratford-upon-Avon is one of the tourist destinations that has been hit hard by overseas tourists staying away from the UK. Although the county was free of foot-and-mouth, some tourist attractions such as Shakespeare's birthplace were closed as a precautionary measure. Many accommodation bookings have been cancelled, particularly after the Ryder Cup Golf Tournament, due to be held elsewhere in Warwickshire, was postponed until next year.

According to Warwickshire's tourist authority, four out of five visitors to Stratford come from the UK, but overseas visitors spend much more money there. The largest number of overseas visitors to Stratford come from the USA, and spend an average of £25 million per year. Most importantly, Americans are prepared to come at off-peak times as well as high season.

Activity II. Complete the table with the correct dates from the text

Objective: to help participants become aware of the facts about the global markets.

Time: 5 min

Materials: book

Year	Event
.....	UK joins the EU
.....	Metric system introduced in British schools
.....	Channel Tunnel opened
.....	Obligatory pricing of food in metric measurements
.....	Major European countries adopt the euro
.....	Pricing of food in imperial measurements must end

UK + EU = OK?



Measuring up to Europe

Despite being a member of the European Union since 1973, other countries are often puzzled by the UK's apparent reluctance to integrate with the rest of Europe. Many British people feared that the opening of the Channel Tunnel in 1994 would mean an end to Britain's unique island status, but it seems as if Britain's reputation for 'splendid isolation' has never been stronger. Britons still talk about going 'to Europe' or 'to the continent' when they cross the Channel, and foreign visitors to a British pub today are still served beer in pints, and still have to pay for those pints in pounds sterling.

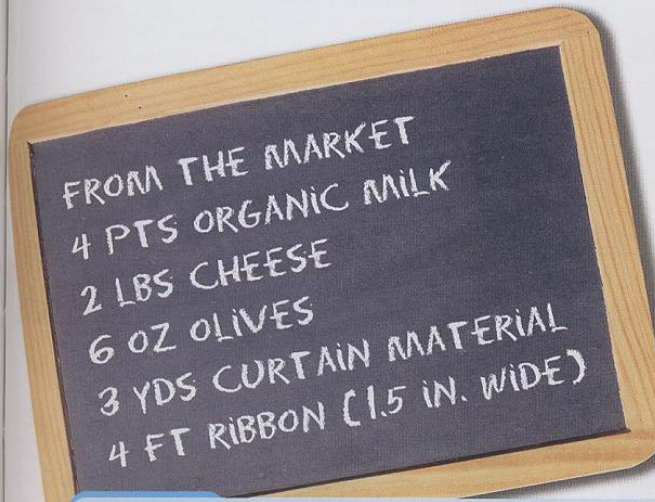
The metric system has been taught in British schools since 1974 and today's teenagers use it without thinking, but most Britons over 40 still cling on to imperial measurements. Since 2000, all food retailers have been obliged by law to price and weigh their food in metric measurements, but they are also allowed to show the imperial equivalents. This double-labelling, which will have to end in 2010, has led to a number of compromises. Milk and butter are still produced in their standard, recognised 1-pint cartons or 8-ounce packages, but proudly display the odd metric equivalents, and market traders often advertise the imperial prices of their fruit and vegetables much more clearly than the metric prices.

Feelings run high on this issue, with many people resenting the 'interference' of Brussels in the traditional British way of life.





In 2002, five 'metric martyrs', all market traders, were taken to court for not displaying metric prices on their goods. Their spokesman, Neil Herron, said that their defeat meant "the death of democracy", but the five received huge support from the public, who raised £250,000 to help pay their legal costs. Britain has also constantly delayed adopting the euro, which other major European countries such as Germany, France and Italy accepted as their currency without fuss in 2002. The British government has promised to hold a referendum on the subject and let the British people decide if they want the new currency or not, but with an estimated 65% of voters currently opposed to joining the euro, it is very uncertain when this will take place.



CONVERSION TABLE	
Imperial	Metric
Length	
1 inch (in)	2.54 centimetres
1 foot (ft)	0.31 metre
1 yard (yd)	0.91 metre
Weight	
1 ounce (oz)	28.35 grams
1 pound (lb)	0.45 kilos
Liquid	
1 pint (pt)	0.57 litres

CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE

Module: **Lesson 8**

Topic: **Presentations and reports on the previous theme.**

Time: 80 minutes

Aim: To raise students' awareness of according to the culture and its features

Warm up activity (before reading)

Objective: to create language atmosphere

Time: 10 minutes

Materials: none

Questions:

21. What do you know about the notion of literature?

22. Do you know what kind of books do we include to literary books?

23. Would you like to read books?

24. What kind of well-known book would you like to read?

While reading tasks

Activity I.

Objectives: to enrich the student's knowledge about the world of literature and other important facts of the English speaking countries through specific activities

Time: 30 minutes

Materials: Handouts

Procedure:

- Divide students into three groups.
- Require Ss to read and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the literature and other important information of the English speaking countries.
- If ideas wrong teacher will clarify the answers.

Activity II. Put these events of Magua's life in the correct order on page 151.

Objective: to help participants become aware of the facts about English speaking zone.

Time: 10 min

Materials: book

- a. He joined the Mohawk tribe.
- b. He lived a peaceful life with his native tribe.
- c. He fought against his native tribe with Munro as his leader,
- d. The English and the French declared war on each other.
- e. His native tribe rejected him

Activity III. Read the text on page 150 and answer to the following questions.

Objective: to integrate the thinking ability of the students

Time: 10 min

Materials: book

1. Why is Emma interested in poor people, but not in farmers like Robert Martin?
2. Who does Emma think Robert Martin should marry, and when?
3. How does she think that Harriet should behave towards Robert's wife when he marries? Why?
4. Why is Emma satisfied at the end of the conversation.

What social class do you think Emma belongs to? What is her attitude to people from other social classes?

Why do you think Emma is so interested in Harriet?

What is the poet saying in lines 1 and 9-10 of the first poem on page 149?

Why is this unusual? How is the second poem a more traditional subject for a poet?

Home assignment (5 min)

- ✓ Make two activities based on the whole material
- ✓ Find additional fact about the working day of mothers who has young babies.

Module:	CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE Lesson 9
Topic:	Observing conventions.
Time:	80 minutes
Aim:	To raise students' awareness of according to the culture and its features

Warm up activity (before reading)

Objective: to create language atmosphere

Time: 10 minutes

Materials: none

Questions:

25. What do you know about the notion of art?
26. Do you know what kind of books do we include to artificial books?
27. Would you like to read or watch tales?
28. What kind of well-known tale do you know?

While reading tasks

Activity I.

Objectives: to enrich the student's knowledge about the world of art and other important facts of the English speaking countries through specific activities

Time: 30 minutes

Materials: Handouts

Procedure:

- Divide students into three groups.
- Require Ss to read and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the art and other important information of the English speaking countries.
- If ideas wrong teacher will clarify the answers.

The Lord of the Rings

The turn of the millennium produced a number of polls of "The nation's favorite...".

The winner of three national British polls, Amazon. com's "Book of the Millennium", Channel 4's "Book of the Century" and BBC's "Big Read", was Tolkien's *The Lord of the Rings*, and Tolkien himself was voted "Author of the Century" in several other surveys.

The film versions of Tolkien's trilogy have widened his readership even further, But why does the book have this phenomenal reputation?

A story for all time

First published in 1954, J.R.R. Tolkien's *The Lord of the Rings* tells the story of how the most powerful object in the universe, the One Ring, falls into the hands of Frodo Baggins, a young human-like creature. Frodo must then begin a long and dangerous

journey to take the Ring to the only place where it can be destroyed forever. The book has been translated into 25 languages and has sold nearly a hundred million copies.

People regularly name it as their favourite book- but what can explain its enduring popularity? Of course The Lord of the Rings offers readers a complete fantasy world with its own geography and language, but its story is also based on timeless themes and characters that re- occur through all literature.

Many popular stories involve an underdog, who is taken from his ordinary life and sent on a quest through good and evil. During the quest he starts to understand himself and some of the mysteries of life, better. In this way the book echoes some of the oldest stories in Europe - the King Arthur myths. In these, the humble peasant Perceval is the only one of Arthur's knights brave and pure enough to find the Holy Grail. The cup that Jesus once drank from. After a dangerous quest of many years he finally achieves peace and satisfaction. The good and evil armies in Lord of the Rings also echo John Milton's Paradise Lost (1667)- the ultimate battle between good and evil in which the main characters are God and the Devil.

Many critics now look back on the Lord of the Rings as an allegory of the two world wars when brave small countries defended themselves against fascist Dictators and their armies. Some even see the One Ring as symbolising man's control of the nuclear bomb.

Activity II. Read the text on page 113. According to the text, which child star(s):

Objective: to help participants become aware of the facts about English speaking zone.

Time: 10 min

Materials: book

1. haven't made any films since their childhood?
2. have had successful careers as adult film stars?
3. have had a successful career or role outside of films or acting?
4. separated from their families?

5. had a famous grandfather?
6. had drug problems while still a child?
7. had problems with a fan?
8. earned the most money as a child?
9. was married a lot of times?
10. has also directed films?

Activity III. Read the text Breaking and battling on page 114 and the table of hip-hop terms. Are the following statements true or false?

Objective: to integrate the thinking ability of the students

Time: 5 min

Materials: book

1. Break dancing began in the 1980s.
2. Break dancing is an athletic style of dance.
3. Break dancing is competitive.
4. The Rock Steady Crew only formed recently.
5. You can watch street dance at the Rock Steady Crew Anniversary.
6. Only Americans compete at the Anniversary.
7. A 'b-boy' is a male dancer.
8. A 'battle' is a rapping competition.

Activity IV. Read the definitions of break dance moves from page 115 and find words that mean

Objective: to enrich participants' vocabulary and thinking ability.

Time: 5 min

Materials: book

1. moving smoothly along the floor without taking your feet off the floor, like on ice.
2. turning very quickly.
3. moving from side to side, or in a circular motion.
4. making a quick movement where you reverse your position.

Activity V. Read the text about John Williams on page 117 and find out

Objective: to enrich participants' vocabulary and thinking ability.

Time: 5 min

Materials: book

1. where he was born.
2. where he studied.
3. an instrument that he can play.
4. how many film scores he has written.
5. how many Oscar she has won.
6. another musical talent he has, apart from writing and playing music.

Activity VI. Speaking Do you agree or disagree with these statements?

Objective: to work on students speaking ability.

Time: 10 min

Materials: none

With a partner, take turns to interview each other about your life as a child star. Complete all the information in the table about your partner, then ask each other how you feel about being a star, and if you have had any problems.

Home assignment (5 min)

- ✓ Make two activities based on the whole material
- ✓ Find additional fact about the working day of mothers who has young babies.

LESSON #10

Theme #10.	Presentations and reports on the previous theme.
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Length: 80 minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none">1. Warm-up2. Activity 1.PPT3. Activity 2. Watching video rolic4. Activity 3. Scan the text	
The aim: To teach students about the future of the English language	
Objectives:	
<ul style="list-style-type: none">• to lead-in to the topic and to raise students' interest to it• to enrich students' awareness of the future of the English language• to develop students' speaking, listening skills	

<ul style="list-style-type: none"> • to improve student' knowledge about the future of English by doing through specific activities. • to help participants become aware of the information about the future of the English language • to develop Ss' speaking skills
Activity Type: Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

- Ask Ss questions
- What is subject-verb agreement
- **To create a good atmosphere in class in order to motivate students and develop students' interest to the lesson using a method "Brainstorming" and by giving some questions.**

Questions:

- 1. What will the future of the English look like?**
- 2. How many countries will take English as a second language?**
- 3. What can you say about the percentage of English speaking countries?**
- 4. What do you think how will be the future of English**

Activity I. PPT

Objectives: to enrich students' awareness of the future of the English language

Time: 3min

Materials: Presentation

Procedure:

- Show a presentation to the students
- Giving explanations
- After explaining, ask Ss to share their ideas with the group
- Require Ss to support their ideas with the help of significant facts.

Activty 2 Watching video rolic

Objectives: to develop students' speaking, listening skills

Time: 7 min

Materials: video-rolic

Procedure:

- Watch the video
- Begin to discuss with students in group
- Share their own ideas about the main theme on video

Activity III.

Objectives: to improve student' knowledge about the future of English by doing through specific activities.

Time: 10 min

Materials: hand-out

Procedure:

- Divide students into three groups.
- Distribute hand-outs to the Ss and give them 20 minutes to scan the texts
- Ask Ss to share their ideas with their partners and present their findings to the group
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers. A new hegemony of English in the future

Activity IV. Identify true or false

Objective: to help participants become aware of the information about the future of the English language

Time: 10 min

Procedure:

- **Decide whether these statements are TRUE or FALSE.**
- - Ask Ss to share their ideas with their partners and present their finding to the group
- Elicit the most interesting ones and discuss with the whole group.

