



ЎЗБЕКИСТОН РЕСПУБЛИКАСИ

**ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
САМАРҚАНД ДАВЛАТ ЧЕТ ТИЛЛАР ИНСТИТУТИ**

ИНГЛИЗ ТИЛИ ФАКУЛЬТЕТИ

ИНГЛИЗ ТИЛИ ГРАММАТИКАСИ ВА ТАРИХИ КАФЕДРАСИ



«ЎҚИШ ВА ЁЗИШ АМАЛИЁТИ»

фанидан

1 курс талабалари учун

ЎҚУВ- УСЛУБИЙ МАЖМУА

Тузувчи: ўқитувчи Гулиева Э.Ф.

Самарқанд – 2016

Гулиева Э.Ф. “Ўқиш ва Ёзиш амалиёти” фанидан 1 курс талабалари учун ўқув-услубий мажмуа. Самарқанд: СамДЧТИ, 2016, 253 бет.

Ушбу ўқув-услубий мажмуа Европа Кенгашининг “Чет тилини эгаллаш Умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги хужжатида тил эгаллашга қўйиладиган талаблар ва мезонлар эътиборга олинган ҳолда тайёрланган.

Ўқув-услубий мажмуа замонавий педагогик технологиялар асосида нутқ малакалари ёзув орқали талабаларни инглиз тилида нутқини устириш кўзда тутилган. Ўқув-услубий мажмуа хорижий тил ва адабиёт йўналишида таҳсил олувчи 1 босқич талабалари учун жами 152 соат амалий маўғулот учун мўлжалланган.

Ушбу ўқув-услубий мажмуа Самарқанд Давлат Чет Тиллар Институти ўқув-услубий кенгаши томонидан нашрга тавсия этилган (____ 20____ Баённома №____).

Мухаррир: Филология фанлари номзоди, доц. Исмоилов А.Р.

Такризчилар: Филология фанлари номзоди, доц. Рўзикулов Ф.Ш.

Филология фанлари номзоди, доц. Ашуров Ш.С.

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К И Р И Ш

«Кадрлар тайёрлаш миллий дастури» талабларини амалга оширишда, ҳамда ёш авлодни юқори савияда тайёрлашни таъминлаш мақсадида миллий кадриятлар сингдирилган фанлар бўйича электрон ўқув-услубий мажмуаси яратиш давлат аҳамиятига эга бўлган масалалар қаторига киритилган. Бугунги кунда илм-фан жадал тараққий этаётган, замонавий ахборот-коммуникация воситалари кенг жорий этилган жамиятда барча фан соҳаларида билимларнинг тез янгиланиб бориши, таълим олувчилар олдига уларни тез ва сифатли эгаллаш билан бир қаторда, мунтазам ва мустақил равишда билим излаш вазифасини қўймоқда. Шунинг учун интеллектуал салоҳиятга эга, илм-фаннинг замонавий ютуқлари асосида ижодий фикрлайдиган шахсларни шакллантириш ҳамда юқори малакали кадрларни тайёрлаш масаласи электрон ўқув-методик мажмуаларнинг янги авлодини яратишни талаб қилмоқда.

Ушбу ўқув-услубий мажмуа – давлат таълим стандарти ва фан дастурида белгиланган, талабалар томонидан эгалланиши лозим бўлган билим, кўникма ва малакаларни шакллантириш, ўқув жараёнини комплекс лойиҳалаш асосида кафолатланган натижаларни олишни, мустақил билим олиш ва ўрганишни ҳамда назоратни амалга оширишни таъминлайдиган, талабанинг ижодий қобилиятларини ривожантиришга йўналтирилган ўқув-услубий манбалар, дидактик воситалар ва материаллар, электрон таълим ресурслари, ўқитиш технологияси, баҳолаш мезонларини ўз ичига олади.

Электрон ўқув-услубий мажмуа компонентларининг мазмуни Давлат таълим стандарти асосида тузилган фан дастурига мувофиқ, ҳамда шахсга йўналтирилган, ривожлантирувчи ва мустақил таълим олиш технологиялари, тамойиллари ва талаблари асосида ишлаб чиқилди.

MINISTRY OF HIGHER AND SECONDARY EDUCATION OF REPUBLIC OF UZBEKISTAN
SAMARKAND STATE INSTITUTE OF FOREIGN LANGUAGES
ENGLISH LANGUAGE GRAMMAR AND HISTORY CHAIR

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2016

SYLLABUS
on
READING AND WRITING PRACTICAL COURSE
(for the 1st – year students)

Experience field: 100 000 – Liberal arts

Specialty field: 110 000 – Pedagogy

Training area: 5111400 – English language and literature

Terms: 1-2

Total hours: 272 h.

Practical hours – 152 h.

Self-study hours – 120 h.

SAMARKAND - 2016

This course syllabus is drawn up according to the educational curriculum.

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Course objectives

“Reading and Writing” practical course includes two types of modules: Reading module and Writing module. Therefore, Reading module is taught for the students during 1-5 terms, while Writing module is conducted during 1-8 terms. At the end of the 1st course on the basis of the document of “Common European Framework of Reference for Languages: Learning, Teaching and Assessment” (CEFR) the students are to be able to read, write and comprehend various types of thematic tasks corresponding to B1 level.

Course web-site: www.moodle.samdhti.uz

Interconnection between other practical language aspects: This course is closely related and interconnected with other practical ones, such as “Grammar in context”, “Vocabulary in Context”. “Reading and Writing” practical course is implemented along with some exact sciences.

Essential literature:

1. Driscoll, L. (2004), Reading Extra A resource book of multi-level skills activities. CUP.
2. Fry, E.B. (2000), Skimming and scanning Pre-intermediate. Jamestown Publishers.
3. Littlejohn, A. (2000). Writing 1&2. Cambridge: CUP
4. Stephens, M. (1996). Practise Writing. Longman

Additional literature:

1. Liz Driscall Real Reading 2 with answers Cambridge University Press 2008
2. Liz Driscall Real Reading 3 with answers Cambridge University Press 2008
3. Liz Driscall Real Reading 4 with answers Cambridge University Press 2008
4. Harmer, J. (2004). Just (Reading and Writing. Marshal Cavendish.)
5. Littlejohn, A. (2000). Writing 1&2. Cambridge: CUP

Attendance

For getting positive result attendance of 70% of practical classes and 80% of self-study works are required. Absence at one of the classes, quiz or exam will be considered as a zero-band score. Student is responsible for the fulfillment of all tasks at the lessons. Student must inform the trainer beforehand if he/she is not able to attend the class and get the tasks of missed lesson. The responsibility for all planned and not planned absences (interview, illness, personal urgent affair) is laid upon the student.

Preparation

For getting enough knowledge of the given course the student is intended to assist classes being prepared for discussion of the planned theme. It includes preliminary reading of the given studying material, self-practice and contribution in the form of the learnt new words and expressions for working at a practical class. Every student will be arbitrarily examined for eliciting knowledge of key points of the theme.

Assessment criteria

Percentage grades will be awarded for your current responses to the Reading and Writing Exercises and for the two exams. The meanings and equivalencies of the grades are as follows:

Current test (I и II) ----- 40%

Mid-term test ----- 30%

Final test ----- 30%

Deadline:

The students, who have gained less than 39 score by the time of final-test taking, are permitted to retake exam.

COURSE OUTLINE

Calendaring thematic plan in organizing Reading and Writing practicing for the 1st year students:

1st -term

№	Month	Lesson type	Theme	Reading Text types	Writing Text types	Time
1	2	3	4	5	6	7
1	Sept.	practical	People and personalities	Introduction to the course	Introduction to the course	4
2	Sept.	practical	People and personalities	Horoscopes	From completion with personal details	4
3	Sept.	practical	People and personalities	Short newspaper article (character)	Capitalization and punctuation	4
4	Sept.	practical	People and personalities	Short story (Stereotypes)	Simple notes and messages	4
5	Oct.	practical	National identities Uzbekistan and English speaking countries	Information leaflets	Sentence construction (subject + verb agreement word order)	4
6	Oct.	practical	National identities Uzbekistan and English speaking countries	Brochures	Fragment and Run-outs	4
7	Oct.	practical	National identities Uzbekistan and English speaking countries	Travel guides	Postcards	4
8	Oct.	practical	National identities Uzbekistan and English speaking countries	Encyclopaedia entries	Invitation cards	4
9	Nov.	practical	National identities Uzbekistan and English speaking countries	Encyclopaedia entries	Types sentences (simple, complex and compound)	4
Mid-term on reading (Reading test)						
10	Nov.	practical	Food	Menus	Shopping list (countable and collective)	4

					nouns)	
11	Nov.	practical	Food	Recipes	Recipe writing	4
12	Nov.	practical	Food	Short margarine article	Advertisement writing	4
13	Dec.	practical	Food	Strategies and sub skills on reading	Personal letter I writing	4
14	Dec.	practical	Health	Information leaflets, brochures	Diary writing	4
15	Dec.	practical	Health	Instructions	Informal e-mail writing	4
16	Dec.	practical	Health	Magazine article	Personal letter writing II	4
17	Jan.	practical	Health	Magazine article	Correction codes	4
Mid-term on writing 1-Test II-post-card writing						
18	Jan.	practical		Practicing reading strategies	Peer-evaluation	4
19	Jan.	practical		Review	Review	4
Final test on Reading and Writing (reading test: personal letter writing + test on writing)						

Calendaring thematic plan in organizing Reading and Writing practicing for the 1st year students:

2nd -term						
№	Month	Lesson type	Theme	Reading Text types	Writing Text types	Time
1	2	3	4	5	6	7
1	Feb.	practical	Family values	Novel reading "Pride and Prejudice"	Paragraph writing (Pre-writing stage)	4
2	Feb.	practical	Family values	Novel reading "Pride and Prejudice"	Paragraph writing (Developing topic and concluding sentences)	4

3	Feb.	practical	Family values	Novel reading “Pride and Prejudice”	Descriptive paragraph Draft 1	4
4	Feb.	practical	Family values	Share discussion of the novel	Descriptive paragraph Final draft	4
5	Mar.	practical	Education	Advertisements about scholarships	Short CV writing	4
6	Mar.	practical	Education	Magazine article	Compare- contrast Paragraph 1 (Block and Point by Point methods)	4
7	Mar.	practical	Education	Internet texts	Compare- contrast Paragraph 2 Draft	4
8	Mar.	practical	Education	Texts on the based subtopics	Compare- contrast Paragraph 3 Peer- evaluation	4
Mid-term on Reading and Writing						
9	Apr.	practical	City and country life	Travel guides and travel brochures	Narrative paragraph Draft 1	4
10	Apr.	practical	City and country life	Magazine article	Narrative paragraph Draft 2	4
11	Apr.	practical	City and country life	Information leaflets	Editing (Peer- reviewing and Self- evaluation)	4
12	Apr.	practical	City and country life	Internet texts	Personal letter	4
13	Apr.	practical	City and country life	Poems	Review	4
14	May	practical	Leisure sports	Encyclopaedia	Story writing	4

				entries		
15	May	practical	Leisure sports	Internet texts	Story writing Draft	4
16	May	practical	Leisure sports	Information leaflets (time tables)	Story writing Editing	4
17	May	practical	Leisure sports	Magazine article	Poem writing	4
18	June	practical	Technology and communication	Instructions	E-mail writing	4
19	June	practical	Technology and communication	Internet texts (blogs)	Posting to forum discussions	4
Final test on reading and writing						

Mustaqil ta'limni tashkil etishning shakli va mazmuni

“Chet til amaliy kursi” fani tarkibidan talabalarni mustaqil ta'lim olishga o'rgatuvchi maxsus modul (mustaqil ta'lim ko'nikmalari) o'rin olgan bo'lib, talabalar birinchi kursdan boshlab mazkur fanni o'rganadilar. Shuningdek, har bir ishchi o'quv dasturida talabaning mustaqil o'qib o'rganishiga vazifa va topshiriqlar ko'rsatib o'tiladi va ularni bajarish uchun aniq ko'rsatmalar misollar yordamida beriladi. Tilni o'rganish jarayonida talaba interfaol usullar vositasida mustaqil ta'lim olishga rag'batlantiriladi va mustaqil fikrlash talab qilinadi. Bunda o'qituvchi bilim beruvchi va baholovchi sifatida emas, balki fasilitator (inglizcha ‘facilitate’ so'zidan olingan bo'lib, biror bir jarayonning borishiga yaxshi ta'sir etuvchi va unga mos shart-sharoitlar yaratib beruvchi) sifatida namoyon bo'ladi. Talabadan fan bo'yicha mustaqil o'rgangan bilimlarini auditoriyada turli xil interaktiv uslublar orqali namoyish qila olishi va boshqalarga o'rgata olishi talab etiladi.