Material for the lesson

Handout 1

Part A

The concept of linguistic imperialism, such as put forward in Robert Phillipson's ground-breaking book in 1992, does not wholly explain the current enthusiasm for English which seems driven primarily by parental and governmental demand, rather than promotion by anglophone countries. Trying to understand the reasons for the continuing adoption of English and its consequences within the imperialism framework may even have the ironic effect of keeping native speakers centre-stage, flattering their self-importance in a world that is fast passing them by. It may also distract from the new forms of hegemony which are arising, which cannot be understood simply in terms of national interests in competition with each other.

One problem with the much-heard idea that English is turning everyone into 'wannabe' Americans is that the current rapid diffusion of English is occurring at the same time as the USA is losing international prestige. Surveys carried out by the US-based, non-partisan Pew Research Center show that in an increasing number of countries, the majority of the population hold anti American attitudes (3.4). In mid 2005, they concluded: anti-Americanism is deeper and broader now than at any time in modern history. It is most acute in the Muslim world, but it spans the globe – from Europe to Asia, from South America to Africa . . . Simply put, the rest of the world both fears and resents the unrivaled power that the United States has amassed since the Cold War ended.

Part B

There is also much evidence that cultural flows are no longer as unidirectional as they used to be. Only a few years ago it was assumed that the world's media and entertainment would continue to be filled with US-originated audio-visual material projecting American cultural values around the world. Already that phase of globalization is fading. In East Asia, Chinese viewers are more interested in soap opera from Korea than the USA. Japanese Manga comics are being taken up in Europe and the USA. Hong Kong action

The promotion of English around the world has long been seen as a neo-imperialist project but it is time to understand the new dynamics of power which global English brings. For many years now we have been referring to English as a global language, as the language of communication and technology. Everybody seems to be learning English and it isn't uncommon to see English being used as a means of communication between, let's see, a German scientist and an Italian politician. These days, if you don't know English, you are in danger of being excluded from what's going on - in education, at work and especially in the world of

technological advances. Very soon English will be the second language of all the people in the world. This is happening while I am speaking to you. We can't be certain of how long the process will take but there is no doubt that it will happen and my bet is that it will happen sooner rather than later.

Part C

First of all English will be an obligatory subject on every school curriculum throughout the world. By the year 2010 around two billion people that's about a third of the World's population will speak English as their second language. This isn't my prediction by the way. This is what the experts say. We can see evidence of these changes all the time. Let's take the Euro vision Song Contest as an example.

Whatever we might think of the contest itself, one thing that has changed recently is that now countries can opt to sing in English. In the last festival fourteen of the twenty-five competing countries asked for the rules to be changed to allow them to sing in English. They argued that singing in their own language would put them at a disadvantage. I suspect that in a few years time all twenty-five countries will be singing in English. And what exactly does all of this mean for native speakers of English? Well, we are already in a minority. If the calculations are correct, then in ten years time, majority speakers - that is non-native English speakers - will outnumber native English speakers by four to one. The two most important Englishes won't be British English and American English. They'll be Native English and Majority English. So native English speakers will be handicapped. We will be the only people in the world who speak just one language. Because, let's face it, there won't be much of a reason for native English speakers to learn a second language. We, and not the majority English speakers, will be the disadvantaged.

As more and more people speak English, it makes sense that they will become more competent. They will start to control more of the English resources being produced and to have a say in what should or shouldn't be included in dictionaries and language books. This might seem far fetched but it is already starting to happen.

Let's use Sweden as an example. Their music exports - predominantly English - account for more than thirty percent of their export income. This exported English is bound to have an effect on English in general. And this is just one small example. So all of you native English speakers out there, get ready to throw away your phrase books. Whether you're planning to visit Eastern Europe or the Himalayas, one thing you won't have to worry about is the language!

Hand out 2

Decide whether these statements are **TRUE** or **FALSE**.

1. If you do not know English you can be at a disadvantage.
2. English will soon be spoken by everybody in the World.
3. By 2010 half the World's population will speak English.
4. Competitors at the Euro vision Song Contest will never be unanimous in choosing to sing in English.
5. Native English and Majority English will become the two predominant types of English.

Literature

1. Bryson, B. (1990) *Mother Tongue: The English Language*. Penguin Books.
2. Crystal, D (2003) *English as a Global Language*. Cambridge University Press, New York.
3. Graddol, D. (2005) *English Next*. British Council
4. Utley, D. (2004) *Intercultural Resource Pack: Intercultural communication resources for language teachers*. Cambridge: CUP

Suggested web sites:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Suggested web sites:

www.teachingenglish.org.uk
www.pearsonlongman.com/ae/
www.developreading.com

Glossary

ASSEMBLY – meeting, conference

COUPLE – pair, group of two persons or things

ORCHESTRA – band composed musicians of many different instruments

AUDIENCE – group of people gathered to see or hear

LESSON #11

Theme #11.	Cultural dilemmas
Length: 80 minutes	Number of Students: 12

Lesson Outline

1. Warm-up
2. Activity 1. To improve the Ss' experience and knowledge about language change and factors that influence it by doing through specific activities.
3. Activity 2. **Identify true or false**

The aim:

Students identify the content that will go into at least half their brochure and will design the layout of their front page

Objectives:

- to lead-in to the topic and to raise students' interest to it
- To improve the Ss' experience and knowledge about language change and factors that influence it by doing through specific activities.
- to help participants become aware of the information about language change.
- to help learners for knowing the enlargement of words.
 - to help the Ss become aware of the semantic changes on language.
 - to allow students to express their points of views concerning to the topic.
 - to let students to justify their points of views

Activity Type:

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

Warm-up. (10 min.)

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

Procedure:

- To make brainstorming for warming-up. Giving questions

Questions:

5. What is the language change?
6. How is the language changing ?
7. Do you know the factors that influence language change?
8. How does the Internet impact on language?

- Discuss the new topic with students

Activity 1

Objectives: To improve the Ss' experience and knowledge about language change and factors that influence it by doing through specific activities.

Time : 10 min

Materials: handout

Procedure:

- Divide students into three groups.

- Distribute handouts to the Ss and give them some minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity II. Identify true or false

Objective: to help participants become aware of the information about language change.

Time: 5 min

Materials: Handout 2

Procedure:

- Ask students to work in pairs.
- Ask students to be active.
- Give each pair a paper and markers.
- Students should create their own leaflet paying attention on design.

Activity III

Objective: to help learners for knowing the enlargement of words.

Time : 10 min

Material : handout 3

Procedure:

Write the enlargement of the words which are given below.

Materials for the lesson

Handout 1

Part A

Language change is variation over time in language's phonetic, morphological, semantic, syntactic and other features. Use of digital devices and the many opportunities for communication occasioned by the internet have required [language](#) to jump through many different hoops.

People are communicating with people they would never have communicated with previously: [Hinglish](#) speakers are chatting to Canadian Celine Dion fans in music web forums, Nigerian 'Yahoo boys' (internet con men) are messaging online daters in Scotland, Filipino virtual assistants are managing electronic diaries for Silicon Valley executives and German internet shoppers are reading product descriptions on Ebay written by [Chinese](#) entrepreneurs.

All these communication transactions bring us into contact with speakers of our language that we probably wouldn't have encountered before the development of the World Wide Web.

Now that people are communicating in written form as never before, truncated turns of phrase and space- or keystroke-efficient emoticons and acronyms have become mainstream.

Facebook has given a different nuance to familiar words such as status, post and tag. It's perhaps right that Facebook should be one of the most influential sites: according to the [Huffington Post](#), if Facebook were a country, it would be the most populated in the world.

This means Facebook would rank above both China and India in population terms; ironically India's contribution to the English language has been fairly sizeable and includes words that form the cornerstones of the internet, such as avatar and guru.

Whilst conventions such as 'KR' for 'kind regards' at the foot of an email are fairly widespread, some codes of speech and abbreviations don't always stray outside particular online communities. Outside Mumsnet, few people know what DD and DS mean (Darling Daughter and Darling Son), however the internet also promotes the spread of slang terms that in previous times may have remained unique to smaller, local populations.

LOL (an acronym of 'Laugh Out Loud') is now regularly referred to by mainstream media, having spread beyond the social media platforms such as Tumblr and Reddit that almost definitely helped popularise the term. But as the internet matures, online conventions are also evolving over time.

LOL used to be a way to acknowledge, with only three keystrokes, that you found another web user's input amusing. This term now seems to have undergone a semantic shift. It's now more of a way to signal that a comment is intended to be funny, or to signal irony. That change seems to have occurred within a short space of time and may have occurred as the use of LOL spread outside its original community to be adopted by a wider audience for their own use.

Part B

It's interesting to consider the future of [English](#) now that the majority of English speakers are not native speakers of the language but are instead using it as a second, third or even fourth language. It's thought this could be the death knell for trickier and non-essential parts of English, such as the use of 'whom' (which even native speakers rarely master).

Shortcuts used by American English speakers, such as 'Ima' in place of 'I am going to' are also becoming more prolific as users catch onto the economy of the term. Part of the reason for the spread of slang words is that, for the first time, slang terms that used to evolve and spread only within small closely-knit communities such as fans of

a style of music in a particular geography are now played out in a more visible environment like the YouTube comments area for a particular music video.

Although it may infuriate many language pedants, the reason languages drop some elements (such as illogical spellings like ‘through’) and picking up others (such as logical spellings like ‘thru’) is the drive for greater efficiency.

That’s a need that’s exacerbated in particular by the informal, passionate and immediate kind of writing that the web occasions. It’s thought a few hundred years ago even the Kings of England were illiterate: only a few clerks needed to bother with the formal business of writing, which was reserved for serious purposes and used expensive materials like calfskin. Now written language is used by more people, more often, more quickly and more cheaply. This cannot fail to impact on how the language is used and has evolved.

Language that’s especially useful to a particular set of users gets adopted very quickly. The use of the term ‘Bae’ to refer to a romantic partner is increasingly common though not yet entirely mainstream. It’s been quickly adopted in the chat forum Reddit, where users are deliberately anonymous: the term ‘bae’ helps protect the user’s gender and is quicker to type than ‘my girlfriend’ or ‘my husband’.

The conventions of that internet environment mean there’s a strong use case for useful, informal, gender neutral and, above all, short words. Perhaps the biggest impact of the internet on language is to promote the shorter ones at the expense of the lengthy and hard to type. Concerns have been expressed about the growing informality of language, with special horror reserved for lazy terms such as ‘Ima’ replacing the more grammatically correct ones. But those people who express concerns that the internet will create a new global creole version of the language are misunderstanding how creole languages develop. Creole languages come about through the fusion of more than one separate languages; the fusion sometimes gets picked up as a language in its own right, such as in Haiti where Haitian Creole is an official language. But the internet isn’t ‘creolising’ the main body of the English language, despite many non-native speakers writing in their own versions of the language online.

Part C

Children are accessing the internet after learning their mother tongue, so internet’s power as a mother tongue is obviously limited in scope. Instead the impact may be that language users adapt more nimbly between the different environments in which they use different forms of language. Whilst Singaporeans might use ‘Singlish’ (a sort of English spoken locally) with each other, they usually switch to standard English when communicating with outsiders.

The internet also offers opportunities for speakers of different versions of languages to communicate with one another as never before, leading to an exchange of ideas.

American and British English are already being used in the same web platforms, leading to seeding of conventions such as spelling and new words across both versions of the language.

Canadian recording artist Drake tweeted using the term YOLO (an acronym of You Only Live Once) back in 2011. Twitter analytics websites noted that use of the term subsequently spread and became more common across the internet. It's now such a commonly understood term that British broadsheet newspaper the Telegraph recently expressed surprise that Ed Miliband, leader of the opposition, hadn't heard of it.

Whilst YOLO had cropped up before in various rap and pop tracks, it seemed to become more mainstream about this time. That's perhaps a measure of the influence the internet can have on publicising language terms that would previously perhaps stayed within the fans of a particular genre of music. Cultures have always exchanged ideas – the internet is just assisting in that process and speeding things up.

English continues to dominate the web; the amount of English language content far outweighs the number of mother tongue speakers in the world.

It's thought that at least 80% of web content on the Internet is in one of ten languages, all of them fairly major ones such as [Russian](#), [Korean](#) and [German](#). Although this picture is changing, there are still language groups consisting of many millions of people that have little native language content available to them online.

Language diversity on the internet is likely to improve as multilingual nations and continents such as India and Africa increasingly come online and create their own content.

Sites such as Facebook are now starting to cater to other languages. But smaller languages – even those spoken by many millions of people – may not achieve the same level or variety of content as dominant web languages such as [Arabic](#) and [Spanish](#).

Handout II

Identify true or false

6. Shortcuts used by British English speakers, such as 'Ima' in place of 'I am going to' are also becoming more prolific as users catch onto the economy of the term. T / F
7. Children are not accessing the internet after learning their mother tongue, so internet's power as a mother tongue is obviously limited in scope. T / F
8. It's interesting to consider the future of [English](#) now that the majority of English speakers are not native speakers of the language but are instead using it as a second, third or even fourth language. T / F

9. American and British English are already being used in the same web platforms, leading to seeding of conventions such as spelling and new words across both versions of the language. T / F
10. Now written language is used by more people, more often, more quickly and more cheaply. This can fail to impact on how the language is used and has evolved. T / F

Suggested web sites:

www.teachingenglish.org.uk
 www.brochure/jhb.com/
 www.literature.org/
 www.developreading.com

Glossary

OVERPOPULATION – excessive population

DESCRIPTION – descriptive statement

ABANDONED – forsaken, left behind

CONVENIENCE – serviceableness

LESSON #12

Theme #12.	Presentations and reports on the previous theme.
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 2. Warm-up 2. Activity 1. Watch the vide 3. Activity 2. Clarify the terms ESL,EFL,NS,NNS	
The aim: to develop students personal skills , English learning, motivational skills, develop students’ self-educational skills.	
Objectives: <ul style="list-style-type: none"> • lead-in to the topic and to raise students’ interest to it • To help participants become aware of the ESL and EFL To improve the Ss’ experience and knowledge about additional language learning refers <ul style="list-style-type: none"> •to help learners for knowing the enlargement of words. •to help participants become aware of the information about language usage 	
Activity type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

Procedure:

- **To make brainstorming for warming-up. Giving questions**
- **Questions:**
 - *What preferences can you give to acquire language in the education system?*
 - *Can you count the differences between ESL and EFL?*
- **Elicit possible answers.**

Activity I.

Objectives: To help participants become aware of the ESL and EFL.

Time: 10 min

Materials: video- rolic

Procedure:

- Watch the video
- Begin the discussion with Ss in group
- Share their own ideas about the main theme on the video

Activity II. Clarify the terms ESL,EFL,NS,NNS.

Objectives: To improve the Ss' experience and knowledge about additional language learning refers

Time : 20 min

Materials: handout 2

Procedure:

- Divide students into two groups.
- Distribute an articl to the Ss and give them some minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity III.

Objective: to help learners for knowing the enlargement of words.

Time : 10 min

Material : handout 3

Procedure:

- **Write the enlargement of the words which are given below. These are related to ESL and EFL.(The types of English)**

Handout 1.

Distinctions Between ESL and EFL

"Although ESL (English as Second Language) and EFL (English as Foreign Language) are often used interchangeably, there are unique differences between the two. . . .

"ESL countries are nations where the medium of instruction in education and government is in English, although English may not be the native language.

"On the other hand, EFL countries do not use English as a medium of instruction but English is taught in schools. Malaysia was once considered an ESL country but now leans more towards EFL.

"The methods and approaches of teaching English as a second language and foreign language do differ greatly."

(Christopher Fernandez, "Of English Teachers Then and Now." The Star [Malaysia], November 11, 2012)

"The distinction between second language and foreign language is not, however, a sharp one, and there are cases, like Indonesia, where classification is disputable. Moreover, there is a considerable amount of variation in the roles played by second languages, for example in education, in the fields of discourse used, and in the giving of prestige or power. In India, the medium of instruction in schools was changed from English to the regional languages after Independence, and subsequently there has been a gradual process of Indianization of the universities, which at one time were all English-medium."

(Charles Barber, The English Language: A Historical Introduction. Cambridge Univ. Press, 2000)

"Indonesia, a former Dutch colony, used to emphasize the teaching of Dutch . . . The movement towards English as a foreign language began at independence, and English is now the main foreign language being learned in Indonesia. English is taught for eight or nine years from primary school (from Grade 4 or 5) through high school (Renandya, 2000). The main objective is to provide reading skills to enable Indonesians to read science-related materials in English."

(Maria Lourdes S. Bautista and Andrew B. Gonzalez, "Southeast Asian Englishes." The Handbook of World Englishes, ed. by Braj B. Kachru, Yamuna Kachru, and Cecil L. Nelson. Blackwell, 2006)

Handout 3

Write the enlargement of the words which are given below. (Types of English)

BE –

ESL –

EAL –

ESOL –

EAP –

ESP –

EFL –

EST –

EIL –

TEFL –

ELF –

TESL –

ELL –

TESOL –

ELT –

TYLE –

KEYS:

Handout 3

BE – Business English

EAL – English as an additional language

EAP – English for academic purposes

EFL – English as a foreign language

EIL – English as an international language

ELF – English as a lingua franca, a common language that is not the mother tongue of any of the participants in a discussion

ELL – English language learner

ELT – English language teaching

ESL – English as a second language

ESOL – English for speakers of other languages

ESP – English for specific purposes, or English for special purposes (e.g. technical English, scientific English, English for medical professionals, English for waiters)

EST – English for science and technology (e.g. technical English, scientific English)

TEFL – Teaching English as a foreign language. This link is to a page about a subset of TEFL, namely travel-teaching. More generally, see the discussion in Terminology and types.

TESL – Teaching English as a second language

TESOL – Teaching English to speakers of other languages, or Teaching English as a second or other language. Also the short name for TESOL International Association.

TYLE – Teaching Young Learners English. Note that "Young Learners" can mean under 18, or much younger.

LESSON #13

Theme #13.	Individual characteristics
Length: 80 minutes	Number of Students: 12
Lesson Outline Warm-up Activity 1. Scan the text Activity 2. Gap fill task	
The aim: to raise students' awareness of new theme, to reinforce students' knowledge about the given topic	
Objectives:	

- To provide students with factors about the varieties of English language and to make them understand the advantages and disadvantages side of both British and American English language by doing tasks based on the topic.
- to raise the awareness of the students about the variation of the words in variety of the English language.
- To help students to differentiate the names of Native speaker of American English and their culture.
- **to improve their quick thinking ability and reinforce their vocabulary skills**
- to widen students' vocabulary on the topic, to help Ss' for clarifying the words.

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

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

Procedure:

2. Warm-up (10 min)

- To make brainstorming for warming-up. Giving questions

Questions:

10. What kind of social factors do you know about the English variation?

11. What variety is the most suitable for ESL and EFL students??

12. What peculiarities does the American English have?

13. Can you tell the advantages and disadvantages of English variety?

Activity I. Scan the text

Objectives: To provide students with factors about the varieties of English language and to make them understand the advantages and disadvantages side of both British and American English language by doing tasks based on the topic.

Time: 10 min

Materials: handout

Procedure:

- Dividing students into two groups.
- Distributing handouts to the Students and giving them some minutes to scan the texts.

- Requiring students to share their ideas with their peers and presenting their personal thought about the given text to the group.
- Having Students provide their ideas with factual information according to the given article.
- Clarifying this process by the teacher and correcting both pronunciation skills coherency and fluency of the students.

Activity II. Gap fill task

Objective: to raise the awareness of the students about the variation of the words in variety of the English language.

Time: 5 min

Materials: Handout

Procedure:

- Dividing students into two groups A and B groups.
- Distributing handout A and B to the Students and giving them some minutes to fill the gaps provided using clues below the task.
- Having them work together and making them understand factual difference between two languages.

Clarifying this process by the teacher and checking both answers and raising students` awareness about the varieties and asking learners` opinions.

Material: handout.

Procedure:

- Ask students to work in pairs.
- Ask students to be active.
- Give each pair a paper and markers.
- Students should create their own travel guides paying attention on design.

Activity I.

Part A

American and British English are both variants of World English. As such, they are more similar than different, especially with "educated" or "scientific" English. Most divergence can be described to differing national histories and cultural development and the way in which the two national variants have changed correspondingly.

It was said by Sir George Bernard Shaw that "England and America are two countries separated by the same language".

Written forms of American and British English as found in newspapers and textbooks vary little in their essential features, with only occasional noticeable differences in comparable media.

This kind of formal English, particularly written English, is often called 'standard English'. It is therefore important for teachers to be aware of the major differences between the two. And while lexical differences are the easiest ones to notice, knowledge of grammatical and phonological differences can be useful not only for teachers to be aware of, but also to be able to deal with in business world. Lack of awareness can lead to embarrassment and confusion.

Another thing which has become apparent is the fact that there are no definitive answers. Not only do different counties/states use different terminology but there appears to be differences between generations as well. All this makes it very difficult to produce information with which everyone agrees.

What has become very evident over the years is just how much language is merging between all the various countries. In the UK we have adopted many, many "Americanisms" into everyday language and, It is believed, some British terms are now used in the USA. This is probably due to travel and the wide exchange of TV programmes etc.

Part B

Some people asked, "Which is better American or British English?" Generally, it is agreed that no one version is "correct" however, there are certainly preferences in use. It depends upon which English you will be most exposed to. If you are moving to the US then learn American English, if you're going to work for a British company then learn British English. And don't forget there are many different kinds of English and the rising star of International English.

The most important rule of thumb is to try to be consistent in your usage. If you decide that you want to use American English spellings then be consistent in your spelling (i.e. The color of the orange is also its flavour - color is American spelling and flavour is British), this is of course not always easy - or possible. That both British English and American English are accepted on the examinations as long as you consistently use either one or the other. In other words, don't mix!

Some of the key differences between these two languages; however, most of the words are exactly the same. Firstly, one can easily notice that the accents are much different. Some words are slightly different. For example, in American English the undergarments of a person are called "underwear." However, in British English, it is simply called "pants." Thus, some words can be easily confused in the opposite cultures.

There are also some reasonably consistent spelling differences. There are some common rules for American English. In the following examples listed below, the first is UK English and the second is American English.

- Where UK, Australian and NZ English often use the letter group of our, in American English the u is omitted.
favourite / favorite
neighbour / neighbor
colour / color

Part C

- UK English uses an s where American English often substitutes a z.
capitalisation / capitalization
recognise / recognize

- In word building, UK English doubles the final consonant where it is preceded by a vowel, whereas American English does not. For example:
traveller / traveler
labelled / labeled

- Some words which are spelt with a 'c' in the noun form but an 's' in the verb form of some words are not spelt with the 'c' in American English - both noun and verb forms retain the 's'.
practice/practise
licence/license

- Some words ending in 're' in U.K. and Australian English are spelt with 'er' in American English.
centre/center
kilometre/ kilometer

- U.K. English retains the old style of retaining 'oe' and 'ae' in the middle of some words, whilst American English uses just an 'e'.

[encyclopaedia/encyclopedia](#)

[manoeuvre/maneuvre](#)

• [Some words in U.K. English retain the 'gue' at the end, as opposed to just the 'g' in](#)

[American English.](#)

[dialogue/dialog](#)
[catalogue/catalog](#)

[The best way to make sure that you are being consistent in your spelling is to use the spell check on your word processor \(if you are using the computer of course\) and choose which variety of English you would like. As you can see, there are really very few differences between standard British English and standard American English. However, the largest difference is probably that of the choice of vocabulary and pronunciation.](#)

Activity II. Gap fill task

American English

The text below has words missing. Write words in the gaps depending on where the speaker is from.

There are clues at the bottom to help you.



Hi dudes and dudettes,
I'm Chad from New York
City. Fill in the gaps for
me please. Alright!!

It was getting near lunchtime and I needed some (1) _____, so I left the (2) _____ and drove towards the nearest town. There was a (3) _____ station just outside the town and I decided to stop and have a look round. I put the car in a (4) _____ and took a (5) _____ to the centre. It was midday and very hot, so I stopped at a little (6) _____ with tables on the (7) _____. I started talking to a (8) _____ driver, who gave me a history

of the town, and afterwards he took me on a guided tour. It made a nice break.