“Yozma nutq amaliyoti” modulibo'yicha mustaqil ta'lim mavzularining

KALENDAR-TEMATIK REJASI

№	Mustaqilta'lim mavzulari	Berilgan topshiriqlar	Bajarish muddati	Hajmi (soatda)
Semester I				
1.	People and Personalities.	1. Describing people (tall, dark, handsome) Filling different kind of personal forms (Practice Writing page 9-10) Make a list of good and bad characters	Sentabr 1-hafta	2
		2. Organizing own writing • Rewriting , outlining ,	Sentabr	2

		- Putting objectives - Examples and samples of Ss writing	2-hafta	
		3. 1. Developing in class pre-writing activities 2. Writing a paragraph of description 3. Revision	Oktyabr 4-hafta	2
2.	National identities of Uzbekistan and English speaking countries.	4. Checking Students writing abilities. How to keep a diary Making Certain types of Written texts	Oktyabr 5-hafta	2
		5. Revision 1. Writing CVs and personal statements Examples of CVs learner Portfolio Drafting and redrafting	Noyabr 1-hafta	2
		6. 1. In class writing to write about National Identities of Uzb and English Speaking countries (traditions) 2. Time management (45 min)	Noyabr 2-hafta	2
		7. Ways of writing letters. (formal, informal) personal letters . 2. Messages memos clichés	Noyabr 3-hafta	2
		8. Revision Organization (layout cohesion) logical order. Peer editing Task completion	Noyabr 4-hafta	2
3.	Food.	9. Practicing writing short simple postcards, invitations Self-evaluation Task-based practical work	Dekabr 1-hafta	2
		10. Discuss out of class writing tasks How to build effective communication thrash writing Creating effective sentences	Dekabr 2-hafta	2
		11. Theme . Healthy food. Introducing useful vocabulary	Dekabr	2

		identifying phrases Self Evaluation	3-hafta	
4.	Health.	12. Revision 2. Paragraph building Developing a topic sentence supporting a topic sentence	Yanvar 3-hafta	2
5.	Family Value	3. Characteristics of good writing 14. Writing mechanics spelling punctuation capitalization Avoiding mistakes in writing	Yanvar 5-hafta	2
Jami 1-semestr uchun:				30
Semestr II				
6.	Education.	2. ex . 1. 2 Gap filling • Matching • Appropriate heading Task completion	Mart 2-hafta	2
		3. Plagiarism in writing • Avoiding copying • Discussing Ss samples of work (essays)	Mart 3-hafta	2
		• 4. The differences between school and students life(making a presentation)	Mart 4-hafta	2
		5. Language items • Connections and their sole • Making transitions Punctuation	Aprel 2-hafta	2
7.	City and country life.	6. Revision • Effective usage of error correction symbols in editing • Self developed checklists	Aprel 3-hafta	2
		• 7. Writing assignment	Aprel 4-hafta	2

		8. Making a presentation on a family tree and the Royal family.	May 1-hafta	2
8.	Leisure and sports.	9. Leisure at home (gardening listening to CDs)	May 2-hafta	2
		10. Cinema (write a summary of any film)	May 3-hafta	2
		11. Phrasal verbs. <i>Computers</i>	May 3-hafta	2
9.	Technology and communication.	12. Communications (phone boxes, computer)	May 4-hafta	2
		13. The media (TV channel, magazine)	Iyun 1-hafta	2
		14. The media (TV channel, magazine)	Iyun 1-hafta	2
10.	Revision	15. In a hotel	Iyun 2 - hafta	2
Jami 2-semestr uchun:				30
JAMI:				60

“O’qish” modulibo’yicha mustaqil ta’lim mavzularining

KALENDAR-TEMATIK REJASI

№	Mustaqil ta’lim mavzulari	Berilgan topshiriqlar	Bajarish muddati	Hajmi (soatda)
	Semester I			
1.	People and Personalities.	1. Describing people (tall, dark, handsome)	Sentabr 2-hafta	2
		2. Brief information about their personality	Sentabr 3-hafta	2
		3. Make a list of good and bad characters	Oktyabr 4-hafta	2

2.	National identities of Uzbekistan and English speaking countries.	4. Reading Log 1. Reflection on what “I like to read”	Oktyabr 5-hafta	2
		5. Reading newspaper article and writing reflection on it	Noyabr 1-hafta	2
		6. Making the presentation on topic: USA and Great Britain. Similiarities and differences.	Noyabr 2-hafta	2
		7. Recite the poem about “Uzbekistan”	Noyabr 3-hafta	2
3.	Food.	8. Reading Log 2. “Critical report on stories and a poem”	Noyabr 4-hafta	2
		9. Making a list of eating habits of different countries	Dekabr 1-hafta	2
		10. Preparing reading task on the current topic and distributing to the class	Dekabr 2-hafta	2
		11. Shops and shopping (butcher’s, department store)	Dekabr 3-hafta	2
4.	Health.	12. Health and illness (headache, heart attack)	Yanvar 3-hafta	2
		13. Working with group and making a presentation on topic: “What should I do for being healthy”	Yanvar 4-hafta	2
		14. Reading Log 3. “Critical report on feature articles from newspapers and magazines	Yanvar 5-hafta	2
Jami 1-semestr uchun:				30
Semestr II				
5.	Education.	1. Make a list of “Stages of life” with pictures and distribute them	Mart 1-hafta	2
		2. Reading newspaper article and writing a report on it	Mart 2-hafta	2
		3. Reading Log 1. Short biography of an author	Mart 3-hafta	2

		4. The differences between school and students life(making a presentation)	Mart 4-hafta	2
6.	City and country life.	5. Reading the passage of the country where you live and retell it	Aprəl 2-hafta	2
		6. Reading any fiction and writing a critical review	Aprəl 3-hafta	2
		7. Reading Log 2. “Critical report on feature articles from newspapers and magazines”	Aprəl 4-hafta	2
7.	Leisure and sports.	8. Reading fiction literature(critical review)	May 1-hafta	2
		9. Leisure at home (gardening listening to CDs)	May 2-hafta	2
		10. Cinema (western, film star)	May 3-hafta	2
8.	Technology and communication.	11. Phrasal verbs. <i>Computers</i>	May 3-hafta	2
		12. Communications (phone boxes, computer)	May 4-hafta	2
		13. Choosing topic and make a presentation using computer.(celebrities,singers,actors)	May 4-hafta	2
		14. The media (TV channel, magazine)	Iyun 1-hafta	2
Jami 2-semestr uchun:				30
JAMI:				60

LIST OF USED LITERATURE

1. Bakieva G.X. and others. Get in Touch. – T.: Philolog, 2004
2. Driscoll, L. (2004), Reading Extra A resource book of multi-level skills activities. CUP.
3. Fry, E.B. (2000), Skimming and scanning Pre-intermediate. Jamestown Publishers.
4. Scarry, S., & Scarry, J. (2008). The Writer's Workplace with Readings: Building College Writing
5. Skills. Thomson Learning. Sixth Edition.
6. Harmer, J. (2004). Just (Reading and Writing. Marshal Cavendish.)
7. Littlejohn, A. (2000). Writing 1&2. Cambridge: CUP
8. Mc Arthur, T. (1994). The Written Word Book. Oxford: OUP
9. Stephens, M. (1996). Practise Writing. Longman
10. Peterson, J., & Hagen, S. A. (1999). Better writing through Editing. McGraw-Hill College (Student and Teacher's Edition)
11. Greenall, S. & D.Pye (2007), Reading 1, Cambridge Skills for Fluency. Cambridge: CUP.
12. Liz Driscall Real Reading 2 with answers Cambridge University Press 2008
13. Liz Driscall Real Reading 3 with answers Cambridge University Press 2008
14. Liz Driscall Real Reading 4 with answers Cambridge University Press 2008
15. Newspapers and magazines (e.g. English Teaching professional, Modern English
16. Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic, etc.)

Suggested web sites:

www.teachingenglish.org.uk

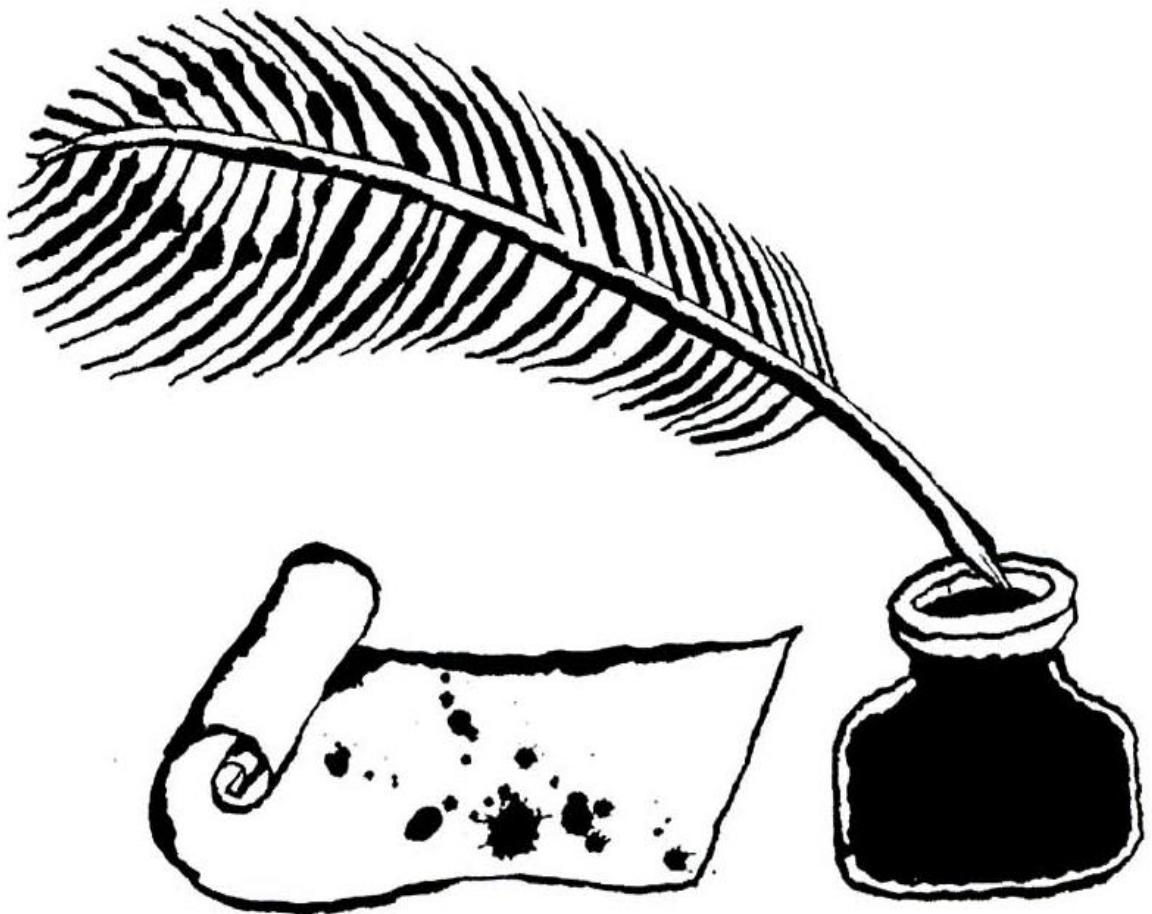
www.online-literature.com

www.literature.org/

www.pearsonlongman.com/ae/

www.developreading.com

Practical Course Material (I-II terms)



LESSON 1

Reading

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

Warm-up. (15 min.)

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

Materials: board, marker

Procedure:

1. Write the word 'reading' on the board. Have the learners answer the question:
What goes for reading?
2. Allow them to guess and give their answers. The students may give many different answers.
3. Then ask them to give the words associated with 'reading'. It is a sort of brainstorming. Write the words on the board.
4. Then have the learners answer this question:
When do you usually read?

Activity 1

Objective: to find their own punch line and to give away their original punch line.

Time: 15 minutes

Materials: Handout 1 and Handout 1.1

Procedure:

- Make enough copies of the fifteen jokes for the students to have one joke each, with as much variety as possible in the class. Copy the same number of corresponding punch lines.
- Give out one joke to each student and one punch line to each student. The punch line should not correspond to the joke the student has! Make sure that somewhere in the class there is a punch line for every joke. If you have more than fifteen students, do the activity in two groups.
- Students should read their joke and walk around the class telling it until they find the person who has the corresponding punch line.
- When they have done this, they should sit down. When everyone is sitting down, students can tell their complete jokes to the whole class.

- Key: The punch lines are printed together on one page in the same order as the jokes appear.

Activity 2

Objectives: reading for specific information and for details.

Time: over all 40 minutes.

Materials: Handout 2

Procedure:

- Explain to students that they are going to read description of keypals.
- Give each student a photocopy. Read the introduction and look at the chart with the class. Encourage students to work out the meaning of any unknown headings from the information already in the chart.
- Ask *Who is 24?* Students read the description quickly in order to answer the question. Explain that one piece of information is given about five of the people; the completely empty section of the chart is for the sixth.
- Ask the student to read the descriptions and complete the chart. Encourage students to work together in pairs so that they can help each other.
- Check the answer with the class. Ask a question using the information already given in the chart to identify each person, *e.g. Who is Polish?* Then ask *How old is she? Where is she from? What is her job? What are her hobbies?*

Activity 3 Case Study

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

Jamol: At last I'm student. I'm so happy!!! I really liked the teaching system of this university. The teachers explained us all the rules of being there and studying criteria. I hope I will do my best for studying here for excellent. But What if I fail my exams? And can't gather enough point from my reading as my reading is poor (I think so). SOS!!! Help me!!! I can't help myself for avoiding with such kind of thoughts.

SOS! Help me! What can I do?

Handout 1

1

A vicar called on an old lady who was one of his parishioners and was fascinated by her talking parrot. But he saw that the bird had a blue ribbon tied to each leg and asked the lady why.

'If I pull the ribbon on his right leg,' she said, 'he sings me a happy hymn - Onward Christian Soldiers - but if I am feeling sad, I pull the ribbon on his left leg and he sings a sad hymn - Abide With Me.' 'Wonderful,' said the vicar. 'And what if you pull both ribbons at once?'

2

A friend of mine was travelling by train and opposite him sat a gentleman reading The Times. Every so often he took a sheet of the newspaper, crumpled it up, opened the window, threw it out and shut the window.

After he had done this a few times my friend said, 'Excuse me, but may I ask why you are doing that?' 'Oh yes,' he replied, 'it keeps the elephants away.' 'But,' my friend said, 'there aren't any elephants here.'

3

A man was out for a walk in the town and met a penguin, which started to follow him. Now knowing what to do with it, he took it to the nearest police station and asked for advice.

'Take it to the Zoo,' they advised.

Next day one of the policemen met the man in the street, still followed by the penguin. 'What are you doing with that penguin?' he said. 'I thought you were going to take it to the Zoo.'

4

The two mice heard a cat approaching their mousehole. 'Miaow ... Miaow ... Miaaow ...' they heard first. Then 'Woof ... Woof ... Woof ...' the sound of an angry dog, followed by silence. Cautiously the two mice crept out of their hole - and the cat jumped on them, saying as he ate them up:

5

A lady was carrying out a survey of drinking habits. She rang the bell of a house and an army colonel answered.

She explained: 'I am doing a survey into people's drinking habits. Would you mind giving me some information about yours?'

'Not at all,' replied the colonel. 'In fact I haven't had a drink since 1945.'

'Congratulations!' said the lady, 'that is quite an amazing achievement.'

6

A very unpleasant man went to stay with his friend. After dinner his friend said, 'Would you like a coffee?'

'No -tea,' he replied.

Later his friend asked him, 'Would you like a whisky?'

'No - brandy,' he replied.

Next morning his friend asked, 'Would you like a cup of tea with your breakfast?'

'No - coffee,' he replied.

His friend asked, 'Would you like your eggs scrambled or fried?'

'One fried, one scrambled,' he replied.

After breakfast his friend asked, 'Did you enjoy your breakfast?'

7

A man was lonely and bought a canary thinking it would talk to him. Disappointed by the bird's lack of conversation, he complained to the pet shop owner, who sold him a mirror, and when this failed to make the canary talk, suggested some cuttle-fish wedged between the bars.

This didn't work and the man returned daily to the shop where he was advised in turn to buy a swing, and then a ladder, and finally a bell to give the little bird a purpose in life.

'You will find,' said the pet shop owner, 'once he has had a swing, sharpened his beak on the cuttlefish, climbed the ladder and rung the bell, he will start talking.'

A week later the man returned triumphant.