Literature

1. Bryson, B. (1990) *Mother Tongue: The English Language*. Penguin Books.
2. Crystal, D (2003) *English as a Global Language*. Cambridge University Press, New York.
3. Graddol, D. (2005) *English Next*. British Council
4. Utley, D. (2004) *Intercultural Resource Pack: Intercultural communication resources for language teachers*. Cambridge: CUP

Suggested web sites:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Glossary

COMPREHENSION – understanding

MATERIAL – substance

DISTRIBUTE – deliver to

IMAGINATION – ability of the mind to create mental images which do not literally exist

Lesson #14

Theme #14.	Presentations and reports on the previous theme.
Length: 80 minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Skim the text	
The aim: to raise students' awareness of new theme, to reinforce students' knowledge about the given topic	
Objectives: <ul style="list-style-type: none"> • to lead-in to the topic and to raise students' interest to it • To provide students with facts about the varieties of English language and to make them understand the advantages and disadvantages side of both British and American English language by doing tasks based on the topic • to raise the awareness of the students about the variation of the words in variety of the English language • to reinforce students' knowledge of given topic and increase their vocabulary 	

learning skills

- **to teach them the new phrases that are different from each other**

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

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

Procedure:

- To make brainstorming for warming-up. Giving questions

Questions:

14. What do you understand by the word English language varieties?
15. What variety is the most suitable for ESL and EFL students?
16. Can you differentiate the types of English language?
17. What peculiarities does the British English have?
18. Can you tell the advantages and disadvantages of English variety?

Activity I Skim the text

Objectives: To provide students with factors about the varieties of English language and to make them understand the advantages and disadvantages side of both British and American English language by doing tasks based on the topic.

Time: 20 min

Materials: handout

Procedure:

- Dividing students into two groups.
- Distributing handouts to the Students and giving them some minutes to scan the texts.
- Requiring students to share their ideas with their peers and presenting their personal thought about the given text to the group.
- Having Students provide their ideas with factual information according to the given article.
- Clarifying this process by the teacher and correcting both pronunciation skills coherency and fluency of the students.

Activity II. Gap fill task

Objective: to raise the awareness of the students about the variation of the words in variety of the English language.

Time: 5 min

Materials: Handout

Procedure:

- Dividing students into two groups A and B groups.
- Distributing handout A and B to the Students and giving them some minutes to fill the gaps provided using clues below the task.
- Having them work together and making them understand factual difference between two languages.
- Clarifying this process by the teacher and checking both answers and raising students` awareness about the varieties and asking learners` opinions.

Materials for the lesson

Handout 1.

Part A

So which ‘English’ should you teach?

Often teachers are hired based on their nationality. I found my niche in Buenos Aires teaching Business English to students dealing regularly with Europeans, whereas international companies with New York headquarters opted for my American friends. The best advice is to stick to what you know. As a British native, I teach British English but I allow students (especially beginners) to use American conjugations and pronunciation if they find it easier to do so. Try to resist the urge to make generalizations about whether something is right or wrong. I once had students bring in American advertisements to prove me wrong on a grammar point I had made and it’s not a good way to gain their trust! Never underestimate your students’ ability to catch you out – many take great pleasure in doing this. Keep it simple and make it clear that you are teaching only one style of English. As a starting point, here are six of the most common differences you may encounter whilst teaching:

Regular or Irregular?

The most notable difference between American and British grammar is their inability to agree on whether verbs follow regular or irregular conjugations. The past tense and past participles of the verbs learn, burn, dream, smell, spill, leap, lit, spit and saw amongst others, are all irregular in Britain (learnt, burnt) but regular in America (learned, burned) and many others follow similar patterns. Confusingly, despite having regular past participles, irregular adjectives may still be used in American

English. ‘Burnt toast’ for example. American English is generally easier to teach owing to its greater concentration of regular verbs, however it could be argued that if you teach the irregular patterns then students will understand both.

Realize or Realise?

Any Brit who has inadvertently subjected their writing to an American spell-check will already be familiar with their annoyingly similar yet different spellings. After hours spent agonizing over whether to use a ‘z’ or an ‘s’ or whether travelling is correctly spelt with one ‘l’ or two, I lost all memory of what I was taught in school. The main differences are that American English omits extra letters and favours phonetic spellings – ‘traveller’ becomes ‘traveler’, ‘colour’ becomes ‘color’, ‘centre’ becomes ‘center’ and ‘recognise’ becomes ‘recognize’. I let my students use whichever spelling they are familiar with but I always check for consistency – whichever method they prefer, they have to stick to it!

Use of the Present Perfect

The present perfect is one of the most difficult tenses for foreign students to grasp, a problem unaided by its different uses overseas. Whereas Europeans would say, “I’ve already eaten”, an American may simply use the past tense and say, “I already ate”, a phrase that is deemed grammatically incorrect in England. When teaching, particularly with beginners, it’s best to give clear examples that clearly follow the grammatical ‘rules’. For this reason I teach students to use the present perfect with prepositions such as ‘already’, ‘yet’, ‘never’ and ‘ever’ and would disallow the use of the past tense.

Use of Modal Verbs

In the UK we tend to use more modals than our American peers. On numerous occasions I’ve overheard American teachers dismissing expressions using ‘shall’, ‘shan’t’ or ‘ought to’ as out-of-date, unaware that they are still used in England. Students benefit greatly from a few pointers on modern language usage (I would definitely discourage the use of ‘how do you do?’, for example) but make sure you are aware of international variations before you make these statements. If unsure, simply state: ‘In America, we say it like this...’.

Numbers and dates

These basics are the bane of early language learning, as anyone trying to master their telephone number in a new country will agree. Most significant is the order of dates – 25th January 2009 would be expressed 25/01/09 in the UK but 01/25/09 in America. Numbers may be pronounced differently too – ‘twelve hundred’ is more common in America than in England, where ‘one thousand two hundred’ is preferred. Similarly

the Americans often drop ‘and’ when reading numbers – ‘two thousand and three’ might become ‘two thousand three’. Students often struggle to distinguish these differences in conversation and benefit from exposure to as many variations as possible.

Vocabulary

English speakers have plenty of disagreements over vocabulary, with each country, and often region, renaming common items. A British duvet is an American comforter, a lift is an elevator, and the boot of a car is a trunk. The list is endless.

With vocabulary, I try to teach as much as possible without baffling the student. The more words they know the better. When dealing with a special case then I refine my selections – a student moving to the UK will obviously benefit from English phrases and colloquialisms whereas a salesperson who deals with US representatives would need to familiarize themselves with American speech. Teaching slang is always a popular lesson choice but be careful of words with double meanings. ‘Fanny’ springs to mind, as do ‘fag’, ‘rubber’ and ‘pants’. You have been warned!

Part B.

Why to teach differences between British and American English?

The topic of the presented thesis was inspired by author’s research in her previous (bachelor) paper: *Selected Differences between British and American English for Learners*. There has been suggested that students may tend to use American expressions while speaking British English. On the contrary, the same students might not be able to deduce the meaning of some common American words even from the context. This seems unfortunate. So let us briefly elaborate on some reasons why to teach at least selected differences between British and American English. 1.1.1 To make students aware of the existence of American English It is important to point out to EFL students that the British English is not the only existing variety and it is not the only right one either. English is spoken worldwide and the use of English for international communication is constantly growing. English language, widely used as a lingua franca, has been developing. Therefore, especially the mutual influence of two traditional, highly considered varieties – standard American and standard British English is definitely worth attention. Although in most European countries English students are taught primarily British English, in other countries, like Japan, standard American English is the only model usually being used in EFL classrooms. (Takagaki, T.,2) 8 An interesting approach was adopted by John Algeo, in his detailed English grammar comprehension: *British or American English?: A Handbook of Word and Grammar Patterns*.

Algeo argues for teaching grammar differences between British and American English saying: “The reason for this approach is that American has more native speakers than British and is rapidly becoming the dominant form of English in non-

native countries other perhaps than those of Western Europe. Much European established academic bias favours British as a model, but evolving popular culture is biased toward American... ‘ (Algeo,1). There seems to be a general tendency in Czech schools to perceive this variety as a subordinate and teach predominantly British English. Regardless the preference, our students shall be at least aware of the existence of both varieties though, while knowing some basic differences between them may be at least interesting. 1.1.2 To make sure students are aware of the variety they use It is almost alarming that although probably many English learners have already had a chance to hear or read American English, at least on the Internet and in films, some of them may have never been told there are some differences between the American and British varieties. Peter Strevens perceives this as not an unproblematic issue. As he points out in his book *British and American English*: ”The person who learns English as a foreign language or second language has until now hardly ever been given systematic teaching about the existence and nature of the other family of English dialects. For that matter he has hardly ever been told of the existence of *any* varieties of English...” (Strevens, 84).

Part C

Strevens provides his readers later on with argumentation for teaching differences between American and British English and offers the way it should be done. His conclusion is that: ‘It is unfortunate but not surprising that one effect of this particular type of *cultural shock* is to lead the learner to ask which form of English is ‘right’ , which is ‘better’, which is ‘proper English’... . This kind of question is unfortunate... . One of the first pieces of help is to prepare the learner for meeting other kinds of English by informing him that they exist and to make plain to him that while they are certainly *different*, there is absolutely no question of one being *better* or *worse* than the other. It should be made clear to him that the amount of learning effort he will be faced with to understand the other form of English is very small. Learning to *produce* the other form is a vastly different matter...” (Strevens, 85). The need to emphasize the importance of rising learners’ awareness of British and American varieties is articulated as well in the paper *The Major Varieties of English* under the title: ‘*British or American English? Investigating what EFL students say and what they do.*’ (Virtanen, T. and Lindgrén, S-A.)

The authors were interested in Finnish and Swedish students’ awareness in the use of American and British English varieties. The respondents were all university students of English, so mostly future English teachers. The results presented in the paper suggest that the variety preferred was British English. However, the respondents seemed to be interested in learning both varieties. Most of them said that they would like American English to be given more importance. To sum up, the research shows that the American variety seems to be important to its respondents and therefore deserves to be given some attention. As we may see, the question of studying American English concerns secondary and tertiary education as well. Without being

aware of the differences between British and American English, teachers can hardly deal with this topic in their EFL classes. Therefore, it seems essential to provide the future teachers with enough information at first. Having mentioned some contributions from abroad, we may question now the present situation among English learners and teachers from the Czech Republic. As far as the author of the presented thesis is aware of, there has been no research regarding our topic conducted in the Czech Republic yet. Nor any recently published book dealing with this problem has been found. However, an interesting article was presented online (Vít, *Help for English*) advocating our content. Mgr. Marek Vít is an English teacher, tutor, translator, a co-author of software for teaching and learning English, who often gives talks at English conferences all around the Czech Republic. Apart from his other contributions, he has occupied himself with the American and British English varieties.

Literature

1. Bryson, B. (1990) *Mother Tongue: The English Language*. Penguin Books.
2. Crystal, D (2003) *English as a Global Language*. Cambridge University Press, New York.
3. Graddol, D. (2005) *English Next*. British Council
4. Utley, D. (2004) *Intercultural Resource Pack: Intercultural communication resources for language teachers*. Cambridge: CUP

Suggested web sites:

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3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Glossary

SPACE – universe

STRICT – severe, demanding

ARRIVE – reach, succeed

Module:	CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE Lesson 15
Topic:	Work types
Time:	80 minutes
Aim:	To raise students' awareness of according to the culture and its features

Warm up activity

Time: 10 minutes

Materials: book

Activity I.

Objectives: to enrich the student's knowledge about culture through specific activities

Materials: Handouts

Procedure:

- Divide students into three groups.
- Require the Ss to read the articles and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- If ideas wrong teacher will clarify the answers.

Two ordinary days



33, Regent Avenue
Leeds
West Yorkshire
LE3 5DX
UK

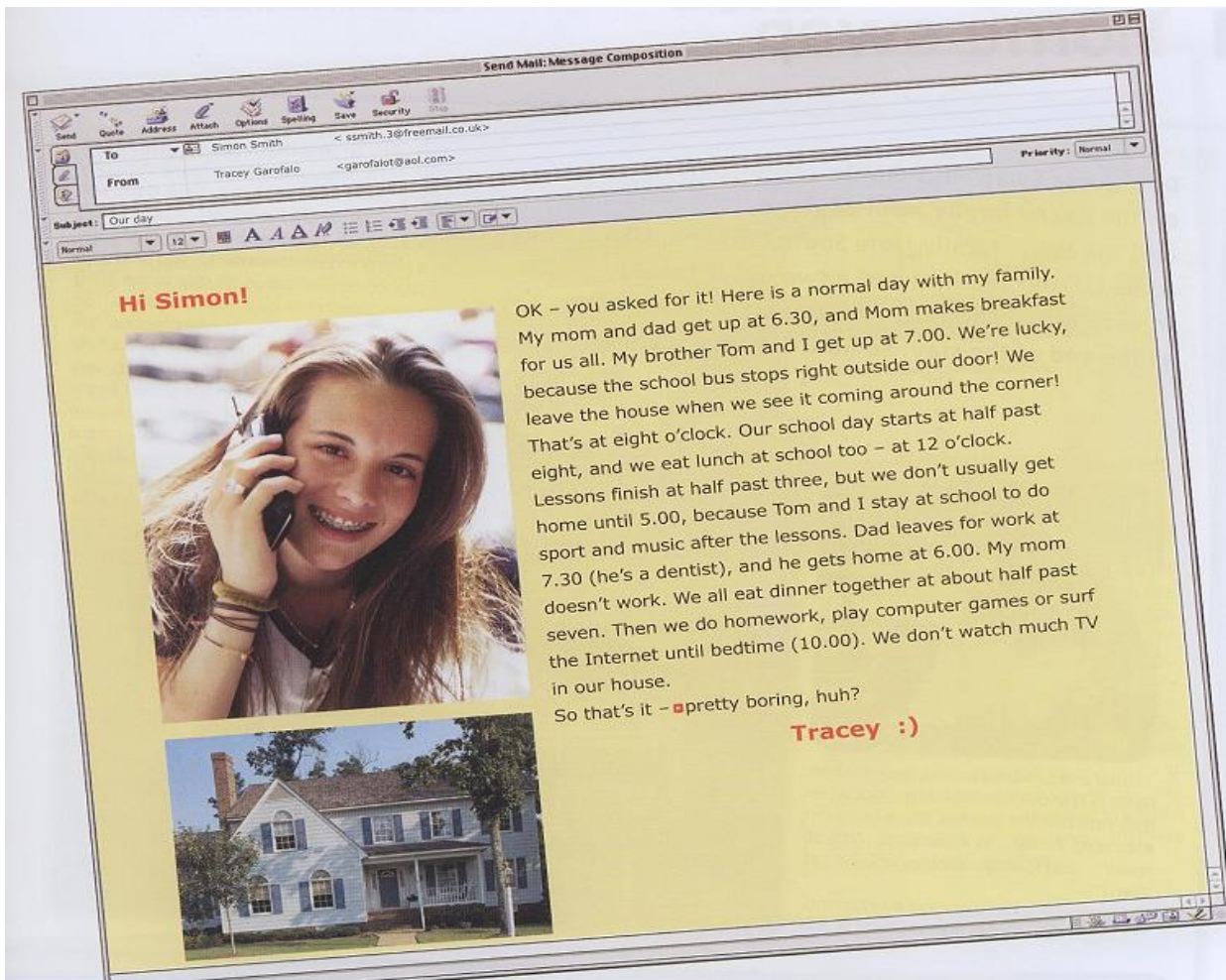
3rd March
Dear Tracey

Thanks for your letter – I've finally found an American penfriend! To answer some of your questions: I'm 16. My dad's a computer technician and my mum works in a factory. I've got two younger sisters – Kirsty and Laura. You say that you don't know anything about life in the UK, so I'm going to tell you about a typical day in our house.

My mum gets up really early, before 6.00, because she has to leave the house at 6.45. The rest of us get up at 7.00. We don't sit down together for breakfast – it's too chaotic. We leave the house at 8.15. Dad drives to the centre of town, and I walk with my sisters to the bus stop. School starts at 9.00. We have lunch at school at 12.30, and lessons finish at 3.30. Sometimes we walk home. We get home at the same time as Mum – 4.00. She gives us something to eat at about 6.00, because we're starving, but Dad doesn't get home until after 7.00, because the traffic can be really bad. She and Dad eat a meal at about 8.00, while we're watching TV or doing our homework. Mum and the girls go to bed at about 10.00 and Dad and I stay up watching films on SKY. I have to go to bed at 11.00. I don't know why Dad doesn't go to bed then too, because he always falls asleep in the middle of a film and goes to bed at about 1am!

Tell me about a typical day in your house.
You can email me on ssmith.3@freemail.co.uk

Best wishes
Simon




Activity II. Read the EVERYDAY SURVIVAL GUIDE. Find the words that mean:

1. to ask for food or drink in a café, restaurant, etc.
2. to tell someone who another person is.
3. to speak to someone, or make a gesture, when you meet for the first time.
4. the opposite of 'polite'.
5. the box that you put letters in when you want to send them.

So you're visiting Britain for the first time?
Make sure you follow our EVERYDAY SURVIVAL GUIDE!

1. Look right before you cross the road – British traffic drives on the left.
2. If you're travelling by bus, you don't have to buy a ticket in advance. Just pay on the bus.
3. If you order something to eat or drink in a café, remember to pay for it when you're given it.
4. If someone introduces you to someone new, greet them by saying "Hello". Don't kiss them!
5. Use "please" and "thank you" a lot, to avoid sounding rude.
6. If you want to send postcards, you need to look for a red postbox.
7. You shouldn't have any problems changing your money because banks stay open all day – they don't close at lunch time.
8. Most large shops are open between 10am and 4pm on Sundays.



Module: CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE

Lesson 16

Topic: Presentations and reports on the previous theme.

Time: 80 minutes

Aim: To raise students' awareness of according to the culture and its features

Warm up activity (before reading)

Objective: to create language atmosphere

Time: 10 minutes

Materials: none

Questions:

1. What's the difference between England, Great Britain and the UK?
2. How many countries are there in Great Britain?
3. How many countries are in the UK
4. When did the south of Ireland become independent from Britain?

While reading tasks

Activity I.

Objectives: to enrich the student's knowledge about culture through specific activities

Time: 30 minutes

Materials: Handouts

Procedure:

- Divide students into three groups.
- Require the Ss to read the articles and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the culture in English speaking zones.

- If ideas wrong teacher will clarify the answers.

Northern Ireland

In 1922 the south of Ireland was made independent from Great Britain (England, Scotland and Wales) and became the Republic of Ireland. Northern Ireland remained joined politically to Britain and the United Kingdom was born. While this was a popular decision with most Irish Protestant's, it was unpopular with most of the Catholic population who wished Ireland to remain a united country. Conflict between these two groups came to crisis point in the 1970s with the terrorist activities of the IRA and the arrival of British soldiers. Even today the Northern Irish population remains divided between Unionists (or Loyalists) who want to remain a part of the United Kingdom and Republicans who oppose it.

Who are the British?

The UK is a confused nation when it comes to national identity, especially in relation to major sporting events. Commentators proudly refer to the country's internationally successful sports people as 'English' if they come specifically from England. Welsh and Scottish athletes, however, are usually given the general label 'British' without any recognition of their individual homeland's. But it's when the countries compete individually especially against each other that the idea of a 'united kingdom' becomes completely lost. At football and rugby matches there has been a strong revival of the individual flags, songs and symbols of England, Scotland and Wales and there often isn't a "Union Jack to be seen.

Away from the sports a pitch the national saints' days of St David in Wales and St Andrew in Scotland are starting to be marked with large celebrations in the same way that St Patrick's Day has always been celebrated in Ireland and the flag of St George can be seen in England on public buildings and churches where the Union Jack used to be. With Scotland and Wales now having their own parliaments there is even extreme talk of an 'English Independence Movement' and some people are wondering if the United Kingdom will last into the next century.

Old or new, big or small, Oxford's got it all!

The city of Oxford is situated 50 miles west of London. The Cotswold Hills are just beyond Oxford where you can get some lovely views over the West Country from the higher points, and the River Thames starts its journey near the city. Oxford is famous for its University and its colleges. One of the best ways to see the beautiful buildings and architecture is to do a walking tour around the center. You can visit the university's largest college, Christ Church, and visit England's smallest cathedral there! Go to Merton Street where you can see some of Oxford's most beautiful architecture. Merton College is one of the three oldest colleges in Oxford with the oldest library in the country. If you want to see some bigger colleges, Balliol and Saint John's are further out of

town, so taking a bus is a better idea. If it's more modern architecture you prefer then go to see the new Business School near the railway station.

Activity II. Read the article on the page (22). Match the beginnings and the endings of the sentences.

Objective: to help participants become aware of the facts about the culture in English speaking zones.

Time: 5 min

Materials: book

- __1. Welsh and Scottish sports people get annoyed when
- __2. If England and Scotland play a rugby match,
- __3. People enjoy St Andrew's Day and St David's Day now, but
- __4. Some buildings in England used to display the Union Jack,
 - e. they display their own symbols and flags not British ones.
 - f. they show the English flag.
 - g. they are not referred to as Scottish or Walsh.
 - h. they did not use to celebrate them much

Activity III. Complete the sentences with the correct prepositions of place

Objective: to help participants become aware of the information about location and well known places of the English speaking countries

Time: 10 min

Materials: Book (page 34)

Behind, between, in, in front of, near, next to, on the left, on the right, opposite, under.

1. The main post office is _____ Christ Church college.
2. Corpus Christi college is _____ Merton College.
3. If you walk down Cornmarket Street, Carfax Tower is _____.
4. The covered market is _____ the High Street and Market Street.
5. From the High Street, Lincoln College is _____ Brasenose College.
6. The cinema on George Street is _____ the Play house Theatre.
7. The smallest cathedral in England is _____ Christ Church college

Activity IV. Read the Information Files on England, Scotland and Wales. Which of the countries:

Objective: to enrich participants' thinking awareness.

Time: 5 min

Materials: book

1. has the largest / smallest population?
2. has a national day in the spring?
3. has a national day in the autumn?
4. has a blue and white flag?
5. has a red, green and white flag?

Activity V. Look at the photos in the magazine article (page 22). What specific countries do the people in each photo come from? How can you tell?

Objective: to enrich participants' speaking awareness.

Time: 10 min

Materials: book

Activity VI. Someone is asking for directions at the Tourist Information Office. Complete the dialogue with the correct expressions. Use the map to help on page (34)

Objective: to enrich participants' vocabulary and thinking awareness.

Time: 5 min

Materials: book

Go straight across, Thank you very much, Can you tell me, Keep on the right hand side, turn left into, Walk straight down, You can't miss it, Is it far from here? go past

Tourist: Excuse me. (1) Can you tell me where the nearest post office is?

Local: Yes, of course.

Tourist: _____(2) ?

Local: Well, not too far. You can walk there in about five minutes. We're in Broad Street just now. You need to walk to the cross roads with George Street

and(3)_____. Cornmarket Street.(4)_____ Cornmarket Street,(5)_____ all the shops until you come to the traffic lights at the bottom (6) _____the traffic lights on to Saint Aldate's (7)_____ and after a short distance, about 50metresdownSaint Aldate's, you'll see the main post office.(8)_____ .

Tourist:(9)_____ .

Local: Good luck

Home assignment (5 min)

- ✓ Make two activities based on the whole material
- ✓ Find additional fact about well-known places of English speaking zones.

Module:	CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE
	Lesson 17
Topic:	Communication styles
Time:	80 minutes
Aim:	To raise students' awareness of according to the culture and its features

Warm up activity (before reading)

Objective: to create language atmosphere

Time: 10 minutes

Materials: none

Questions:

1. What do you know about the climate of the English speaking countries?
2. Can you find any differences between climate of the English speaking countries and our country?
3. What do you know about the wonders of the world?
4. What can you say about the ancient and modern wonders of the world?

While reading tasks

Activity I.

Objectives: to enrich the student's knowledge about the climate and wonders of the English speaking countries through specific activities

Time: 15 minutes

Materials: book

Procedure:

- Divide students into three groups.
- Require Ss to read and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the climate and the wonders of the English speaking countries.
- If ideas wrong teacher will clarify the answers.

The seven natural wonders of America.

1 Death Valley (California)

Death Valley is a 250km valley between two Californian mountain ranges. It is the hottest and the lowest place in the USA, and at one famous point-Bad water Basin- you arrive at the lowest place in the western hemisphere (86 meters below sea level). Summer temperatures in Death Valley can reach 54°C, and for several months of the year the average night-time temperature is over 27°C.

2 Giant Redwood and Bristlecone Pine Trees (California)

General Sherman, a giant red wood tree in the Sequoia National Park measuring 84 metres tall, is the largest plant in the world. It is also 3,000 years old, but it isn't the oldest tree in the world. That's also in California. The bristlecone pine grows in the White Mountains, and it is the oldest living thing on earth. The most famous, named Methuselah, is over 4,000 years old.

3 The Grand Canyon (Arizona)

The Grand Canyon, eroded over thousands of years by the Colorado River and its tributaries, is 400 km long. It is 2,000 metres deep at its deepest point and 30km wide at its widest point. It is one of the most important geological sites in the world (some of the rocks are over 1,800 million years old) and it is home to a great diversity of wild life.

4 Old Faithful (Idaho)

Much of the Yellowstone National Park (which extends into Idaho, Montana and Wyoming) is volcanic rock, and there are over 10,000 geysers and hot springs in the park- the biggest concentration in the world. The most famous geyser, called Old Faithful, erupts about every 75

minutes. The eruptions last for 1-5 minutes, and shoot hot water up to 50 metres in the air.