'It worked,' he said. 'He looked in the mirror, swung on the swing, climbed the ladder, rang the bell and then fell backwards on to the floor of the cage with his feet in the air.'

'Did he say anything?'

8

A man walked into the doctor's surgery and bumped into a very young and pretty girl coming out, but she was crying bitterly.

'Come on,' he said, 'it can't be that bad.'

She said, 'Oh, but it is, the doctor's just told me I'm pregnant.'

The man turned to the doctor and asked 'Is it true?'

The doctor said.....

9

A man had just finished his lunch in a restaurant and the waitress asked if he would take coffee.

'Yes, please,' he replied.

The waitress went off but quickly returned and asked, 'With or without cream, sir?'

'Without,' he replied.

After a long wait the waitress returned, rather anxious, and said apologetically,

10

All good stories, should be short and to the point. This was well known to at least one small boy who was asked to write a story in class containing elements of Romance, Royalty, Mystery and Religion, and completed the task in thirty seconds. When asked by the teacher, he read out,

11

A former President of the United States was holding a dinner at the White House. Among the guests was a Red Indian Chief dressed in full costume.

The President seated his Lady next to the Red Indian Chief, to make him feel comfortable and also because the Chief held 51% of a big oil company.

When the dinner started and soup was served, the President's wife smiled at the Chief and said, 'You like-um soupee?'

The Chief nodded his head.

When the second course was served up she said, 'You like-um turkey?'

Again the Chief smiled and nodded. This went on through every course.

After coffee, the Chief had to make a speech. He stood up and gave a brilliant speech in faultless English. He sat down to deafening applause, and turning to the President's wife, he said,

12

Two Belgians and two Dutchmen travelled regularly to work on the same train. After a while the Dutchmen saw that the two Belgians only had one ticket between them and asked how they managed to achieve this. They explained that when they hear the conductor approaching from the other end of the carriage, the two of them left their seats, went into the toilet and locked the door. When the conductor knocked on the toilet door saying, 'Tickets please', they pushed one ticket under the door. It was then stamped and pushed back under the door again. The Dutchmen thought this was a very good idea and the following morning bought one ticket between them. When they got to their carriage there was only one Belgian. They told him what they had done and asked the Belgian if he had a ticket as he was travelling on his own. He said he did not have a ticket at all and when they asked how he proposed to manage to travel free of charge, he told them they would have to wait and see until the conductor arrived, but he had no doubt that he would manage it without difficulty. As soon as they heard the conductor coming the two Dutchmen immediately went to the toilet and locked the door.

Literature

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

Suggested web sites:

http://en.wikipedia.org/wiki/Astrological_sign
http://en.wikipedia.org/wiki/Chinese_astrology
www.onestopenglish.com

Glossary

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

ENDING – the closing part of the letter

INFORMALLETTER – personal letter to friends, relatives

LESSON 2

Writing

Theme 2	Introduction to the Course
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. My ideas about writing 3. Activity 2. What do you think about your writing? 4. Activity 3. Golden Rules 5. Activity 4. Case study	
The aim: To introduce the students with writing skills.	
Objectives: • to help students explore the term <i>Writing Skills</i> • to give students an opportunity to share with their course expectations • to introduce students to assessment specifications for the whole academic year	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

Objectives:

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

Procedure:

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

Activity 1 Semco

Objectives:

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

Time: 20 minutes

Materials: Handout 1

Procedure:

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

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

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

Time: 20 minutes

Material: Handout 2

Procedure:

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

Activity 3 (Golden Rules)

Objectives:

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

Time: 20 minutes

Materials: posters, markers for each group

Procedure:

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

Activity 4 Case Study

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

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

I should admit that it is difficult for me to get up early in the morning. I usually go to bed late at 1 or 2 am as I sit in the chat or meet my friends somewhere in a cafe or go to a bowling club. So from time to time I miss the classes, especially the first class in the mornings. Sometimes I forget to take my notebook as I don't want to carry it with me the whole day. So because I don't take notes during the classes I often forget what I had to do as homework and when I have to submit it. It results in missing the deadlines. Sometimes I do the homework myself usually during the breaks between the classes. Sometimes my friends give me their own work to copy out. I never stay after the classes and laugh at people who go to libraries.

I also have another problem - poor memory!

SOS! Help me! What can I do?

Handout 1

Three things I know about writing 1. 2. 3. Three things I want to learn in writing 1. 2. 3. In future, I will..... 	Three things I know about writing 1. 2. 3. Three things I want to learn in writing 1. 2. 3. In future, I will
Three things I know about writing 1. 2. 3. Three things I want to learn in writing 1. 2. 3. In future, I will	Three things I know about writing 1. 2. 3. Three things I want to learn in writing 1. 2. 3. In future, I will

Handout 2

What do you think about your writing?

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

- I think writing in English is more difficult than speaking.
- I think I don't really have problems in writing English.
- I don't write very much in my first language?
- Writing is important to me because:
 - ☐ I may have to write English in a job.
 - ☐ I have to pass examinations in English.
 - ☐ I want to write letters to English friends.
 - ☐
 - ☐
 - ☐
- I expect to do a lot of writing in class.
- I expect to do a lot of writing by myself at home.
- I would like the teacher to look at my work and help me while I am writing in class.
- I would like the teacher to talk to me about my writing sometimes.
- I usually check through my writing before I hand it in.

10. I expect the teacher to mark *all* the mistakes in my work.
11. I expect the teacher to mark the most important mistakes in my work.
12. I want my teacher to write comments about what is good or not good in my writing.
13. I make a careful note of the teacher's corrections when I get work back.
14. I usually read the comments and look at the grade but I don't study the corrections in detail.
15. I would like to other students' writing sometimes.

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
2. Driscoll, L. (2004), Reading Extra A resource book of multi-level skills activities. CUP.
3. Fry, E. B. (2000), Skimming and scanning Pre-intermediate. Jamestown Publishers.
4. Scarry, S., & Scarry, J*. (2008).The Writer's Workplace with Readings: Building College Writing
5. Skills. Thomson Learning. Sixth Edition.
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9. Stephens, M. (1996). Practise Writing. Longman
10. Peterson, J., & Hagen, S. A. (1999). Better Writing through Editing. McGraw-HillCollege (Student and Teacher's Edition)
11. Greenall, S. & D. Pye (2007), Reading 1, Cambridge Skills for Fluency. Cambridge: CUP.
12. Newspapers and magazines (e.g. English Teaching professional, Modern English
13. Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic etc)

Suggested web sites:

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

Glossary

TO ACHIEVE – to succeed in something, now especially in academic performance.

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

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 3

Reading

Theme 3	Horoscopes
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Prediction 3. Activity 2. Role-play 4. Activity 3. Reading comprehension 5. Activity 4. Fill in gaps 6. Activity 5. Case study	
The aim: At the end of the lesson the learners will be familiar with and be able to use the language of making predictions and giving advice effectively.	
Objectives: • to lead-in to the topic and to raise students' interest to it • to develop students guessing intelligently strategies • to check students' reading comprehension skills • to allow students to express their points of views concerning to the topic. • to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (15 min.)

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

Materials: board, head projector, ppt presentation, mearker

Procedure:

5. Write the word 'horoscope' on the board. Have the learners answer the question:
What is a horoscope?
6. Allow them to guess and give their answers. The students may give many different answers.
7. Then explain the term by giving this definition: ***A horoscope is a prediction or forecast of future events or advice for future behavior. The forecast is made based on the signs of the zodiac.***
8. Then ask them to give the words associated with 'horoscope'. It is a sort of brainstorming. Write the words on the board. Some of the words could be: Aquarius, Aries, astrologer, astrological, astrology, Cancer, Capricorn, Gemini, Sagittarius, forecast, prediction, foretelling, zodiac sign, etc
9. Then have the learners answer these questions:

Do you often read horoscopes? Why?/Why not

Do you believe in horoscopes or astrology? Why?/Why not?

- Show them the presentation about horoscopes to inform them with the signs it is attached to the file.

Activity 1

Objective: to develop students language functions of making predictions and giving advice.

Time: 15 minutes

Materials: Handout 1 and Handout#2

Procedure:

- Ask students whether they have ever made predictions. Spend a minute or two allowing them to answer the question
- Then give a copy of the horoscope sheet Handout#1 to each student and ask them to classify the forecast into two categories: The language of making predictions and giving advice. Give them the labels: Making Predictions (P), and Giving Advice (A)
- If possible, photocopy the phrase sheet Handout#2 and give it to students.

Activity 2

Objectives: to allow students to use the language of making predictions and giving advice

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

Materials: none

Procedure:

- Ask students to work in small groups of three members. The names of the three members in each group are Bingo, Dingo, Lingo..
- Explain the rules of the activity. In each group Bingo will give a forecast to Dingo, then Dingo to Lingo and Lingo to Bingo. It should be in the form of a conversation. It could be as funny as possible.
- The focus should be on making predictions about the future in a funny way and giving advice. While two members are engaged in a conversation, the third member will observe them
- Let the class have a demonstration. Call two volunteers and ask them to **role-play** Bingo and Dingo.
- Here is a sample conversation:
Bingo: Hi, Dingo. Nice to meet you again. How are you?
Dingo: I'm fine. How about you?
Bingo: I'm fine too.
Dingo: I heard that you are good at making predictions. Why don't you predict my...?
Bingo: Your date of birth?
Dingo: 22 November.
Bingo: You are a Scorpio. This week you'll be very happy. You will make new friends. You'll spend much time chatting with your friends online. You will get more pocket money. You may accompany your friends to a cinema. You may buy a new games console. You will get top marks in one of your favorite subjects.
Dingo: Is it going to be a good week?
Bingo: Yes, it is going to be a great week. You should also be careful. One of your friends may take advantage of your generosity and make you spend your money on parties. You should be cautious. You may meet with an accident.
Dingo: Really? I'm scared. What should I do to...?
Bingo: You'd better stay at home during the weekend. You should not..

Activity 3

Objectives: to let students to develop reading comprehension.

Time: 15 minutes

Materials: Handout 3

Procedure:

- Divide the group into 2. Then put the students into small groups of about four students. Half the groups are A groups, and the others are B groups.
- Ask the students in the A groups to look at the left column of the table on their worksheets and the students in the B groups to look at the right column.
- Ask them to think about what kind of information is missing and see if they can guess any of the answers.
- Students have a go on their own first and then compare their answers.
- Stop when all the students have their part of the table filled in. Don't give feedback but use the answers at the end to help while monitoring.

Activity 4

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

Time: 15 minutes

Materials: Handout 4

Procedure:

- Now rearrange the students into AB pairs; ideally they should be sitting facing each other so that they cannot see either the worksheet or the facing student's reading text.
- Students now take it in turns to tell each other about their different astrology.
- The answers are written in the other column.

Activity 5 Case Study

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

Nadine: Horoscopes

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

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

Handout 1

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

Prediction (P) and Advice (A).

- ▶ You will visit your close relatives this week and enjoy life in a place you like the most. The company of your cousins will revive your spirits. One of your relatives might present you with a new computer or games console. You will have a very successful week. You will be on top of the world. You will show interest in music and buy some music videos.
- ▶ You might get sick. You should avoid taking non-vegetarian food.
- ▶ One of your classmates will try to annoy you. They don't want you to be popular in your class. He wants to ruin your reputation. You should be very careful around him. It is a good idea to avoid him.
- ▶ An amazing opportunity will arise in your school. There will be a tough competition — but you are talented enough to win the competition. Make sure you don't miss the opportunity.
- ▶ This week someone you like very much will contact you. The interaction between you and the person will be very pleasant and it will lead to a close relationship. You should not reveal it to anyone.
- ▶ You may have a road accident this week. You definitely should not use your motorbike. It is a good idea to avoid going out.
- ▶ It will be a week to remember. You will taste success in all your assignments. You may win the support of your teachers. One or two of your classmates will try to find fault with you. You should not let your secrets be known to others. You should avoid arguing with your classmates even if they try to provoke you.
- ▶ You may lose some of your friends. It would be better if you avoid any explosive arguments.
- ▶ You're going to win a lottery this month. You may be tempted to invest the winnings in the stock market. If you do so, you may lose the money. You should be careful in investing the money.

Handout 2

Useful phrases for making predictions

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

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

Useful phrases for giving advice

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

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

- My recommendation would be...
- The best possible way is...
- Make sure you don't...

Handout 3

Worksheet a

Astrology: Reading A

The Fire Dog

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

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

In Chinese astrology your horoscope is a description of what's going to happen to you in the future, based on the year when you were born. Your personality also depends on your animal and element.

People born under the year of the Dog usually have lots of friends because the Dog is one of the most popular animals. Dog people are honest, intelligent and fair. Dog people are also good listeners, they are very generous and are happy to help others. Of course they are also faithful. On the other hand they can sometimes be unfriendly and aggressive. They can worry a lot. They get along with Horses and Tigers but not Dragons.

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

Worksheet b

Astrology: Reading B

Cancer

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

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

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

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

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

Handout 4

Read your text and fill in the table below:

B Western astrology

A Chinese astrology

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

• _____ and • _____	• _____ and • _____
--	--

Astrology: reading tasks

1 Which statement is true for you?

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

b I read my horoscope but just for fun.

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

Literature

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

Suggested web sites:

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

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

www.onestopenglish.com

Glossary

ADMIRE- one who admires.

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

FAITHFUL –loyal; adhering firmly to person or cause.

LESSON 4

Writing

Theme 4	Form completion with personal details
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Identifying people 3. Activity 2. Read the text and write your own Couch Surfing profile 4. Activity 3. Write a short biography about someone's life 5. Activity 4. Summary 6. Activity 5. Case study	
The aim: by the end of the lesson students will be able to write personal information accurately	
Objectives: • to provide students with semi-formal letter structure • to give students an opportunity to write a letter in semi-formal style which follows typical letter conventions • to prepare students to write a letter to a hostel	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (5 min.)

➤ Objectives: to lead in the topic

Procedure:

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

1. Have you ever written a letter to someone?
2. In which situations can students complete forms?

Suggested answers:

Yes /No; When they are applying for a some universities or a job
--

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

Activity 1

Objective:

- to let students complete form with personal details
- to elicit students personal details in semi-formal writing style

Time: 20 minutes

Materials: Handout 1

Procedure:

- **(5 min)** Distribute students Handout # 1 Tell the students they are police officers who have found a stolen wallet in London's Oxford Street. The wallet does not contain an address or money or credit cards; they will need to find out much as possible about its owner if they are to return it. Elicit what documents might be in the wallet and what information they might contain.
- **(5 min)** Divide the class into groups of four and give each group one set of the Contents of Wallet. Tell the st.s to discuss what the documents are and what they tell them about the wallet's owner.

- (5 min) Give out one copy of the Police Form per students and ask them to complete the form. They should write full sentences under the heading interests and hobbies.

What's his surname?	Parker
What's his first name?	Peter
Mr, Mrs, Miss or Ms?	Mr
When was he born?	21 May 1984
Where does he live?	We don't know.
What's his telephone number?	We don't know.
What does he do?	Student
Where does he come from?	We don't know.
What are his interests and hobbies?	He is studying English Literature and enjoys music. He likes travelling (he has an International Student Travel Card), keeping fit, swimming and/or playing squash.

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

Activity 2(Read the text and write your own Couch Surfing profile)

Objective:

- to understand the “Couch Surfing”
- to give students an opportunity to write their own profile;

Time: 25 minutes

Material: Handout 2

Procedure:

- ☺ (5 min) Distribute the students Handout # 2. Tell them to read the text and match the headings with paragraphs
- ☺ ☺ ☺ (5 min) Ask them to discuss their answers within small groups
- ☺ ☺ ☺ (10 min) Prepare students to write their own Couch Surfing profile. Let them to make notes for three paragraphs:
- Your aims
- A personal description
- Your interests
- ☺ (5 min) Discuss the statements with the whole group.

Activity 3(write a short biography about someone's life)

Objectives: to give students practice in biography writing;

Time: 20 minutes

Materials: Handout 3

Procedure:

- ☺ ☺ ☺ (15 min) Divide the students into 3-4 groups. Give each group handout #3. Ask them to number the topics in the order you think they will appear in a biography about someone's life.
- ☺ (10 min) Give a chance to each group to read the text again and complete each sentence with one or two words.

Activity 4 Case Study. Schizotypal Personality Disorder

Read the text and advice Tyler what to do.

Tyler is a 15 year old male who is currently living at home with his mother and younger sister. His mother describes Tyler as “always being an odd child” who had significant difficulty relating to his peers. As a child he would spend a great deal of time alone

involved in role playing. She said that social situations always provoke great anxiety in Tyler and he is extremely socially inept. Currently Tyler rarely socializes, and when he is not in school he spends most of his time on his computer. Tyler spends several hours a day on the Internet playing on-line games and interacting with others in chat rooms. Tyler reports having one close real-life friend but it is not clear when he sees this person. However, he did list several “online friends”, none of whom he has actually met in person. Tyler has a history of doing poorly in mainstream school and currently is attending a vocational school. He reports being very anxious at school because he “doesn’t fit in”. His mother suffers from depression and anxiety, and he has two maternal uncles diagnosed with schizophrenia.

Odd Beliefs or Magical Thinking that Influences Behavior Since childhood Tyler has been interested in paranormal experiences. His mother reports that his interest goes beyond mere curiosity that would be “normal for someone of his age”. Rather his preoccupations seem to dominate his life at the exclusion of other activities. For example, his mother expressed concern about Tyler’s intense fascination with ghosts. Tyler is extremely preoccupied with websites that advertise paranormal research, and he continually asks his mother to purchase ghost hunting equipment from them. Tyler indicates that he has seen ghosts and he often attempts to photograph ghosts near abandoned houses. Tyler also reports that he is superstitious. For example cats crossing his path, lack of a breeze and things falling are all “bad signs that negative energy” is in his area.

Literature

1. Aramonta Crace and Richard Acklam. New Total English Pre-intermediate students’ book with active book. Pearson education limited 2011. 135-139.
2. (Extra) Writing Extra Graham Palmer 2004. 10-11.

Glossary

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

Reading

Theme 5	Short newspaper article
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Understanding 3. Activity 2. Comprehension check game 4. Activity 3. Giving your opinions 5. Activity 4. Looking for meaning 6. Activity 5. Case study	
The aim: to enable students to think critically and analyze the situations.	
Objectives: • to lead-in to the topic and to raise students' interest to it • to develop students guessing intelligently strategies • to check students' reading comprehension skills • to allow students to express their points of views concerning to the topic. • to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

Procedure:

➤ Ask students to answer these questions.

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

➤ Explain about articles give some hints:

Newspaper articles are often organized in a set way.

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

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

Activity 1 Understanding

Objective: to introduce students with newspaper style.

Time: 10 minutes

Materials: Handout 1

Procedure:

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

Activity 2 Comprehension check game

Objective: to check students' reading comprehension skills

Time: 20 minutes

Material: Handout 2

Procedure:

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

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

Honeymoon couple in accident

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

Committee to vote tomorrow

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

Boy kited by failing bronchi

 - Auxiliary verbs are left out of passive.

Students protest at fees increase

 - Simple verbs are more common than continuous verbs.

Headlines do not usually contain articles

Activity 3 Asking for opinions

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

Time: 20 minutes

Materials: Handout 3

Procedure:

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

Activity 4 Looking for meaning

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

Time: 15 minutes

Materials: Handout 4

Procedure:

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

- Give as a home task to bring two types of newspapers: tabloids and broadsheets. To find out the differences between them two.

Activity 5 Case Study

Read the blog taken from **casestudies.com** site, study the case and help Bryn to solve the problem. **Give your opinion to the statement about replacing computer games the newspapers for spending free time.**

Bryn: Computer Games

Bryn is a Level 3 BTEC Science student. He plays computer games for about two to three hours each evening and most of the day on a Saturday. Most of the games that he plays are on-line – he uses his home PC to go onto the internet. He researches different on-line games through using review sites on the internet and through reading computer gaming magazines. When searching for review sites he might use the sites that he has bookmarked on his favourites, use a search engine (his favourite is Mamma.com), or follow hyperlinks from other sites he visits. He currently plays extensively on one international computer game. For this he has devised an alter-ego character called Reverend Pink Mullet. He keeps extensive hand-written notes on this character. He also writes messages onto the message board on the computer game site. To play the game he needs to follow detailed written instructions on the screen and then write onto the game what his character does. Bryn has started to communicate with some of the other game players through email and MSN messenger.

When in class, Bryn has difficulty in putting pen to paper. He lacks confidence in his ability to communicate effectively in writing.

Handout 2

Choose the best ending to each sentence.

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

Handout 3

Scan the article to answer the following questions.

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

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

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

- (a) to be able to do two things at once. b to reply to emails.
- 1 'it' in line 47 (paragraph 5) refers to ...
a the reader. b the soundtrack.
 - 2 'This' in line 53 (paragraph 6) refers to ...
a the reader. b the soundtrack.
 - 3 'it' in line 57 (paragraph 6) refers to ...
a reading eBooks. b answering emails.
 - 4 'That' in line 66 (paragraph 7) refers to the sound of ...
a noises in his head. b crunching gravel

Handout 4

Find words in the text that mean the following:

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

- 1 written piece of music (paragraph 2) _____
- 2 a feeling of suspense or excitement (paragraph 2) _____
- 3 reasonable or sensible (paragraph 3) _____
- 4 encouraged something to develop or progress (paragraph 3) _____
- 5 something that takes your attention away from what you are doing (paragraph 6) _____
- 6 annoy or aggravate (paragraph 7) _____

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
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4. Scarry, S., & Scarry, J*. (2008). The Writer's Workplace with Readings: Building College Writing Skills. Thomson Learning. Sixth Edition.
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7. McArthur, T. (1994). The Written Word Book. Oxford: OUP
8. Stephens, M. (1996). Practise Writing. Longman
9. Peterson, J., & Hagen, S. A. (1999). Better Writing through Editing. McGraw-Hill College (Student and Teacher's Edition)
10. Greenall, S. & D. Pye (2007), Reading 1, Cambridge Skills for Fluency. Cambridge: CUP.
11. Newspapers and magazines (e.g. English Teaching professional, Modern English Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic etc)
- 12.
- 13.

Suggested web sites:

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

Glossary

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

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

TO SPRING INTO ACTION - to act, to move.

LESSON 6

Writing

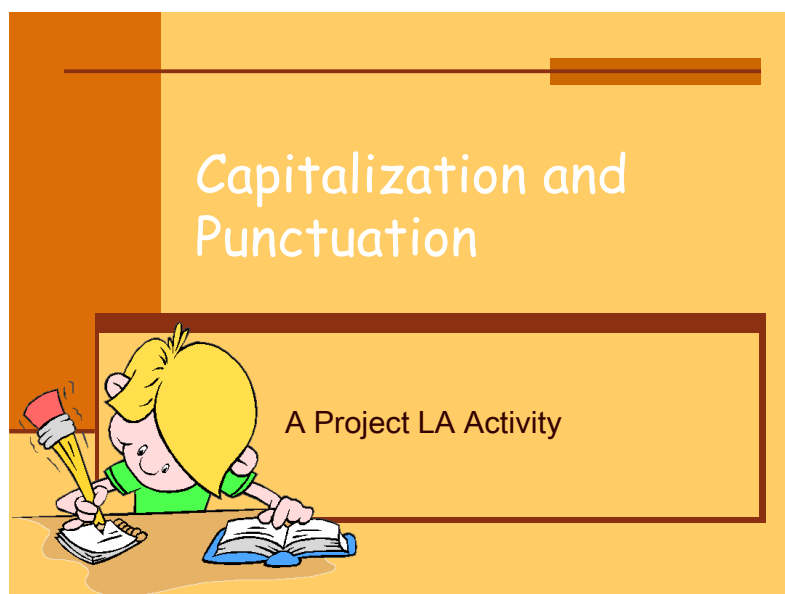
Theme 6	Capitalization and punctuation
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up. PPT 2. Activity 1. Introducing with capitalization 3. Activity 2. General information of capitalization 4. Activity 3. General rules of punctuation 5. Activity 4. Case study	
The aim: by the end of the lesson students will be able to demonstrate knowledge of basic capitalization and punctuation skills.	
Objectives: • to provide students with capitalizing and punctuating structure • to give students an opportunity to proofread, recognize, and correct capitalization and punctuation marks • to prepare students to correct the mistakes	
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:

(10min) Presentation on the topic. (attached to the materials)



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

Activity .1.

Objective:

- to remind students to begin every sentence with a capitalized word
- to elicit students to use punctuation marks in correct order

Time: 20 min

Materials: Handout 1. Variety of travel magazine images from around the world; vacation photos; writing supplies.

Procedure:

- (5 min) Distribute students **Handout #1** Provide age-appropriate examples of captioned images or photographs. Ask students to identify proper nouns, titles, proper capitalization, and punctuation within each caption. Continue exploring captions in print by using classroom textbooks, looking for the same elements of correct capitalization and punctuation.
- (5 min) Share a personal vacation photo or travel brochure with students. Invite students to contribute ideas for writing a short caption about the image. Then ask students to help identify and edit the caption with correct capitalization and punctuation.
- (5 min) . For capitalization, remind students to begin every sentence with a capitalized word and to capitalize proper nouns like names of people, pets, and titles. For punctuation, remind students to use a period after a telling sentence, a question mark after a question is asked, and an exclamation point after stating something exciting or emotional!
- (5 min) Provide each student with a travel brochure or destination photo. Ask students to create and write their own original caption. After captions are composed, help each student proofread and make corrections. Share work, then exchange images and write another caption.

Activity 2.

Objective:

- to understand the capitalization
- to give students an opportunity to do exercises;

Time: 25 min

Material: Handout 2 for each student.

Procedure:

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

Activity 3.

Objective:

- to understand the capitalization
- to give students an opportunity to do exercises;

Time: 25 min

Materials: Handouts for each group

► Procedure:

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

Activity 4 Case Study

Time: (10 min)

- Remind the students the rules;

- Give the students **Handout#4**. Then let them answer the case study.
- Explain them the homework **Handout#4.1** Students will be supposed to do exercises

Read the message on a social networking site. How can you help them to improve their punctuation mistakes.

Student handout – messages on a social networking site

NisaThaoto

I'm having a party next saturday at my place starts at 7. hope you can come. if you canpls bring something to eat and we can all share hope to see you then.

Nisa

[Like](#) [Comment](#) [Share](#) Tuesday at 8:12am

Sanjay Patel

Hi nisa –cheers i can't wait. Always love your parties.....

[Like](#) [Comment](#) [Share](#) Tuesday at 8:12am

Mark Fox

Sorry, I can't come. Visiting the family in Birmingham this weekend. I'm taking Mandy to seeher granny and grandad. Have a good time.

[Like](#) [Comment](#) [Share](#) Tuesday at 8:38am

Handout 2

General Rulesfor Capitalization

Capitalize all of the following:

- Proper nouns (names of people, places, and things)
Don Hudson, Hunan Restaurant, EiffelTower
- Names of cities, states, provinces, and countries
Vancouver, British Columbia, Canada
- Names of specific oceans, rivers, mountains, lakes, etc.
Pacific Ocean, Santa FeRiver, PyreneesMountains, lakeOntario
- Brand names
Ford, Kleenex tissues, Sunbeam toaster
- the pronoun I
- Days of the week, months, specific courses in school
Friday, March, Anthropology 2022
- All important words of a title (books, plays, songs, magazines, and newspapers)
Capitalizea, an, theonly if they are first word of title, and prepositions of five or more letters; don't underline the in newspaper titles
Call of the Wild, The Glass Menagerie, "You Are My Sunshine,"the Washington Post
- The first word of a quotation and the first word of a sentence
James said, "Nobody will ever believe you."
- Names of nationalities, languages, and races
Many Eskimos live in Alaska. Anita is Greek, but she also speaks Russian.

- North, south, east, west ONLY if it indicates a geographical region and NOT a direction; usually preceded by THE

Nancy loves the climate of the Northwest. The Civic Center lies south of town.

- Names of holidays
Easter, Memorial Day, Halloween, Thanksgiving
 - With abbreviations, titles, streets
I have an appointment with Dr. Lindsay today.
Manuel lives at 5120 Clover Rd.
 - Specific historical documents, political organizations
The Constitution is the basis of our legal system.

Do not capitalize the following:

- seasons unless they are part of a title
I like summer best of all. The Long Hot Summer was a great movie.
- general areas of study except languages
mathematics, history, geography
- when personal titles are NOT followed by a name
aunt, uncle, doctor, professor
- school, college, or university unless it is accompanied by a proper name

Handout 2.1

Capitalization

Exercise: Circle the words in the following sentences that must be capitalized

1. the palm gardens is a lovely new restaurant in seattle.
2. myra and her family are spending the summer at lakeminer.
3. my mother refuses to buy anything but kleenex tissues.
4. the Iroquois Indians occupied most of New York State and parts of Canada in 1700.
5. this year spring weather arrived in early April.
6. our English literature class is reading Paradise Lost by John Milton.
7. Sam goes to Lakeland High School which is located on Clover Boulevard.
8. many skiers spent the Christmas holidays in Aspen, Colorado.
9. sunbathers love to get a tan at the beach in the summer.
10. Jeff went to visit his Aunt Bess who lives near the Pocono Mountains.
11. Quincy is going to college in September, and he plans to study sociology.
12. Mike and Maria took the baby on their vacation to the Northwest.
13. the food at Maxim's restaurant is the best in the downtown area.
14. the New York Times is a very famous international newspaper.
15. a tropical storm is developing in the Caribbean Sea area.
16. please bring paper plates, napkins, and ruffles potato chips for the party.
17. the project director said that Anne and I would give the presentations.
18. my German neighbors used to live in Switzerland.
19. the weather in March is usually very windy.
20. When Sheila arrived she said, "please fix me some hot tea; I'm so cold!"