5 The Great Lakes (Michigan, Wisconsin, Minnesota and Ontario, Canada)

The Great lakes (lakes Superior, Michigan, Huron, Erie and Ontario) form the largest system of fresh water on earth, containing 18% of the world's supply. Lake Superior is the largest and the deepest. It has the largest surface area of any fresh water lake in the world (81,000sq.km) and holds enough water to cover the entire continents of North and South America with third of a metre of water.

6 Glacier Bay (Alaska)

Glacier Bay is a wilderness of mountains, glaciers, estuaries, beaches and lakes which was covered by ice only 200 years ago. The glaciers of Glacier Bay are still retreating, revealing new landscapes every few years. Glacier Bay is now a nature reserve and is used extensively for scientific research.

7 Niagara Falls (New York State and Ontario, Canada)

The Niagara Falls are formed where the Niagara River flows between Lake Erie and Lake Ontario. There are two main water falls: the Horse shoe Falls in Canada and the American Falls in the USA. The falls are 55 metres high, and 160,000 cubic metres of water flows over them every minute.

LESSON #18

Theme #18	Presentations and reports on the previous theme.	
Length: One hour and twenty minutes	Number of Students: 12	
Lesson Outline		
<ol style="list-style-type: none"> 1. Warm-Up 2. Activity 1. Match the words with their definitions 3. Activity 2. Discuss the questions 4. Activity 3. Read the text and answer the questions 5. Activity 4. Listening 6. Activity 5. Case Study 		
The aim:		
To raise students' awareness of the UK parliament, monarchy, constitution.		
Objectives:		
<ul style="list-style-type: none"> • to create language atmosphere • to enrich the student's knowledge about the role of the English language in international communication through specific activities • to help participants become aware of the facts about English language as a communicative one • to watch the video and answer the question 		
Activity Type:	Individual, small group, whole class (teacher-students)	

Warm-up. (10 min.)

Objectives:

- to lead in the topic

Procedure:

- Discuss the following questions with your students:
 - Can you name any of the people or the buildings?
 - Which country do they belong to: Britain or the USA?
 - Match the people in the photos (A-D) to the buildings (1-4).

Handout 1

Activity I. Match the words with their definitions

Objectives: to enrich the student's knowledge about the UK parliament, monarchy.

Time: 20 minutes

Materials: Handout 2

Procedure:

- Divide students into three groups.
- Distribute handouts to the Ss and give them 20 minutes to complete task.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity II. Discuss the questions.

Objective: to help participants become aware of the British parliament.

Time: 10 min

Materials: Handout 3

Procedure:

- 😊 (5 min) Distribute the students **Handout # 3**. Tell them to read the instructions carefully and do them individually first.
- 😊😊😊 (5 min) Ask them to discuss their answers within small groups
- 😊 (10 min) Discuss the statements with the whole group.

Activity 3 Read the text and answer the questions

Objectives:

- To read the text and discuss it, complete the task

Time: 20 minutes

Materials: computer, handout 3

Procedure:

- 😊😊😊 (10 min) read the text .
- 😊 (10 min) Distribute the students **Handout # 3**. Tell them to read the instructions carefully and do the test individually first.
- Group discussion about the topic.

Activity 4. Listening

Objective: to help participants become aware of the British parliament.

Time: 20 min

Materials: Handout 4

Procedure:

- 😊 (5 min) Distribute the students **Handout # 4**. Tell them to read the instructions carefully and do them individually first.
- 😊😊😊 (5 min) Ask them to discuss their answers within small groups
- 😊 (10 min) Discuss the statements with the whole group, then play the recording

Activity 5 Read the text and answer the questions

Objectives:

- To read the text and discuss it, complete the task
Time: 20 minutes

Materials: computer, handout 5

Procedure:

- 😊😊😊 (10 min) read the text .
- 😊 (10 min) Distribute the students **Handout # 5**. Tell them to read the instructions carefully and do the test individually first.
- Group discussion about the topic.

Activity 6. Case study.

Employees of different companies take part from qualification development program. The common language English is used there. They are citizens of different countries and their mother language is also different. Some of them know English, feel themselves comfortably. But most participants does not know English.

LESSON #19

Theme #19.	Revision.
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Warm-Up 2. Activity 1. Match the words with their definitions 3. Activity 2. Discuss the questions 4. Activity 3. Read the text and answer the questions 5. Activity 4. Speaking 6. Activity 5. Case Study 	
The aim:	
To raise students' awareness of the US legal system, national days, protest songs, the US government.	
Objectives:	
<ul style="list-style-type: none"> • to create language atmosphere • to enrich the student's knowledge about the role of the US legal system through specific activities • to help participants become aware of the facts about US national days and protest songs • to listen to patriotic song and answer the question 	

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

Objectives:

- to lead in the topic

Procedure:

- Discuss the following questions with your students:
 - When and why did America become independent nation?
 - What is a nation's constitution?

Activity 1. Read the text and answer the questions

Objectives:

- To read the text and discuss it, complete the task

Time: 20 minutes

Materials: computer, handout 1

Procedure:

- 😊😊😊 (10 min) read the text .
- 😊 (10 min) Distribute the students **Handout # 1**. Tell them to read the instructions carefully and do the test individually first.
- Group discussion about the topic.

Activity 2.

Objective: to help participants become aware of American Constitution.

Time: 20 min

Materials: Handout 2

Procedure:

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

Activity 3 Read the text and answer the questions

Objectives:

- To read the text and discuss it, complete the task

Time: 20 minutes

Materials: computer, handout 2

Procedure:

- 😊😊😊 (10 min) read the text .
- 😊 (10 min) Distribute the students **Handout # 3**. Tell them to read the instructions carefully and do the test individually first.
- Group discussion about the topic.

Activity 4. Match the words with their definitions

Objectives: to enrich the student's knowledge about the UK parliament, monarchy.

Time: 20 minutes

Materials: Handout 4

Procedure:

- Divide students into three groups.
- Distribute handouts to the Ss and give them 20 minutes to complete task.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity 5. Case study

Employees of different companies take part from qualification development program. The common language English is used there. They are citizens of different countries and their mother language is also different. Some of them know English, feel themselves comfortably. But most participants does not know English.

TASKS FOR INDEPENDENT WORK

Case Study. Combining global and local.

Compile a real case where global and local attributes are involved

Case Study. Telephone language.

Create a report using the method of case study for the given topic

Case Study. A takeover.

Find out problems and possible solutions for big and small companies' affairs.

Case Study. Troubleshooting.

Compile a real case for the topic

Case study. Job place.

The environment created for the workers in every organization

Case study. Education.

Investigate the issues related to the students' life

CONTROL WORKS

Current control work on “Cultural awareness” – variant № 1

1. Explain how you perceive the notion of “Culture”.
2. Cultural briefing is unnecessary tool for travel. To what extend do you agree or disagree. Explain your point, using similar instances.

Current control work on “Cultural awareness” – variant № 2

1. How you understand the effect of global business in terms of culture.
2. Suppose that you come across with the foreigner what is expected from you to do then?

Current control work on “Cultural awareness” – variant № 3

1. The elements of case study.
2. Presume that you’re applying for a job but unfortunately your application was rejected for several times because of your nationality, how you react? Would you admit this as bias and go find some activity where you’re welcomed or just quit? Why?

Current control work on “Cultural awareness” – variant № 4

1. You’re talking with your close friend and suddenly you were roughly interrupted by another friend of you who is in distant. Would you scold him/her for the deed or put up with it as nothing happened and let him/her in to talk with you?
2. How you make friends?

Current control work on “Cultural awareness” – variant № 5

1. The differences between Uzbek and American culture.
2. The interaction of culture with other subjects

Current control work on “Cultural awareness” – variant № 6

1. Explain how you perceive the notion of “Culture”.
2. Cultural briefing is unnecessary tool for travel. To what extend do you agree or disagree. Explain your point, using similar instances.

Current control work on “Cultural awareness” – variant № 7

1. How you understand the effect of global business in terms of culture.
2. Suppose that you come across with the foreigner what is expected from you to do then?

Current control work on “Cultural awareness” – variant № 8

1. The elements of case study.
2. Presume that you’re applying for a job but unfortunately your application was rejected for several times because of your nationality, how you react? Would you admit this as bias and go find some activity where you’re welcomed or just quit? Why?

Current control work on “Cultural awareness” – variant № 9

1. You’re talking with your close friend and suddenly you were roughly interrupted by another friend of you who is in distant. Would you scold him/her for the deed or put up with it as nothing happened and let him/her in to talk with you?

2. How you make friends?

Current control work on “Cultural awareness” – variant № 10

1. The differences between Uzbek and American culture.
2. The interaction of culture with other subjects

**FINAL CONTROL QUESTIONS ON
CULTURAL AWARENESS FOR THE 3rd YEAR STUDENTS,
TERM ___ PROTOCOL # ___ OF _____ 201__
VARIANT № - 1**

I. Define the notion Body language is

II. Describe the person who has been stereotyped for his religion.

III. Test.

1. In his book Francis Fukuyama's defines the word culture with the term "Trust." How do you think why he uses this term?

- a) In his book, he looks at culture in terms of behavior at the national level: ". . . inherited ethical habit."
- b) In his book he looks at culture in terms of life.
- c) In his book he looks at culture as means of communication technology.
- d) Francis Fukuyama never defined the term culture in this way.

2. Another useful definition of culture is "values and attitudes and behaviors." How you figure out this definition?

- a) Body language
 - b) The way we do things around here
 - c) Facial expressions
 - d) Communication
3. "What is normal for you?" why this question perceived as cultural factor?
- a) There is a strong connection between human and nature.
 - b) Culture is the tool that measures the action of people.
 - c) It is not perceived as a cultural factor.
 - d) Live long by paying attention to things that goes around.

4. What is the normal size of a cup of coffee? What is the normal way to make it? What is the normal age for girls and boys to get married? What is the normal way to dress when you go to work? These questions are the samples, that mean.....

- a) Appearance is the key to culture.
- b) Size plays very important role.
- c) The more normal you are the more clever you will.
- d) Normality defines your culture.

5. The novelist, John Le Carre, was asked why he continued to live (and pay tax) in Britain. In a delightful and telling phrase he said "because I understand the grammar of life in Britain." What did he mean by that?

- a) The phrase says a lot about his knowledge of the English grammar.
- b) The phrase says a lot about skills of communication.
- c) The phrase says a lot about his cultural ability to talk with foreigners.
- d) The phrase says a lot about culture and a lot about grammar.

6. Britain means England, Ireland, Wales and Scotland.

- a) TRUE
- b) FALSE

7. Britain is a member of the EU.

- a) TRUE
- b) FALSE

8. The currency of Britain is the Euro.

- a) TRUE
- b) FALSE

9. Britain's Head of State is Tony Blair.

- a) TRUE
- b) FALSE

10. The capital of Wales is Swansea.

- a) TRUE b) FALSE

*Made by: Bozorova L. and Kuziev Sh., teachers of the English language and literature department.
Approved by: O'razbaev H., head of the English language and literature department*

**FINAL CONTROL QUESTIONS ON
CULTURAL AWARENESS FOR THE 3rd YEAR STUDENTS,
TERM ___ PROTOCOL # ___ OF _____ 201__
VARIANT № - 2**

I. The differences between universal, cultural and personal behaviors

II. Nonverbal communication-gestures, eye contact, conversation style.

III. Complete the passage using the words in the box.

1. Culturalbecomes central when we have towith people other cultures.see, interpret andthings in different ways. What is considered anbehavior in one culture is frequentlyin another one.arises when I use my meanings to make sense of your reality.

appropriate, suit, fit/ evaluate, mark, appreciate/ interact, connect, speak/ people, peoples, ppl/ inappropriate, doesn't coincide/ Awareness, careless, intercultural/ Misunderstanding, unbelievably, trustworthy/ from, out, than/

2. Give the definition of the second sentence with your own words.

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**FINAL CONTROL QUESTIONS ON
CULTURAL AWARENESS FOR THE 3rd YEAR STUDENTS,
TERM ___ PROTOCOL # ___ OF _____ 201__
VARIANT № - 3**

I. Link the following values (saving face, deference to authority, indirectness) to behavior

II. Gender dimension in culture.

III. Telephone conversation

Could I speak to Ms Johnson please?

- a) Hang up and I'll call you back.
- b) Yes I'll put you through.
- c) No I prefer to hang on, it's very important.
- d) Yes I'd like to speak to the person who deals with paying your suppliers, please.

Good afternoon can I help you?