Capitalization

Exercise: Circle the words in each of the following sentences that must be capitalized

1. my friends, jennifer and carl, left for the smoky mountains for their vacation.
2. are you taking calculus 2101 this semester?
3. how far is it from tallahassee to gainesville?
4. our history class is readingcaesar'sgallic wars.
5. when will aunt harriet and uncle tony arrive?
6. my cousin attends woodbury high school.
7. the freshman class is having a dance on saturday.
8. paul said, "don't fish too close to the center because the alligators rest there."
9. our economics professor, dr. danielcorrigan, went to some middle eastern country on his sabbatical.
10. some of our friends decided to visit the southwest in july.
11. have you seen the movie, absence of malice yet?
12. theitalian teacher and i plan to do a display for the nassau county fine arts festival.
13. we plan to visit yellowstone national park while we are away.
14. terry bought a new toyotacelica last week.
15. becky will attend the university in the fall.
16. my children enjoyed the rock concert last night.
17. the teachers' conference will be in philadelphia in two weeks.
18. i saw mrs.wilson and her husband at the play.
19. will the professor do his biology experiment in class?
20. arthur miller's play, death of a salesman, is very famous.

Handout 3

General Rulesfor Punctuation

Comma (,)

- use in a series of three or more entities
Jim swims, golfs, and fishes in the summer.
- use to separate two main clauses joined byand, but, for, nor, yet, or, so
Harold took the day off, and he is planning on resting.
- use between city and state and after state if in the middle of a sentence
Before moving to Denver, Colorado, the Chapmans lived in Buffalo, New York.
- use with dates between day and year andafter year in the middle of a sentence
We will graduate on June 6, 1990.
It wasn't until March 15, 1987, that Harvey got his license.
- use after introductory expressions beginning withbecause, since, while, until,if, despite, in spite of, etc.
If it does not rain this weekend, we can go to the beach.
Because of the traffic jam, we arrived an hour late.
- use beforenotandbutto show contrast
I have come to bury Caesar,notto praise him.
- use before or after a direct address (calling someone by name)
Nell, are you ready yet?
Have you finished your project, Sam?
- use with appositives [words or phrases that mean the same as the word(s) that comebefore them]

George Washington, our first president, was unanimously elected in 1789.

- use to set off titles such as M.A., Ph.D., Sr., Jr., Inc.

Colin B. Thornton, Jr., not his father, is president of the bank.

Joyce Byrd, Ph.D., is Director of the English language Institute

- use to set off participial phrases

Hurrying as fast as he could, Marcel caught the bus before it pulled away.

- use to set off direct quotations (using someone's exact words)

Pam said, "My cousin is studying engineering at MIT."

- use with addresses written in sentence form

Send all inquiries to National Business Computers,
1576 Magnolia Dr., East Lansing, Michigan 48824.

- use to set off yes and no in answering a question

No, we are not planning on going to the mountains this spring.

Yes, I received your request for the merchandise.

QUOTATION MARKS (" ")

- use when quoting someone's exact words. Periods and commas always come inside

- the quote marks.

Phil said, "The American Revolution began in April, 1775."

"All of us will attend the banquet," said the chairperson.

- ****Be careful where you place question marks and exclamation points in quotations. If the punctuation is part of the quotation, it goes inside the quote marks.**

The coach asked, "Has anyone seen the quarterback?"

Tim yelled, "The building is on fire! Get out!"

- Whereas, if the quote is not a question nor an exclamation, then the punctuation goes outside the quotation marks.

Are you surprised that the director said, "Take the day off"?

Stop playing "The Flight of the Bumble Bee"!

- use with names of short poems and magazine articles, essays

John Keats wrote "Ode on a Grecian Urn."

- use with foreign words as yet not accepted as regular usage words in English

Not all bullfighters perform on the ground. The "rejoneadores" fight on horseback.

- Do not use quotation marks around titles of your own essays

- Do not use quotation marks around indirect speech (paraphrasing what someone has said) that is introduced by the word that.

Helen said that she would arrive at noon.

(These are not Helen's exact words.)

- ****NOTE:** When you use a quote within a quote, you need single quotes (') for the inside quotation and double quotes (") for the outside quotation.

Mr. Markham said in his lecture, "Robert Burns was a great Scottish poet who wrote, 'Never a lender nor a borrower be.'"

- use to indicate plurals with letters and certain expressions

Sal received 4 A's and 2 B's on his report card.

- Always dot your i's and cross your t's

- Think of the do's and don'ts before you begin any project.

UNDERLINING

- Although underlining is not technically a form of punctuation, it is important to know

when to use it. Good writing depends on the ability to use all forms correctly.

- use with titles of books, magazines, newspapers, long poems, works of art, movies, plays, operas, and names of sea and aircraft
Romeo and Juliet is one of Shakespeare's most famous plays.
Hemingway's book, The Sun Also Rises, is about bull fighting.
The Titanic sank over sixty years ago.
The Pietà is one of Michelangelo's greatest sculptures.
- ****NOTE:** When writing the title of a newspaper that includes the word in the title, **do not** underline the word.
The New York Times, the Orlando Sentinel

Handout 3.1

Exercise: Decide whether to use quotation marks or underlining. Be careful to put the quotation marks in the proper place.

1. Betty said, Leave the dishes on the table until we have finished eating.
2. Our teacher told us to read the plot for Bizet's opera Carmen.
3. Time, Life, and Newsweek are popular American magazines.
4. There was a news article in the Washington Post about gun control laws being debated in Congress.
5. Tom Cruise's movie, The Firm, was a box office success.
6. John F. Kennedy was seriously injured on his boat, PT 109 during World War II.
7. Have you read the poem, 'Twas the Night Before Christmas?
8. One of Jonathan Swift's most satirical essays was called An Immodest Proposal.
9. I think that Gone with the Wind was one of the best movies ever made.
10. Air Force One is the President's private airplane.
11. My mother shouted, Get those snakes and frogs out of my kitchen!
12. Margot asked her friends, Do you want to go skiing in the mountains?
13. Les Femmes d'Alger was perhaps Picasso's most famous Cubist painting.
14. Djelaba is an Arabic word for a long tunic worn by men and women.
15. Federico García Lorca wrote a five-page poem, Lament for the Death of Ignacio Sánchez Mejías, a bull fighter friend of his.
16. After the party the hostess said, Well, I'm glad that's over.
17. No one can forget Salvador Dalí's surrealist painting Persistence of Memory.
18. The angry coach shouted to the players, Get out there and play like professionals!
19. Mrs. Marshall asked the class, Where's Janet? She's never absent.
20. The librarian said that James Michener's best-seller, Mexico, is so popular that she can't keep it on the shelf.

Handout #3.2

Period(.)

- use at the end of a declarative statement
We have only one class tomorrow.
- use after abbreviations: Mr., Mrs., Ms., Dr., Mon., oz., a.m., st. (first), St. (street), etc.
Acronyms (abbreviations pronounced as words) are not punctuated. **SEATO**, **NATO**, **UNESCO**,

sonar

The cook needs one oz. of honey for the recipe.

- use to separate dollars and cents in prices
This coat costs \$59.95.
- use with certain abbreviations such as B.C., A.D., D.C.
The Congress meets in Washington. D.C.
- use with decimals and percents
Judy earned a 3.75 GPA last semester.
The interest rate on our mortgage is 7.825%.
- do not add a second period if you end a sentence with a title or abbreviation that requires a period
My brother's new title is Dr. Joseph Laws, Ph.D.
- do not use a period with ordinal numbers or shortened forms such as 1st, 2nd, 3rd, 4th and words like math, photo, lab
We will be attending the wedding on May 1st in Ohio.

QUESTION MARK (?)

- use at the end of an interrogative statement
Do you know where the Metropolitan Art Museum is?
- use with dates when the exact year is not known
Attila (406?-453), King of the Huns, was called "the Scourge of God" because of his cruelty.

Exclamation Point (!)

- use after a statement of surprise
Harry won the million-dollar lottery!

Colon (:)

- use between hours and minutes of time expressions
The train is due at 6:45.
- use after the salutation in a formal letter
Dear Sir: Gentlemen: Dear Mrs. Greene:
- use before mentioning a list of items or people if the word preceding the colon is not a verb or preposition
Only five people attended the meeting: John, Paul, Sean, Nick, and Toby.

Semicolon (;)

- use when joining two complete, related sentences not connected by and, but, or, nor, for, yet or so.
Phyllis received the highest grades; she got a scholarship to study at Harvard.
- use with the conjunctive adverbs consequently, however, otherwise,
- Nevertheless, and therefore when they connect two main clauses. The adverb is preceded by a semicolon and followed by a comma.
Sid could not pay the light bill; therefore, the company shut off his electricity.
- use with parenthetical expressions (those which serve to qualify) in fact, on the other hand, for example, etc.
Mario never eats spinach; in fact, he hates it. .

- use to separate unlike entities in a list (combination of cities and their states)
The language schools can be found in the following locations:
Kalamazoo, Michigan; Austin, Texas; and Honolulu, Hawaii.

Handout#3.3. Capitalization and Punctuation

Exercise: Supply all the punctuation and capitalization for each of these

1. we have branches in pittsburgh pennsylvania columbus ohio and wilmington delaware
2. Mark enjoyed your chocolate cake in fact he ate four pieces
3. My daughter loves to paint she has given me three of her pictures
4. having run out of bread and milk Herb hurried to the store before it closed
5. Yes we'd be happy to accept your invitation to dinner
6. I'll be in to see Dr. Corrigan at ten o'clock a.m.
7. It's a beautiful day today in Kansas City but it's been snowing in Buffalo since last night
8. Peter Flemming m.d. will be the guest speaker at the women's club luncheon
9. My sister said that i made a faux pas is that good or bad
10. you'll have to read the instructions first otherwise the project won't turn out well
11. In the sixth round the champion is leading he's won four rounds
12. The colors in the curtains are yellow orange beige and tan
13. Sam bought a new house on n.w. 41st street but he can't move in until October
14. I got up made breakfast loaded the dishwasher and went grocery shopping
15. is your favorite teacher Dr. Sanders Dr. Banes or Dr. Daniels
16. How can we answer all these questions in 50 minutes asked Cindy
17. Drinks on the menu included the following hot chocolate iced tea and lemonade
18. Betty Phil and Dolly are going to Alaska in September
19. my American history class meets every Tuesday and Thursday night this spring
20. Next semester my schedule will include the following classes algebra physics art and composition

Handout#4. Punctuation and Capitalization

Exercise: Supply all the punctuation and capitalization for each of these

1. Until you correct all those spelling and punctuation errors i will not give you a passing grade
2. Juan Valdez thinks that Colombian coffee is the best in the world
3. haven't you seen the latest science fiction movie
4. Our English literature class is reading Shakespeare's The Tempest
5. after we'd closed the door we sat down to read the newspaper
6. do you know how many people will be attending the banquet
7. Get out of here and shut the door
8. When we get to Greece we plan to visit the following places the Acropolis the Parthenon the Erechtheum and Mount Lycabettus
9. Mistletoe for example is a parasite
10. Easter Island is located in the Pacific Ocean
11. my mother said eat this hot soup and go relax for a little while
12. Ted is very friendly however he has a very bad temper
13. Despite the all-day rain we decided to hold our picnic in the pavilion

14. its nice to be here again with matt and cindys cousin
15. mrshoward published her friends cookbook
16. In the grocery store martha bought cheese cocoa celery and candy
17. Time is one of the most widely read magazines
18. Mitchel T. Stone Sr. wrote a book for english students
19. Peter is reading an interesting book Look Back and Rejoice.
20. We wont be attending the party on saturday.

Handout#4.1. Capitalization Practice

Part One: circle the capitalization errors and **add end marks** to the sentences.

- | | |
|---|--------------------------------------|
| 1. i wonder if there is a Reading test | 6. MyFriendChrislikesPizza |
| 2. Some people call it english class | 7. can we go to kfc on wednesday |
| 3. whenishistoryclass | 8. have You ever seen “the simpsons” |
| 4. doYouhave a Nickname | 9. let’sOrdermexicanfood |
| 5. Aunt sally said, “get up for school” | 10. someone took mikia’s pencil |

Part Two: Circle the word if it is a proper noun and needs to be capitalized.

- | | |
|--------------------|------------------|
| 11. furniturestore | 16. chicagobears |
| 12. science | 17. airforceones |
| 13. spanish | 18. lakemichigan |
| 14. allstatearena | 19. x-box 360 |
| 15. footballteam | 20. library |

Part Three: Rewrite the following sentences, correct capitalization errors and add end marks.

21. Bekka read *someone to love me* for her Book Report

22. Keisha invited her friends to a Pool Party for her Birthday

23. did She name the kitten sunshine because of its golden fur

24. I wonder if he read The Book in Social Studies Class

25. on monday, ms. smith gave us a science project

he amazon River is the longest River in south America

26. get me a big mac, would you

27. janet said wearily, "could you help me up"

Keys for teachers

Exercise:

1. The PalmGardensSeattle
2. MyraLake Minerva
3. My Kleenex
4. The Iroquois Indians NewYork Canada
5. This April
6. Our English Paradise LostJohn Milton
7. Sam Lakeland High School Clover Boulevard
8. Many Christmas AspenColorado
9. Sunbathers
10. Jeff Aunt Bess Pocono Mountains
11. Quincy September
12. Mike Maria Northwest
13. The Maxim's Restaurant
- 14.The New York Times
15. ACaribbean Sea
16. Please Ruffles
17. The Anne I
18. My German Switzerland
19. The March
20. When Sheila Please I'm

Exercise:

1. My Jennifer Carl Smoky Mountains
2. Are Calculus
3. How TallahasseeGainesville
4. Our Caesar's Gallic Wars
5. When Aunt Harriet Uncle Tony
6. My WoodburyHigh School
7. The Saturday
8. Paul Don't
9. Our Dr. Daniel Corrigan Middle Eastern
10. Some Southwest July
11. Have Absence of Malice
12. The Italian I NassauCounty Fine Arts Festival
13. We Yellowstone National Park

14. Terry Toyota Celica
15. Becky
16. My
17. The Philadelphia
18. I Mrs. Wilson
19. Will
20. Arthur Miller's Death of a Salesman
21. No Kevin
22. The CindyLowell
23. My Samsonite
24. Children Halloween
25. Spanish Martha's

Exercise :

1. "Leave ...evening."
2. Carmen
3. Time, Life, Newsweek
4. Washington Post
5. The Firm
6. PT 109
7. "'Twas ...Christmas"
8. "An ...Proposal."
9. Gone With the Wind
10. Air Force One
11. "Get ...kitchen!"
12. "Do ...mountains?"
13. Les Desmoisellesd' Avignon
14. "Djelaba"
15. Lament for the Death of Ignacio Sánchez Mejías
16. "Well ...over."
17. Persistence of Memory
18. "Get ... professionals!"
19. "Where's ...absent."
20. Mexico

Exercise:

1. Our Pittsburgh, Pennsylvania; Columbus, Ohio; Wilmington, Delaware.
2. cake; in fact, pieces.
3. paint; pictures.
4. Having milk, closed.
5. Yes, we'd dinner.
6. I'll Dr. Corrigan o'clock a.m.
7. It's Kansas City, it's Buffalo night.
8. Flemming, M.D., Women's Club luncheon.
9. Ifaux pas. Is bad?
10. You'll first; otherwise, won't well.
11. leading; he's rounds.
12. yellow, orange, beige, tan.
13. N.W. Street, can't October.
14. up, breakfast, dishwasher, shopping.

15. Is Dr. Sanders, Dr. Banes, Dr. Daniels?
16. "How minutes?" Cindy.
17. following: chocolate, tea, lemonade.
18. Betty, Phil, Alaska September
19. My American History Tuesday Thursday
20. classes: algebra, physics, art,

Exercise:

1. errors, I grade.
2. Juan Valdez Colombian world.
3. Haven't movie?
4. English Shakespeare's The Tempest.
5. After we'd door, newspaper.
6. Do banquet?
7. door!
8. Greece, places: Acropolis, Parthenon, Erechtheum, Mount Lycabettus.
9. Mistletoe, example, parasite.
10. Easter Island Pacific Ocean
11. My said, "Eat soup, while."
12. friendly; however, temper.
13. rain, pavilion.
14. It's Matt Cindy's cousin.
15. Mrs. Howard friend's cookbook.
16. Martha cheese, cocoa. celery, candy.
17. Time magazines.
18. Stone, Sr., English students.
19. book, Look Back and Rejoice
20. won't Saturday

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
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5. Skills. Thomson Learning. Sixth Edition.
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11. Greenall, S. & D. Pye (2007), Reading 1, Cambridge Skills for Fluency. Cambridge: CUP.
12. Newspapers and magazines (e.g. English Teaching professional, Modern English
13. Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic etc)

Suggested web sites:

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

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

Reading

Theme 7	Reading. Short Stories
---------	-------------------------------

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Elicit students to read short stories 3. Activity 2. Reading comprehension 4. Activity 3. Answer the questions 5. Activity 4. Case study	
The aim: to enable students to use of a number of literary elements, including symbolism, techniques of characterization.	
Objectives: • Students will learn to read closely (close Reading) for clues to character and plot. • Students will learn to interpret character based on specific evidence form the text. • Students will learn that character creates plot. • Students will learn to extract a theme from the elements of character and plot.	
Activity Type:	Individual, small group, whole class (teacher-students)

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:

- Can you imagine what it must be like to be blind?
- If you were blind, what would you miss seeing most?
- Would you be able to work?
- What kinds of jobs would be impossible for you to do?

Main part:

Objective: Infocusing on career possibilities for the blind, this motivation foreshadows one of the key themes of the story.

Time: 10 minutes

Materials: Handout 1

Procedure:

- Hand out copies of the story to the class.
- Read the story with the class.
- Stop frequently to assess student understanding through your questions.
- Ask students to read the rest of the text to check their ideas.

Activity 2.

Objective: to check students' reading comprehension skills

Time: 20 minutes

Material: Handout 2

Procedure:

- Divide the group 2
- Give out handout 2
- Ask students to look through the questions on the handout

- Ask the volunteer group to start the game by asking the rival team questions. The group who gets more points is the winner group.

Activity 3.

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

Time: 20 minutes

Materials: Handout 3

Procedure:

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

Activity 5 Case Study

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

Handout 1

A Man Who Had No Eyes

By McKinley Kalltor

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"Not quite," said Mr. Parsons.

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

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

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

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

People in the street turned to stare at him.

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

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

Handout 2

- 1 Describe the beggar. What is he wearing?
- 2 Describe Parsons.
- 3 Based on these descriptions, which man has been more successful in life? What kind of personality (character) Do you think Mr. Parsons has? What kind of personality do you think the beggar has?
- 4 Why does the beggar speak to Mr. Parsons? (What is he selling?) Do you think the cigarette lighter is worth \$1.00?
- 5 What is the beggar really asking money for? (What is he really "selling"?) What does he mean when he says, "And, mister, you wouldn't mind helping a poor guy out?"
- 6 What was Westbury?
- 7 Based on the beggar's description, what happened at Westbury?
- 8 Why does the beggar tell Mr. Parsons about the Westbury explosion? What does "He swallowed – a practiced sob-" tell us about the beggar's motives? What do the words "Tough luck, fellow. Awfully tough. Now, I want to –" mean?
- 9 How does Mr. Parsons know what happened in C shop? Who is Markwardt? How does Parson know the beggar's name?
- 10 Markwardt knows Parsons' name. How does he know? Which man is telling the truth about what happened in C shop? How do you know?
- 11 Why does Markwardt scream at Parsons on the street?

- 1 What's the surprise ending?
- 2 Although the ending is a surprise, there are clues to it throughout the story. Look back at the story (examine the text) from the beginning.
- 3 What are some clues that Mr. Parsons is blind? (noted the clack-clack approach of the sightless man; walking stick; struggling beneath handicaps: two half-dollars from his vest – are there others?)
- 4 Look at the last words Parsons speaks. What is Parsons' attitude toward Markwardt?
- 5 Does he have any sympathy for him, and for what he has become? Why not? What is Parsons' attitude toward blindness as a handicap? ("don't make such a fuss about it")
- 6 Fourteen years ago Parsons and Markwardt were in the same position in life: both were skilled laborers in a chemical factory, and both were blinded in the explosions.
- 7 How are they different now?
- 8 Why has Parsons been so much more successful since the explosion than Markwardt has?
- 9 How has each man's character determined (or created) the path he took in life (i.e. the plot of his life's story)?
- 10 What do you think McKinley Kantor's theme is in this story (his message for you)?

Handout 3

How are they different now? Why has Parsons been so much more successful since the explosion than Markwardt has? Fourteen years ago Parsons and Markwardt were in the same position in life: both were skilled laborers in a chemical factory, and both were blinded in the explosions.

Literature

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11. Greenall, S. & D. Pye (2007), Reading 1, Cambridge Skills for Fluency. Cambridge: CUP.
12. Newspapers and magazines (e.g. English Teaching professional, Modern English Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic etc)

Suggested web sites:

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

Glossary

BEGGAR - a person who begs

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

LESSON 8

Writing

Theme 8	Simple notes and messages
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Understanding 3. Activity 2. Looking more closely 4. Activity 3. Asking for opinions 5. Activity 4. Get writing 6. Activity 5. Case study	
The aim: to enable students to take simple notes and messages.	
Objectives: • to lead-in to the topic and to raise students' interest to it • to develop students guessing intelligently strategies • to check students' writing comprehension skills • to allow students to express their points of views concerning to the topic. • to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

Procedure:

10. Ask students to work in pairs and discuss the questions

What you understand by note taking?

Have you ever taken notes at the lessons?

Activity 1

Objective: to elicit students the meaning of note taking .

Time: 10 minutes

Materials: Handout 1, board

Procedure:

- Ask students to read the text **Handout#1** and to understand writing procedure
- Give them some minutes to answer the questions (write down them on the board while students are reading)
 1. What are the two most important things you should do?
 2. What mustn't you do?
 3. How often should you change the litter tray?
 4. Where are the clean food bowls kept?
 5. What should you do if you run out of cat food?
- Distribute students **Handout#1.1.** to read the notes carefully and answer the questions below; (write down the questions on the board)
 1. What services are available at Villa Rosa?
 2. What responsibilities do guests have?

Activity 2

Objective: to check students' reading comprehension skills

Time: 20 minutes

Material: Handout 1, 2

Procedure:

- Divide the group into 2
- Give out **Handout#1.2**
- Ask students to look through the questions on the handout
- Ask the volunteer group to start the game by asking the rival team questions.
The group who gets more points is the winner group.

Activity 3

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

Time: 20 minutes

Materials: Handout 2 (for each pair in the group but different handout for each group)

Procedure:

- Ask students to work in pairs within a group and discuss the questions .
- Ask students to be active and say their opinions freely.
- Give each pair to say their mind and to explain to each other group what they have read.
- Elicit the most interesting ones and discuss with the whole group like debate.
- Write down on the board the symbols let them to copy it out on the note books

Symbols and shorthand for making notes

&	and	"	repeat the text that you see above
+	plus	avg.	average
=	equals / is the same as	e.g.	for example
≠	does not equal / is different from / is not the same as	etc.	and all the rest
>	is greater than / more than	i.e.	that is / in other words
<	is less than	NB	important
		re.	concerning

Activity 4 to check in exercises

Objectives: to let students to check their knowledge.

Time:5 minutes

Materials: Handout #3

Procedure:

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

Activity 5 Case Study

Time 15minutes

Here John is going to leave short message for his friend. Unfortunately, he cannot remember how to shorten it. Help him by rewriting this message.

'Hi Matt! I've found a flat for us I think! 63 Orchard Brae, Bromley. It has three bedrooms, and rent is at least £150 less a month than all the others we've looked at so far. It's five minutes' walk from the Tube station at the very most. Can you call the estate agent on 01395 456 989 to arrange a viewing? We have less than a week to view it, make a decision and pay a deposit. We'd better get moving. Remember to ask about parking.

Handout#1.2

Read the notes above again. Answer the following questions 1-4.

- 1 On which days will the cleaner *not* be cleaning the villa?
- 2 What do you do if you want to have your clothes washed?
- 3 Where can guests smoke on the property?
- 4 What is the name of the street where you can find the bakery?

Handout 2

Making notes for other people:

- All notes should be easy to understand, but you will need to take extra care with notes for other people. If you are writing your notes by hand, double check to make sure they are easy to read.
- Put the most important item at the top, or use stars (*) to show important points.
- Organize your notes into categories (e.g. cooking, cleaning, etc)
- Include your contact details in case there are questions you haven't thought of.
- Check and double-check what you have written. Would you understand these notes if you hadn't written them?

Handout#2

Symbols and abbreviations

Making notes for yourself is different from making notes for other people. When you are making notes for yourself you are often trying to write quickly to record the important points of what is being said before you forget them. It is only important that you understand the notes - no one else. This means that you can use techniques to write in a fast, meaningful way. Symbols and abbreviations are perfect for this.

Here is an example of note taking

What is Global Warming? Lecture notes 18/01/2012

Global warming = rising avg. temp of Earth's atmosphere & oceans.

Temp has risen $>0.7^{\circ}\text{C}$ in < 100 yrs.

Many causes e.g. increased greenhouse gases from industrialisation, deforestation, population growth, fossil fuel burning etc.

NB Likely effects: extreme weather e.g. heatwaves, droughts, heavy rainfall, species extinction, changes in agric. yields.

Global dimming (i.e. increased reflection of incoming sunlight) counteracts the above but $\neq$ solution.

Re. global responses: see Kyoto Protocol

Handout 3

Another common note-writing technique is to abbreviate (shorten) common words by leaving out some of the letters, or substituting some of the letters for symbols.

What do these abbreviations mean?

- | | | |
|-------------|---------------|--------------|
| 1 w/ | 5 ch..... | 9 vs..... |
| 2 w/o | 6 p/pp | 10 b/c |
| 3 sbd..... | 7 no/nos..... | 11 min |
| 4 sth | 8 abt..... | 12 max |

something because page/pages without about
 with minimum chapter number/numbers
 maximum versus somebody

Handout 4

Imagine you have some friends coming to stay in your house while you are on holiday. Think about these questions before doing Exercise 2:

- Do you have anything that needs regular attention (e.g. plants or a pet)?
- Is there anything in the house that is difficult to use (e.g. water heater, door lock)?
- Does anyone else have a key to the flat (e.g. cleaner, neighbour)?
- Is there anything in the house your friends should/shouldn't use?
- Is there anything about the local area your friends should know?

Literature

1. Kirsten Campbell-Howes - Collins English for Life Writing B1 – 2012
2. Coe, N., Rycroft, R., & Ernest, P. (1983). *Writing Skills: A problem-solving approach*. Cambridge: CambridgeUniversityPress.

Suggested web sites:

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

Glossary

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

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

TO SPRING INTO ACTION - to act, to move.

LESSON 9

Reading

Theme 9	Information leaflet
Length: 80 minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. 3. Activity 2. 4. Activity 3. 5. Activity 4. 6. Activity 5. Case study	
The aim: Students identify the content that will go into at least half their leaflet and will design the layout of their front page	
Objectives: • to lead-in to the topic and to raise students' interest to it • to develop students guessing intelligently strategies • to check students' reading comprehension skills • to allow students to express their points of views concerning to the topic. • to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

Procedure:

- ask students about leaflets
- discuss the new topic with students

Activity 1

Objective: to develop students understanding intelligently strategies.

Time: 30 minutes

Materials: Handout 1

Procedure:

- distribute handout 1
- students scan individually the given material
- ask what did they understand from the material
- in order to more understandable explain one more

Activity 2 Comprehension check game

Objective: to check students' reading comprehension skills

Time: 20 minutes

Material: Handout 2

Procedure:

- distribute handout 2
- students should differentiate the difference between leaflet and brochure

Activity 3 Creating

Objectives: to create students imagination

Time: 20 minutes

Materials: papers, colored markers

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 5 Case Study

Read the blog taken from **beautysurgery.com** site study the case and tell your opinion. What would you do if you were a husband of Nicola.

Nicola loathes her nose and would have surgery to make it smaller, but even if I was the richest man in Britain I wouldn't pay for her to have it done. Aside from the fact that I love her exactly the way she is, why go under the knife needlessly? It seems so vain. Any operation is worrying, so I wouldn't want her to be put at risk unnecessarily. Nicola knows how I feel, so I'd be really upset if she had surgery behind my back – she'd no longer look like a woman I fell in love in.