- a) Yes I'd like to speak to the person who deals with paying your suppliers, please.
- b) I'm afraid you seem to have the wrong number.
- c) No I prefer to hang on, it's very important.
- d) Hang up and I'll call you back.

Is that Ojay or Simpson?

- a) Well could you get him to call me back as soon as he gets in?
- b) Yes I'll put you through.
- c) I'm afraid you seem to have the wrong number.
- d) No I prefer to hang on, it's very important.

I'm afraid he's out of the office and won't be back for an hour or so.

- a) Well could you get him to call me back as soon as he gets in?
- b) I'm afraid you seem to have the wrong number.
- c) Hang up and I'll call you back.
- d) Yes I'll put you through.

I could get him to call you in a few minutes.

- a) Yes I'll put you through.
- b) I'm afraid you seem to have the wrong number.
- c) Hang up and I'll call you back.
- d) No I prefer to hang on, it's very important.

There is a lot of noise on line. Could you speak up?

- a) Hang up and I'll call you back.
- b) I'm afraid you seem to have the wrong number.
- c) Yes I'll put you through.
- d) Well could you get him to call me back as soon as he gets in?

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**FINAL CONTROL QUESTIONS ON
CULTURAL AWARENESS FOR THE 3rd YEAR STUDENTS,
TERM ___ PROTOCOL # ___ OF _____ 201__
VARIANT № - 4**

I. Cultural briefing

II. Food and drink dimension in culture

III. Define the heading of each paragraph that is given as the definition to several stages of cultural differences.

- a) My way and their way.
- b) Our way.
- c) I know their way but my way is better.
- d) My way is the only way.

Degrees of cultural awareness

There are several levels of cultural awareness reflect how people grow to perceive cultural differences.

3. In this level people are aware of doing things and their ways is the only way. At this stage they ignore the impact of culture differences. (Parochial stage)

4. At this level people are aware of other ways of doing things but still consider their way as the best one. In this stage culture differences are perceived as the source of problems and people tend to ignore them or reduce their significance. (Ethnocentric stage)

2. At this level people are aware of doing things and others' way of doing things, they chose the best way according to the situation. At this stage people realize that culture differences can lead both to problems and benefits and are willing to use cultural diversity to create new solutions and alternatives. (Synergistic stage)

1. This stage brings people from different cultural background together for the creation of a culture of shared meanings. People dialogue repeatedly with others create new meanings, new rules o meet the needs of a particular situation. (Participatory Third culture stage)

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**FINAL CONTROL QUESTIONS ON
CULTURAL AWARENESS FOR THE 3rd YEAR STUDENTS,
TERM ___ PROTOCOL # ___ OF _____ 201__
VARIANT № - 5**

I. Telephone language

II. Cultural sources (education, work, and organization)

III. Complete the passage using the words in the box.

1. Culturalbecomes central when we have towith people other cultures.see, interpret andthings in different ways. What is considered anbehavior in one culture is frequentlyin another one.arises when I use my meanings to make sense of your reality.

appropriate, suit, fit/ evaluate, mark, appreciate/ interact, connect, speak/ people, peoples, ppl/ inappropriate, doesn't coincide/ Awareness, careless, intercultural/ Misunderstanding, unbelievably, trustworthy/ from, out, than/

2. Give the definition of the second sentence with your own words.

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**FINAL CONTROL QUESTIONS ON
CULTURAL AWARENESS FOR THE 3rd YEAR STUDENTS,
TERM ___ PROTOCOL # ___ OF _____ 201__
VARIANT № - 6**

I. Expectations when meeting other cultures

II. Stereotyping

III. Test.

1. In his book Francis Fukuyama's defines the word culture with the term "Trust." How do you think why he uses this term?

- e) In his book, he looks at culture in terms of behavior at the national level: " . . . inherited ethical habit."
- f) In his book he looks at culture in terms of life.
- g) In his book he looks at culture as means of communication technology.
- h) Francis Fukuyama never defined the term culture in this way.

2. Another useful definition of culture is "values and attitudes and behaviors." How you figure out this definition?

- e) Body language
 - f) The way we do things around here
 - g) Facial expressions
 - h) Communication
3. "What is normal for you?" why this question perceived as cultural factor?
- e) There is a strong connection between human and nature.
 - f) Culture is the tool that measures the action of people.
 - g) It is not perceived as a cultural factor.
 - h) Live long by paying attention to things that goes around.

4. What is the normal size of a cup of coffee? What is the normal way to make it? What is the normal age for girls and boys to get married? What is the normal way to dress when you go to work? These questions are the samples, that mean.....

- e) Appearance is the key to culture.
- f) Size plays very important role.
- g) The more normal you are the more clever you will.
- h) Normality defines your culture.

5. The novelist, John Le Carre, was asked why he continued to live (and pay tax) in Britain. In a delightful and telling phrase he said "because I understand the grammar of life in Britain." What did he mean by that?

- e) The phrase says a lot about his knowledge of the English grammar.

- f) The phrase says a lot about skills of communication.
 g) The phrase says a lot about his cultural ability to talk with foreigners.
 h) The phrase says a lot about culture and a lot about grammar.
6. Britain means England, Ireland, Wales and Scotland.
 a) TRUE b) FALSE
7. Britain is a member of the EU.
 a) TRUE b) FALSE
8. The currency of Britain is the Euro.
 a) TRUE b) FALSE
9. Britain's Head of State is Tony Blair.
 a) TRUE b) FALSE
10. The capital of Wales is Swansea.
 a) TRUE b) FALSE

Made by: Bozorova L. and Kuziev Sh., teachers of the English language and literature department.
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**FINAL CONTROL QUESTIONS ON
 CULTURAL AWARENESS FOR THE 3rd YEAR STUDENTS,
 TERM ___ PROTOCOL # ___ OF _____ 201__
 VARIANT № - 7**

I. Language dimension in culture

II. Positive communication

III. Define the following factors of body languages with the examples.

Facial expressions. This includes eye contact, smiling etc.

Gestures: arms folded, arms by the sides, arms waving about etc.

Posture: how people stand, whether they lean forward or sit back, are relaxed or stiff.

Proximity: how close people stand to each other

Dress: How do people dress? Is it formal or informal?

Location: Where does the interaction take place? How does the environment affect what people say and how they say it?

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**FINAL CONTROL QUESTIONS ON
CULTURAL AWARENESS FOR THE 3rd YEAR STUDENTS,
TERM ___ PROTOCOL # ___ OF _____ 201___
VARIANT № - 8**

I. Italian are almost automatic to perceive US American as people who always work, talk about business over lunch and drink their coffee running in the street instead of enjoying it in a bar. What does it mean Italian are laze, American hyperactive?

II. Define the heading of each paragraph that is given as the definition to several stages of cultural differences.

- e) My way and their way.
- f) Our way.
- g) I know their way but my way is better.
- h) My way is the only way.

Degrees of cultural awareness

There are several levels of cultural awareness reflect how people grow to perceive cultural differences.

3. In this level people are aware of doing things and their ways is the only way. At this stage they ignore the impact of culture differences. (Parochial stage)

4. At this level people are aware of other ways of doing things but still consider their way as the best one. In this stage culture differences are perceived as the source of problems and people tend to ignore them or reduce their significance. (Ethnocentric stage)

2. At this level people are aware of doing things and others' way of doing things, they chose the best way according to the situation. At this stage people realize that culture differences can lead both to problems and benefits and are willing to use cultural diversity to create new solutions and alternatives. (Synergistic stage)

1. This stage brings people from different cultural background together for the creation of a culture of shared meanings. People dialogue repeatedly with others create new meanings, new rules o meet the needs of a particular situation. (Participatory Third culture stage)

III. Body language in culture

*Made by: Bozorova L. and Kuziev Sh., teachers of the English language and literature department.
Approved by: O'razbaev H., head of the English language and literature department.*

GLOSSARY

WORLDWIDE – global

DISPUTABLE – open to argument

DIALECT – a variety of a language

LINGUISTIC POWER – to succeed in something, now especially in academic performance.

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

PEER DYNAMICS - to put someone in a place where they are kept away from other people.

ADMIRE- one who admires.

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

FAITHFUL –loyal; adhering firmly to person or cause.

GDP- gross domestic product

PROFILE-(countable) a specific place or field in which users can provide various types of personal information in software or internet systems.

HOMESTAY-a system whereby students visiting a foreign country to study board with a local family at an affordable price.

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

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

TO SPRING INTO ACTION - to act, to move.

TO INDICATE–to point out, to discover, to direct to a knowledge of, to show

HOSTESS –a female host

TO SPRING INTO ACTION - to act, to move

TERRITORIAL –

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

ESL- English as a second language

EFL- English as a foreign language

ESD - English as a second dialect

TESOL -teaching English to speakers of other languages

ASSEMBLY – meeting, conference

COUPLE – pair, group of two persons or things

ORCHESTRA – band composed musicians of many different instruments

AUDIENCE – group of people gathered to see or hear

OVERPOPULATION – excessive population

DESCRIPTION – descriptive statement

ABANDONED – forsaken, left behind

CONVENIENCE – serviceableness

FLOCK – pack, crowd

FLIGHT – flying

PATH – track

TRUST – confidence

COMPREHENSION – understanding

MATERIAL – substance

DISTRIBUTE – deliver to

IMAGINATION – ability of the mind to create mental images which do not literary exist

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ
ВАЗИРЛИГИ

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ
ИНГЛИЗ ТИЛИ ВА АДАБИЁТИ КАФЕДРАСИ



«ХОРИЖИЙ ТИЛНИ ЎҚИТИШДА МАДАНИЯТЛАРАРО МУЛОҚОТНИ ШАКЛЛАНТИРИШ»

фани бўйича

ИШЧИ ЎҚУВ ДАСТУРИ

100000 – Гуманитар соҳа
110000 – Педагогика
5111400 – Хорижий тил ва адабиёти (Инглиз тили)
3 – Курс
5-6 – Семестр

Умумий ўқув соати	– 64+58=122
Шу жумладан:	
Амалиёт машғулоти	– 38+38=76
Мустақил таълим соати	– 26+20=46

ГУЛИСТОН – 2017 й.

Фаннинг ишчи ўқув дастури намунавий ўқув дастури ва ўқув режасига мувофиқ ишлаб чиқилди.

Тузувчи: Бозорова Л. – ГулДУ “Инглиз тили ва адабиёти”
кафедраси ўқитувчиси _____ (имзо)

Қўзиёв Ш. – ГулДУ “Инглиз тили ва адабиёти”
кафедраси ўқитувчиси _____ (имзо)

Такризчи: Тожиёв Х. – ГулДУ ф.ф.н., “Инглиз тили ва адабиёти”
кафедраси доценти _____ (имзо)

Фаннинг ишчи ўқув дастури “Инглиз тили ва адабиёти” кафедрасининг 2017 йил “___” _____ даги ___ - сонли мажлисида кўриб чиқилиб, факультет Илмий-услубий Кенгашида кўриб чиқиш учун тавсия қилинди.

Кафедра мудири

Ҳ. Уразбаёв

Фаннинг ишчи ўқув дастури Филология факультети Илмий-услубий Кенгашининг 2017 йил “___” _____ даги “___” - сонли мажлисида тасдиқланди.

**Факультет Илмий-услубий
Кенгаши раиси:**

Э. Ҳамдамов

I. КИРИШ

1.1. Фаннинг предмети ва мазмуни

Мазкур модул 5-6 семестрда ўқитилиб, модулнинг мақсади талабаларнинг маданиятлараро мулоқот компетенциясини ривожлантиришдан ва келгусидаги касбида ушбу компетенциялардан тўғри фойдалана олишидан иборат.

1.2. Фаннинг мақсад ва вазифалари

Ушбу аспект доирасида ўқитиладиган модуллар талабаларнинг хорижий тил бўйича эгаллаган билим, кўникма, малакаларини касбий ва илмий фаолиятда эркин қўллай олишларини таъминлашга хизмат қилади. Модулларнинг асосий вазифаси умумэтироф этилган халқаро меъёрларга кўра талабаларнинг ўрганилаётган чет тилини С1 даражада эгаллашлари учун зарурий билимларни интеграллашган тарзда ўргатиш ва мулоқот малакаларини ривожлантиришдир.

Модулни ўзлаштиргач талаба:

- маданиятлараро мулоқот, халқаро маданий компетентлик, маданиятлар ўртасидаги тафовутнинг тил ўрганиш ва ўқитишдаги аҳамияти;
- маданиятлараро мулоқотнинг экстралингвистик жиҳатлари (дунёқараш, маросимлар, урф-одатлар, инсон аъзолари тили, табулар, стереотиплар, кўпмиллатли маданиятларда жамиятнинг ўрни, имиж, рамзлар);
- маданиятлараро мулоқотда маданиятга хос хусусиятларни (саломлашув, мулозаматни акс эттириш йўллари, мурожаат қилиш йўллари, идиомалар ва ҳоказо) ўринли ишлатиш;
- ўзга тил маданиятига хос жиҳатларни ўқитиш учун ўқув материаллари яратиш, мавжудларини таҳлил қилиш, мослаштириш малакаларини эгаллайди.