Materials for the lesson

Handout 1

Information leaflet for participants

(This is a sample of some items to be included in the information leaflet, but it must be adapted for your own project with any relevant additional information. Remember to keep it clear and simple.)

Title:

Background: Short and simple explanation as to why this study is needed.

You may find it easier to explain exactly what is needed from a participant using these headings:

What does this study aim to do?

If you participate in this study what will you be required to do?

When will this study take place?

Where will this study take place?

How much of your time will your participation require?

Always consider including

1. Your participation is entirely voluntary and you may withdraw from this research at any time and for any reason, without having to give an explanation.
2. Your participation, or non-participation will not affect your treatment / career progression (as appropriate) or legal rights.

3. The data collected will be treated securely and confidentially as necessary under the Data Protection Act and stored as required by the University.
4. All results, if published, will be treated in an anonymous manner. No one will be identifiable in any data produced from this study.
5. Explain if they will be given information about the outcome of the study or debriefed at the end of their participation.
6. Explain that they can contact researchers with any concerns during the study.
7. If your study involves a questionnaire explain that they may omit any questions they do not wish to answer.

At the end give name(s) and contact details of the researcher that the participants may use.

Many versions of protocols are used as a study is in the planning and development stage. Make sure the information leaflet and consent form are dated to confirm they are the versions which received ethics approval.

Handout 2

Comparison between Leaflet and Brochure

	Leaflet	Brochure
Definition	A sheet of paper advertising something, usually a single sheet perhaps folded in two and used for dissemination of said information	A small book that usually has many pictures and information about a product, a place like a pamphlet, often for promotional purposes.
Size	Not more than 2 pages	4 to 8 panels
Folded or Stapled	Folded	Folded or stapled
Information	Points or in one sentence	One paragraph to fully detail
Contain	Description in points about the product or an event	Descriptions of the company, a few highlighted products or about an event

Suggested web sites:

www.teachingenglish.org.uk
[www.online-literature. Leafletwriting.com/](http://www.online-literature.com/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

Reading

Theme 10	Sentence construction (Subject-verb agreement , Word order)
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Length: 80 minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. 3. Activity 2. 4. Activity 3. 5. Activity 4.	
The aim: At the end of the lesson Ss will get information about Subject-verb agreement and word order	
Objectives: • to lead-in to the topic and to raise students' interest to it • state the rules of Subject-verb agreement an word order • sustain interest in studying Subject-verb agreement and word order	
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
- Do you know what is word order
- Are they similar?

Activity 1 Explanation

Objective: to explain students the rules of Subject-verb agreement and word order.

Time: 40 minutes

Materials: Handout 1

Procedure:

- distribute Ss handout 1
- Ask students to read the given material individually
- Explain Ss handout 1
- Ask Ss if they understand the explained material or not

Activty 2 Comprehension check game

Objective: to check students' by the exercises

Time: 15 minutes

Material: Handout 2

Procedure:

- Give out handout 2
- Ask students to look through the questions on the handout
- Ask the volunteer to start the exercise

Activity 3 Asking for opinions

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

Time: 15 minutes

Materials: Handout 3

Procedure:

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

Activity 4 Case Study

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

Aziza: I am a student of WorldLanguagesUniversity. I was so happy when I entered to the University. I was studying happily. I have so many friends here. But today I have some problems on my subjects. And I'm getting lazy day by day. Every time I am not ready for the lesson, sometimes I forget to take my notebook, I do not take notes. And from time to time I miss the classes. Instead of doing my home assignment I watch TV, chat with my friends and so on. And the result is awful.

Please help me. What can I do

Material for the lesson

Handout 1

WHAT IS SUBJECT-VERB AGREEMENT?

Subject-verb agreement means that a verb must agree with its subject in number (singular or plural).

When the subject is a singular noun, the verb takes an -s (or -es) in the present tense.

The baby sleeps.

The baby cries.

When the subject is a plural noun, the verb does not take an -s (or -es) in the present tense

The babies sleep.

The babies cry.

SUBJECT-VERB AGREEMENT WITH PERSONAL PRONOUNS

The following chart shows personal pronouns used with the verb sleep. After you have studied the chart, what rule can you state about the ending of a verb in the present tense?

	Personal Pronouns	Singular Plural
First person:	I sleep	we sleep
Second person:	you sleep	you sleep
Third person:	he	they sleep
	she sleeps	
	it	

SUBJECT-VERB AGREEMENT WITH THE VERBS DO AND BE

Although you might have heard someone say, "It don't matter" or "We was working," these expressions are not considered standard English because the subjects do not agree with the verbs. Study the two charts that follow to learn which forms of do and be are singular and which forms are plural.

The Verb do

Singular

Plural

I do	we do
you do	you do
he	they do
she does	
it	

(Never use he don't, she don't, or it don't.)

The Verb be

Present Tense		Past Tense	
Singular	Plural	Singular	Plural
I am	we are	I was	we were
you are	you are	you were	you were
he	they are	he	they were
she is		she was	
it		it	

(Never use we was, you was, or they was.)

SUBJECT-VERB AGREEMENT WITH COLLECTIVE NOUNS

Collective nouns name a group of people or things.

Frequently Used Collective Nouns

assembly	couple	orchestra
audience	crowd	panel
board	faculty	public
class	family	senate
club	group	team
committee	herd	tribe
council	jury	troop

A collective noun (also called a group noun) is considered singular unless the meaning is clearly plural.

A **collective noun** (also called a group noun) is considered singular unless the meaning is clearly plural. Usually, a collective noun takes a singular verb or requires a singular pronoun to refer to that noun. The reasoning is that the group acts as a single unit.

Verb + Object

The most common order of words in sentences is as follows:

Subject + Verb + Object

Examples:

- Sally speaks English.
- John reads the newspaper.

Place & Time

In English, the place is usually mentioned before the time.

Examples:

- I go **to the supermarket every Saturday**. (NOT: I go every Saturday to the supermarket)
- Bill has lived **in London for 10 years**. (NOT: Bill has lived for 10 years in London)

Adverb of Frequency

Adverbs of frequency such as *always, never, sometimes, often, rarely, etc.* generally go before the verb.

Examples:

- Susan **often** goes shopping.
- He **never** gambles.
- They **always** sleep early.

However, with the verb *to be*, they go after the verb.

Examples:

- She **is rarely** late.
- He **is never** home before dark.

They can also go between two verbs.

Examples:

- I **will always remember** my brother.
- I **have never been** to Japan.

Handout 2

1. Circle the correct verb in each of the following sentences.

1. The dog (bark, barks).
2. It (wake, wakes) up the neighborhood.
3. The neighbors (become, becomes) annoyed.
4. They (deserve, deserves) a quiet Sunday morning.
5. I (throws, throw) an old slipper at the dog.

2. Circle the verb that agrees with the subject.

1. He (doesn't, don't) study in the library anymore.
2. We (was, were) hoping to find him there.
3. The library (doesn't, don't) closes until eleven o'clock.
4. (Was, Were) you late tonight?
5. Irina (doesn't, don't) care if you stay until closing time.

Handout 3

1. The following paragraph contains seven errors in subject-verb agreement.

For each sentence, cross out prepositional phrases and appositive phrases, underline the subject, and circle the verb. Place a check over errors in agreement. On the lines following, list the subject and the correct form of the verb for each sentence.

Bedbugs Are Back

People in hotels and apartments around the country are complaining. Gradually more and more places, including college dormitories, have bedbugs. How do these pests get into a room? International travel has been largely to blame. Unfortunately, bedbugs have the ability to survive for over a year without a meal. Furthermore, insecticides from a local hardware store are no longer effective. Your new mattress sometimes arrives on a truck with an old mattress (filled with bedbugs) from another customer. Also, a bedbug easily rides unseen from one place to another in a pants cuff or a jacket. Either a crack in a wall or a ridge between the floorboards are enough room for a bedbug. These invisible vampires of the night traumatize their victims. The number of them often grows quickly from only a few to several thousands. Unsightly, itchy red welts are left behind by this blood-sucking bug. Nobody in my circle of friends knowingly visits home with these invisible and nearly indestructible pests.

Literature

1. Sandra Scary and John Scary "the writer's workplace with readings" pp59-72

Suggested websites:

<http://www.engvid.com/english-resource/word-order-in-english/>

Glossary

ASSEMBLY—meeting, conference

COUPLE—pair, group of two persons or things

ORCHESTRA—band composed of musicians of many different instruments

AUDIENCE—group of people gathered to see or hear

LESSON 11

Reading

Theme 11	Brochures
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Length:80minutes	NumberofStudents:12
LessonOutline 1. Warm-up 2. Activity1. 3. Activity2. 4. Activity3. 5. Activity4. 6. Activity5.Casestudy	
Theaim: Studentsidentifythecontentthatwillgotoatleasthalftheirbrochureandwilldesignthelayoutoftheirfrontpage	
Objectives: • tolead-intothetopicandtoraisestudents’interesttoit • todevelopstudentsguessingintelligentlystrategies • tocheckstudents’readingcomprehensionskills • toallowstudentstoexpresstheirpointsofviewsconcerningtothetopic. • toletstudentstojustifytheirpointsofviews	
ActivityType:	Individual,smallgroup,wholeclass(teacher-students)

Warm-up.(10min.)

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

Procedure:

- askstudentsaboutbrochures
- discuss thenewtopicwithstudents

Activity1

Objective:to developstudentsunderstandingintelligentlystrategies.

Time:30minutes

Materials:Handout1

Procedure:

- distributehandout1
- studentsscanindividuallythegivenmaterial
- askwhatdidtheyunderstandfromthematerial
- inordertomoreunderstandableexplainonemore

Activity2Comprehensioncheckgame

Objective:tocheckstudents’readingcomprehensionskills

Time:20minutes

Material:Handout2

Procedure:

- distributehandout2
- studentsshoulddifferentiatethedifferencebetweenleafletandbrochure

Activity3Creating

Objectives:to createstudentsimagination

Time:20minutes

Materials:papers,coloredmarkers

Procedure:

- Askstudentstoworkinpairs.

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

Activity 5 Case Study

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

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

Materials for the lesson

Handout 1

Introduction

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

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

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

Task

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

A brochure may cover a broad topic but it shouldn't contain so much information that it overwhelms the reader. Choose 2 to 3 key points about **YOUR TOPIC** to describe. If there are other important elements, consider listing them in a simple bullet list or charts somewhere in your brochure. In addition to what your brochure says, you must decide the best format to present your information. Different formats work best for brochures with lots of text, lots of pictures, small blocks of text, lists, charts, or maps. You'll need to find the format that works best for your information.

Resources

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

Suggested Minimum Resources

- Collection of brochures from family, friends, local businesses. (Travel brochures and brochures from local clubs are good examples.)
- Brochure design books and portfolios (optional).
- Classroom or Library Reference Materials.
- Access to Internet Resources (optional).
- Page Layout Software (with Brochure Templates if possible).
- Scanner, clipart books, graphics software (optional).

- Plain or color paper, staples (if doing booklet style brochures).
- Laser or inkjet printer able to handle chosen paper stock.

Steps

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

Conclusion

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

Handout 2

Comparison between Leaflet and Brochure

	Leaflet
Definition	A sheet of paper advertising something, usually a single sheet perhaps folded into two
Size	Not more than 2 pages
Folded or Stapled	Folded
Information	Points or in one sentence

Contain	Description in points about the product or an event
----------------	---

Suggested websites:

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

Reading

Theme 12	Sentence fragments and run-ons
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Explanation 3. Activity 2. Comprehension checking exercise 4. Activity 3. Case study	
The aim: To understand the usage of fragments and run-ons	
Objectives:	

- lead-into the topic and to raise students' interest to it
- to explain the importance of using sentence fragment
- to explain the importance of using run-on

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

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

Procedure:

- What is fragment?
- What is run-on?
- What is the difference between fragment and run-on?
- Distribute handout 1
- Ss should read and complete the dialog
- Distribute handout 2 and discuss them

Activity 1 Explanation

Objective: to explain the usage of sentence fragment and run-on

Time: 40 minutes

Materials: Handout 3

Procedure:

- Divide Ss into 2 groups.
- Distribute handout 1.
- Ask students to understand and discuss the material on the handout.
- First group should explain the material to the second then the second group explain the material to the first.
- Ask student if they understand or not the topic. Explain the new topic on more time.

Activity 2 Comprehension checking exercise

Objective: to check students' reading comprehension skills

Time: 15 minutes

Material: Handout 4

Procedure:

- Give out handout 2
- Check their knowledge

Activity 3 Case Study

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

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

Handout 1

Nick: Goteverything?
 Chandra: Everythingbutthenewflightplan.
 Nick: Twentyminutesuntiltakeoff.
 Chandra: Lookslikenastyweather.
 Nick: Hopefullynoflocksofbirdsinourflightpath.
 Chandra: Whataboutdeicing?
 Nick: Done!
 Chandra: Afullplanetoday.
 Nick: Ready?
 Chandra: Goodtogo.

Conversationrewritteninstandardsentences

Chandra: _____
 Nick: _____
 Chandra: _____
 Nick: _____
 Chandra: _____
 Nick: _____
 Chandra: _____
 Nick: _____
 Chandra: _____

Handout 2

Nick: Doyouhaveeverything?
 Chandra: Ihaveeverythingbutthenewflightplan.
 Nick: Wehavetwentyminutesuntiltakeoff.
 Chandra: Itlookslikenastyweather.
 Nick: Hopefully,therewon'tbeanyflocksofbirdsinourflightpath.
 Chandra: Havetheydeicedthewings?
 Nick: Ithasjustbeendone!
 Chandra: Wewillhaveafullplanetoday.
 Nick: Areyouready?
 Chandra: Wearegoodtogo.

Handout 3

A completesentence has a subject and a verb and expresses a complete thought.

WHAT IS A FRAGMENT?

A fragment is a piece of a sentence.

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

a. The subject is missing:

is setting the trap

b. The verb is missing:

the hunter in the woods

c. Both the subject and the verb are missing:

in the woods

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

The hunters set

HOW DO YOU CORRECT A FRAGMENT?

1. Add the missing part or parts.

Fragment: across the lake

To be added: subject and verb

Complete sentence: I swam across the lake.

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

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

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

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

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

Fragments can exist in a writer's work for a number of reasons. A writer may become careless for a moment or may not fully understand how all the parts of a sentence work. If the writer does not have a clear idea of what he or she is trying to say, fragments and other errors are more likely to occur. Sometimes another try at expressing the same idea may produce a better result.

WHAT IS A RUN-ON?

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

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

HOW MANY KINDS OF RUN-ONS ARE THERE?