1.3. Фаннинг долзарблиги

Хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш урси амалий курс бўлиб талабаларни касбий йўналиш доирасида тилнинг оғзаки ва ёзма шакллари ўргатиш, уларнинг ижтимоий-маданий мулоқот малакаларини ривожлантириш, хусусан ўрганилаётган чет тилининг функционал шакллари ва услубларини, тил тўғрисидаги амалий ва назарий билимларини такомиллаштиради.

1.4. Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Модул мазкур таълим йўналишлари ўқув режасидаги бошқа умумқасбий ва ихтисослик фанлари билан ўзаро боғлиқ бўлиб, модуллар кетма-кетлиги ва мазмунига мос равишда 5-семестр давомида ўқитилади. Ушбу фан лингвистик курс ҳисобланади ва тўрт йил давомида уч қисмга: ўқиш модули, ёзма нутқ амалиёти ва илмий ёзув модулига ажратилган ҳолда ўқитилади. Ўқув режанинг хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш, тил аспекти амалиёти, методика, мамлакатшуносликка оид курслари ва ўрганилаётган чет тилининг назарий курслари - умумий тилшунослик, стилистика ва матн таҳлили, назарий фонетика, қиёсий типология, назарий грамматика фанларидан зарурий билимларни эгаллашда ушбу фан модуллари бўйича ўзлаштирилган кўникма ва малакалар муҳим аҳамият касб этади.

1.5. Фаннинг илм-фан ва ишлаб чиқаришдаги ўрни

Бу модул хорижий қўшма корхоналар, халқаро ташкилотлар ва уларнинг республикамиздаги бўлимлари, элчихона ва консуликлар, сайёҳлик агентликлари, нашриёт ва таҳририятлар, нотариал идоралар, таржимонлик бюрolariда касбий фаолият олиб борадиган битирувчиларга мулжалланган.

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. Модулнинг ахборот-услубий таъминоти

Модулнинг информацион-услубий таъминоти:

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

II. АСОСИЙ ҚИСМ

2.1. Фандан ўтиладиган мавзулар ва улар бўйича машғулот турларига ажратилган соатларнинг тақсимооти

№	Машғулотлари мазмуни	Соатлар:				
		Жами:	Маъруза:	Семинар:	Амалий:	Мустақил таълим:
V - семестр						
1	What is culture?	2			2	
2	Presentations and reports on the previous theme.	4			2	2
3	Cultural briefing.	2			2	
4	Presentations and reports on the previous theme.	4			2	2
5	The effects of global business.	2			2	
6	Presentations and reports on the previous theme.	4			2	2
7	Expectations when meeting other cultures.	2			2	
8	Presentations and reports on the previous theme.	4			2	2
9	Case Study. Combining global and local.	6			2	4
10	Presentations and reports on the previous theme.	4			2	2
11	Gender in culture. Stereotyping and attitudes.	2			2	
12	Presentations and reports on the previous theme.	4			2	2
13	Cultural influences. Body language.	2			2	
14	Presentations and reports on the previous theme.	4			2	2
15	Company dimensions.	2			2	
16	Presentations and reports on the previous theme.	4			2	2
17	Case Study. Telephone language.	6			2	4
18	Presentations and reports on the previous theme.	4			2	2
19	Revision.	2			2	
Жами 5-семестр:		64			38	26
VI - семестр						
1	Diversity and conformity.	2			2	
2	Presentations and reports on the previous theme.	4			2	2
3	Case Study. A takeover.	6			2	4
4	Presentations and reports on the previous theme.	4			2	2
5	Group characteristics.	2			2	
6	Presentations and reports on the previous theme.	4			2	2
7	Case Study. Troubleshooting.	6			2	4
8	Presentations and reports on the previous theme.	4			2	2
9	Observing conventions.	2			2	
10	Presentations and reports on the previous theme.	4			2	2
11	Cultural dilemmas.	2			2	
12	Presentations and reports on the previous theme.	4			2	2
13	Individual characteristics.	2			2	
14	Presentations and reports on the previous theme.	4			2	2
15	Work types.	2			2	

16	Presentations and reports on the previous theme.	4			2	2
17	Communication styles.	2			2	
18	Presentations and reports on the previous theme.	4			2	2
19	Revision	2			2	
	Жами 6-семестр:	58			38	20
	Жами 5-6-семестр:	122			76	46

2.2. Ўқув материаллари мазмуни

2.2.1. Амалий машғулотлари мазмуни

2.1 **What is culture?** The concept of culture and its components can be interpreted differently by different individual and groups. Features of cultures range from the easily recognizable to the almost imperceptible.[O1, 12-17]

2.2 **Cultural briefing.** The usefulness of cultural briefing for people going to live, work or holiday abroad.[O2, 18-21]

2.3 **The effects of global business.** The changes that take place in the world economy and society have an impact on national cultures and on behavior.[O3, 22-25]

2.4 **Expectations when meeting other cultures.** Expectations can affect the attitudes and behavior of both sides. They may be founded on fact, hearsay or imagination.[O4, 26-29]

2.5 **Case Study. Combining global and local.** Companies need both a global and a local approach to business, what measures are needed to meet the challenges of global business? [O5, 30-31]

2.6 **Gender in culture. Stereotyping and attitudes.** Gender can play a fundamental role in identifying the identity of an individual or the culture of a group. People with different communication styles can have difficulties developing real understanding. It is urgent to explore if there is any legitimate basis to national stereotyping.[O6, 36-47]

2.7 **Cultural influences. Body language.** It is urgent to recognize the kinds of attitude commonly held towards other cultures. Different physical signals mean different things to different people, depending on such factors as nationality, status and situation. [O7, 48-51]

2.8 **Company dimensions.** All companies have their own unique culture. The culture of an international company is often strongly influenced by the culture of the parent company. Subsidiaries display a mixture coming from headquarters and from the local culture. [O8, 56-57]

2.9 **Case Study. Telephone language.** The way the telephone is used by employees forms part of a company's culture. [O9, 60-61]

2.10 **Diversity and conformity.** The parent company in international business has to face the issue of whether to encourage diversity or impose conformity. [O10, 70-71]

2.11 **Case Study.** A takeover. What decisions are to be taken by one company taking over another with a strong local identity.[O11, 72-73]

- 2.12 **Group characteristics.** People working together in a group tend to adopt distinctive behavioral characteristics. Group cultures are also different. [O12, 74-76]
- 2.13 **Case Study.** Troubleshooting. Different cultural expectations can make project work difficult to coordinate. It is urgent to improve communication in project teams. [O 13, 76-77]
- 2.14 **Observing conventions.** A multicultural project team which meets regularly both for business and socially may try to establish certain rules about behavior. [O 14, 82-83]
- 2.15 **Cultural dilemmas.** Different communication styles exist within multicultural teams. [O15, 84-85]
- 2.16 **Individual characteristics.** Individual characteristics may be inherited, or learnt from the environment, they play their role in a person's cultural profile. [O 16, 86-87]
- 2.17 **Work types.** People can be categorized according to the type of work they like to do or are best at. [O 17, 88-89]
- 2.18 **Communication styles.** Ways in which individuals communicate can be profiled using a number of parameters. [O 18, 90-91]

2.2.2. Модул мазмуни

- маданиятлараро мулоқот, халқаро маданий компетентлик атамалари;
- маданиятлараро мулоқотда экстралингвистик масалалар (дунёқараш, маросимлар, урф-одатлар, инсон аъзолари тили, табулар, стереотиплар, турли маданиятларда жамиятнинг ўрни;
- чет тили дарсларида тил ва маданият (саломлашувлар, мулозаматни акс эттириш, мурожаат қилиш йуллари, идиомалар ва ҳ.к.);
- маданиятлараро зиддият, тўқнашувларга сабаб бўлувчи омиллар, маданий шок, маданий ўзига хослик, халқаро маданиятда ўзлигини асраш.
- маданиятлараро мулоқотга ўқитиш учун ўқув материаллари (адабиёт, газеталар, ТВ, интернет, расмлар, реалаялар, фильмлар, рамзлар ва ҳ.к.) дан фойдаланиш;
- ўзга маданиятга тегишли мавзуларни ўқитиш ва материалларни яратишда ўта хушёр бўлиш, материалларни таҳлил қилиш (дарсликлар, дарс ишланмалари / конспект, топшириқлар / вазифалар);
- ўзга маданият мавзулари учун ўқув материалларини яратиш (3 та мақсад: тил, педагогика, маданият).

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.

2.5.2. Талабалар мустақил таълимининг мазмуни ва ҳажми

Мустақил таълим мазмуни	Вақти	Ҳажми	Максимал балл
5-семестр			
Case Study. Combining global and local.	1-9 ҳафта	1	10
Case Study. Telephone language.	10-13 ҳафта		10
Case Study. A takeover.	14-17 ҳафта		10
6-семестр			
Case Study. Troubleshooting.	1-9 ҳафта	1	10
Case study. Job place.	10-13 ҳафта		10
Case study. Education.	14-17 ҳафта		10
Жами:	6	2	60

IV. РЕЙТИНГ БАҲОЛАШ ТИЗИМИ

4.1. Рейтинг назорати жадвали (5-семестр)

№	Вазифа	Сони	Балл	Умумий балл
1. Жорий Назорат (ЖН)				

3. Якуний Назорат (ЯН)						
3.1	Ёзма шакли ёки тест			1	30	30
	ЯН Жами:				30	
	Жами (ЖН+ОН+ЯН):				100	

4.4. Рейтинг жадвали (6-семестр)

№	Февраль				Март					Апрель				Май				Июнь						
	12-17	19-24	26-3	5-10	12-17	12-17	19-24	26-3	5-10	12-17	12-17	19-24	26-3	5-10	12-17	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%	Фаоллиги	3		3		3		3		3		3	3	3								30	
		Такдимот				5											5							10
		ОН								15								15						30
2	ЯН – 30%																				30	30		
	Жами	17				24					29											30	100	
	Жами ГП бўйича	17				41					70											30	100	

Эслатма: 6-семестрда ўқитиладиган “МАДАНИЯТЛАРАРО МУЛОҚОТ КОМПЕТЕНЦИЯСИНИ РИВОЖЛАНТИРИШ” фанининг ўқув ҳажми 58 соатни ташкил этганлиги сабабли фан коэффиценти 0,58 бўлади. Фан бўйича ўзлаштиришни аниқлашда талаба тўплаган бали 0,58 га кўпайтирилади ва бутунгача яхлитлаб олинади.

Баҳо	5	4	3	2
Рейтинг	86-100	71-85	55-70	< 55
Фанни ўзлаштириш кўрсаткичлари	50-58	41-49	32-40	<32

4.5. Талабалар билимини баҳолаш мезони

Хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш аспекти бўйича талабалар билими рейтинг тизими асосида баҳоланади. Қуйида модуллар бўйича ўзлаштирилган билимларни баҳолаш турлари ва шакллари келтирилган. Улар ўқув материаллари тўлиқ ва самарали ўзлаштирилганлигини назорат қилишда ягоналик ва тизимлиликни таъминлайди.

<p>Жорий назорат</p> <ul style="list-style-type: none"> • талабанинг дарсдаги иштироки • кейс таҳлили • қиёсий тадқиқот бўйича ҳисобот • қиёсий тақдимот 	<p>40%</p> <p>10%</p> <p>10%</p> <p>10%</p> <p>10%</p>
<p>Оралик назорат</p> <ul style="list-style-type: none"> • маданиятлараро масалалар нуқтаи назаридан ўқув материаллари таҳлили • маданиятлараро мулоқотда компетентликни ривожлантиришга қаратилган ўқув материалларини яратиш (Ўқиш кўникмаси) 	<p>30%</p> <p>15%</p> <p>15%</p>
<p>Якуний назорат</p> <ul style="list-style-type: none"> • маданиятлараро мулоқотда компетентликни ривожлантиришга қаратилган ўқув материалларини яратиш (тинглаб тушуниш кўникмаси) ва талабалар томонидан ишлаб чиқилган маданиятлараро мулоқотда компетентликни ривожлантиришга қаратилган ўқув материаллари тақдимоти 	<p>30%</p>

V. ФОЙДАЛАНИЛАДИГАН АДАБИЁТЛАР РЎЙХАТИ

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