Run-

ons may occur when the writer is unable to recognize where one complete thought ends and another thought begins. Run-

ons also may occur if the writer is not sure of the standard ways of connecting ideas. Certain marks of punctuation are needed to show where two clauses join. Other punctuation signifies the end of a thought. Study the following three types of run-ons.

1. The and run-

on: two or more relatively long independent clauses connected with a coordinating conjunction without any punctuation

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

2. The fused run-on:

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

3. The comma splice:

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

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

HOW DO YOU CORRECT A RUN-ON SENTENCE?

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

1. Make two sentences with end punctuation.

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

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

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

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

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

3. Make a complex sentence using subordination.

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

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

Handout 4

Exercise 1

Correcting Fragments by Adding the Missing Parts

Make each of the following fragments into a complete sentence by adding the missing part or parts.

1. returned to the sea (add a subject)
2. a bird on the oak branch (add a verb)
3. between the island and the mainland (add a subject and a verb)
4. the hawk in a soaring motion (add a verb)
5. the fishing boats in the harbor (add a verb)
6. dropped like a stone into the water (add a subject)
7. the crescent moon (add a verb)
8. carried the fish to the tree (add a subject)
9. the fisherman put (complete the thought)
10. into the net (add a subject and a verb)

Exercise 2

Correcting Fragments That Belong to Other Sentences

Each of the following passages contains two or more fragments. First, read each passage carefully. Then place a check in front of each fragment you find. Finally, draw an arrow to indicate the sentence to which the fragment belongs.

1. Fishing is one of the oldest sports in the world. And can be one of the most relaxing. A person with a simple wooden pole and line can have as much fun as a sportsman. With expensive equipment. For busy executives, overworked teachers, and even presidents of nations. Fishing can be a good way to escape from the stress of demanding jobs.
2. The first electric car was built in 1887. It was sold commercially. Six years later. At the turn of the century, people had great faith in new technology. In fact, three hundred electric taxis were operating in New York City by 1900. However, electric cars soon lost their popularity. The new gasoline engine became more widely used. With our concern over pollution. Perhaps electric cars will become desirable once again.
3. Tiger Woods is famous for his success as a championship golfer. He is also known for his work with children. In Anaheim, California, Tiger has recently opened a learning center. For four to twelve graders. Children can apply for a wide range of classes. Including robotics, creative writing, forensics, and photography. Eventually, the center will serve five thousand children. Tiger is planning the construction of other centers around the country. At a cost of five million dollars a piece. He is grateful for his loving and supportive family. And wants to help less fortunate children.

Literature

1. Sandra Scary John Scary "The Writer's Workplace with Readings" pp 78-90: 145-149

Glossary

FLOCK—pack, crowd

FLIGHT—flying

PATH—track

TRUST—confidence

LESSON 13

Reading

Theme 13	Travel guides
Length: 80 minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. 3. Activity 2. 4. Activity 3. 5. Activity 4. 6. Activity 5. Case study	
The aim: Students identify the content that will go into at least half their brochure and will design the layout of their front page	
Objectives: • Produce a travel information packet useful information about a region, country, city, or town. • to check students' reading comprehension skills • to allow students to express their points of views concerning the topic.	

• to let students justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up.(10min.)

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

Procedure:

- ask students about travel guides
- discuss the new topic with students
- give some questions about London

Activity 1 Discussing

Objective: to develop students' understanding intelligently strategies.

Time: 15 minutes

Materials: Handout 1

Procedure:

- distribute handout 1
- students read the information about London Eye
- ask what did they understand from the material
- students do exercises according to the information

Activity 2 Discussing

Objective: to check students' reading comprehension skills

Time: 15 minutes

Material: Handout 2

Procedure:

- distribute handout 2
- students read the information about The Tower of London
- ask what did they understand from the material
- students do exercises according to the information

Activity 3 Discussing

Objective: to develop students' understanding intelligently strategies.

Time: 15 minutes

Materials: Handout 3

Procedure:

- distribute handout 3
- students read the information about Buckingham Palace
- ask what did they understand from the material
- students do exercises according to the information

Activity 4 Creating

Objectives: to create students' imagination

Time: 15 minutes

Materials: papers, colored markers

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 to design.

Activity 5 Case Study

You want to meet someone special or simply some new people. What's the best way to make new friends? Write and tell about your experiences. Kate's and Johnny's experiences will help you.

Literature:

1. Sarah Johnson, Timesaver London, Mary Glasgow Magazine. Pp-18-25.
2. Liz Driscoll, Reading Extra, Cambridge University Press 2004. P-67.

Glossary

COMPREHENSION—understanding

MATERIAL—substance

DISTRIBUTE—deliver to

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

LESSON 14

Reading

Theme 14	Postcards
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Length: 80 minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. 3. Activity 2. 4. Activity 3. 5. Activity 4. 6. Activity 5. Case study	
The aim: By the end of the lesson students will be able to write and to design the postcard	
Objectives: • to lead into the topic and to raise students' interest to it • to enrich students' creativity	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

Procedure:

- Write on the blackboard the word POSTCARD
- Ask students do they have any idea
- Brainstorm students' ideas on the board
- Conclude the ideas and give you explanation

Activity 1 Discussion

Objective:

Time: 15 minutes

Material: Handout 1

Procedure:

- Have a class discussion on summer vacation.
- See what they did or the place they visited.
- Discuss postcards by showing examples.
- Task if anyone has sent postcards, received them.
- See if they can give their ideas about the purpose of a postcard and what is written on one.

Activity 2 Comprehension check game

Objective: to check their ability to do exercises

Time: 20 minutes

Material: Handout 2

Procedure:

- Distribute handout 2
- Students work individually
- Do exercises and conclude

Activity 3 Making postcards

Objectives: to enrich students' imagination and creativity

Time: 25 minutes

Materials: Handout 3

Procedure:

- Divide students into four groups
- Give them papers, colored pencils, markers
- Students make their postcards paying attention to design
- Every group will present their postcards done by them

Activity 4 Discussing postcards

Objectives: to teach students how to analyze the situation

Time: 15 minutes

Materials: Handout 3

Procedure:

- Put students in pairs
- Give each pair a copy of the postcard
- Write on the board *Where are Wendy and Steve? Are they enjoying holiday? What have they done?*
- Ask the students to write their answers while you copy the postcard onto the board
- As a whole class, give feedback and check difficult vocabulary

Activity 5 Case Study

Read the conversation between two students discussing the problem of stress at work. Which part of the question in 5 are they answering? What solutions and results do they suggest? And what solutions and results do you suggest?

Shen: How do you think people can deal with their stressful lives, especially at work?

Tina: Firstly I think employers should encourage workers to relax.

Shen: How?

Tina: Well, in some companies, gym facilities or massage therapies are available.

Shen: Massage?

Tina: Yes. If you help your employees to relax, this improves their efficiency and production.

Shen: Are there other solutions?

Tina: Of course. Employees could be trained in how to plan their time more effectively. One way is to stop people taking work home. And then the workplace will become a lot happier.

Literature

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

Glossary

SPACE—universe

STRICT—severe, demanding

ARRIVE—reach, succeed

LESSON 15

Reading

Theme 15	Encyclopedia Entries
Length: 80 minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. 3. Activity 2. 4. Activity 3. Case study	
The aim: Students will have an information about encyclopedia	
Objectives: • to check students' reading comprehension skills • to allow students to express their point of views concerning the topic. • to let students justify their point of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

Procedure:

- ask students about encyclopedia
- brainstorm different answers on the board

Activity 1 Discussing

Objective: to develop students understanding intelligently strategies.

Time: 30 minutes

Materials: Handout 1

Procedure:

- distribute handout 1
- students read the given material
- ask what did they understand from the material

Activity 2 Discussing

Objective: to check students' comprehension skills

Time: 20 minutes

Material: posters, markers

Procedure:

- divide students into two groups
- distribute posters and markers
- students write about pros and cons of Wikipedia and Encyclopedia
- after finishing every group should present their writings.

Activity 3 Case Study

Read the title and bi-

line under the title and try to predict the material. Read and discuss with a whole group.

Handout 1

Difference between Wikipedia and Encyclopedia

Students of today may not be aware of encyclopedias because of a sea of knowledge and information available to them on the internet for free, but not much time has passed when parents bought encyclopedias for their kids to help them in their quest for knowledge. The world is full of encyclopedias; some of them belonging to a particular subject matter, while some running in volumes and being a treasure house of knowledge of many subjects. With the advent of internet, many websites tried to take on the mantle of encyclopedias, but none succeeded to a great extent other than Wikipedia, which is one site that takes pride in running without the help of any advertisement, and providing reliable and up-to-date information on anything under the sun. Let us see how Wikipedia fares against an encyclopedia.

Wikipedia is a non-profit organization that is totally dependent upon contributions from readers as they are the creators of all that is there on the website. All information inside Wikipedia is for everyone, and people have the liberty to edit and put updated information on any web page of the site. This is enough to put doubts in the minds of readers as to the extent to which they can rely on such information. But, Wikipedia tries to put to rest all such doubts by saying that there are editors that verify the information submitted and thus, the information is not wrong at all. On the other hand, are encyclopedias of the world, of which the one people have heard the most about is Britannica, which though compiled in 1911, is still regarded as final, authoritative, and unmatched in terms of knowledge that it imparts. Many of us who have been privy to Encyclopedia Britannica remember the reverence in which it was held and how much importance, even teachers attach to the information contained in it.

However, there is no denying the fact that in today's world, where internet is the best medium for dissemination of knowledge, to even think of an encyclopedia getting the kind of readership that Wikipedia is enjoying (2.5 billion page views per month) is ridiculous. And the fact that Wikipedia is growing by the minute and today contains more than 873,000 articles which is much more than what Britannica has to offer to the readers. Though Britannica is trying hard to fight a battle of readership with an online version and even CD's and DVD's of Britannica being available apart from the regular hard copy, it is a foregone conclusion that Wikipedia is going to emerge victorious. It is also a fact that Wikipedia is the easiest of sources to look up for information on anything under the sun than a try to find in any other encyclopedia.

In brief:

Difference between Wikipedia and Encyclopedia

- Wikipedia is a sea of information that is being contributed by readers present in all parts of the world, and the content on the site is growing by the minute.
- Encyclopedias are literary works that are definitive and authoritative, which cannot be said about Wikipedia

Literature:

3. Liz Driscoll, Reading Extra, Cambridge University Press 2004. P-67.

Glossary

AVAILABLE—ready for use

ADVERTISE—promote, draw attention to

DOUBT—misgiving

VOLUME—degree of loudness

LESSON 16

Reading

Theme 16	Invitation cards
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Length: 80 minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. 3. Activity 2. 4. Activity 3. 5. Activity 4. 6. Activity 5. Case study	
The aim: Students will learn the basic components of invitation card and transcribe a full invitation card onto a sheet of paper. They will also focus on Content Organization and Chronology as a part of understanding the fundamentals of writing.	
Objectives: • to lead into the topic and to raise students' interest to it • to develop students' guessing intelligently strategies • to check students' comprehension skills • to allow students to express their point of views concerning the topic. • to let students justify their point of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up.(10min.)

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

Procedure:

- Ask students have they ever written an invitation card?
- Discuss those situations with students.

Activity1

Objective: to teach students how to write an invitation card

Time: 30 minutes

Materials: Handout 1

Procedure:

- Distribute students handout 1
- Explain to students how to write and design an invitation card

Activity2 Making invitation card

Objective:

Time: 20 minutes

Material: papers, colored markers

Procedure:

- Divide students into four groups
- Distribute papers and markers
- Students make an invitation card then present them to each other

Activity3 Working on the text of invitation card

Objectives: to make students work individually and enrich their imagination

Time: 15 minutes

Procedure:

- ask students to write the text of invitation card
- students exchange their work with their partner
- students should check and mark each other's text

Activity4 Discussion

Objectives:

Time: 20 minutes

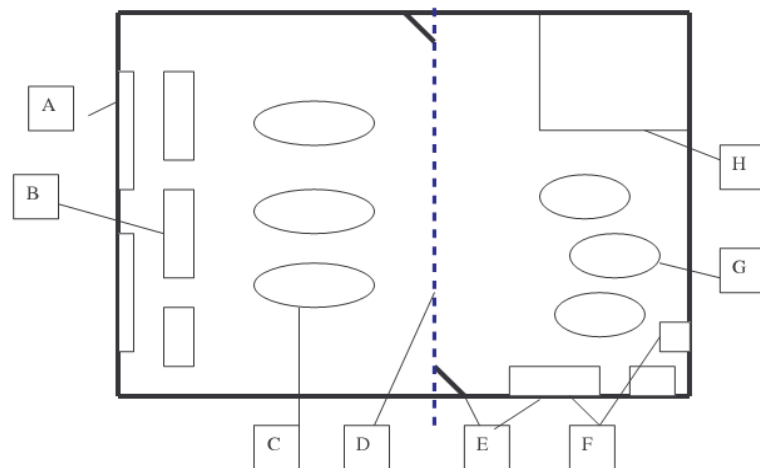
Materials: Handout 2

Procedure:

- give out students handout 2
- before reading students should predict the history of invitation cards
- after reading discuss the history with students

Activity5 Case Study

You are an office worker and below is a diagram of your office. There are a number of points that you are not happy about A-H listed below. You should suggest at least one possible solution.



- A. Windows don't open – no ventilation
- B. Book shelves – cut out natural light
- C. Open plan desks – workers easily distracted
- D. Office used as a corridor
- E. Doors constantly opened and banged shut by through-traffic
- F. Photocopier, franking machine and colour printer – noisy and give off fumes
- G. Desks (your desk) too near coffee area – too noisy and smoky
- H. Coffee area – always messy

Handout1

People use cards to express feelings, keep in touch or invite friends and family to special occasions. Whether sent by mail or electronically (e-cards), a card sends a simple, meaningful message to people we care about. There are multiple types of invitation cards, depending on the occasion (birthday, wedding, anniversary, celebration or holiday). Whether you buy it or make it yourself, the card will generally be appreciated by the receivers.

Types

There are different types of invitation cards, depending on the occasion and design. Invitation cards can be formal or informal, classical or futuristic, fun or serious, depending on the personality of the sender and the type of event. There are designs for every taste and occasion. You can make it yourself or buy it in shops and online. The options are unlimited and you can combine themes, fonts and materials you like the best.

Features

An invitation card contains information about a special event that will take place in the near future. It informs the recipient about the place and the date of the event and about the name of the person(s) who will host it. An invitation card may also contain a poem, a motto or a special message created by the host to express the importance of the event. It can be sent by mail (or email) or handed to the person invited. Often, the sender requests a response in the form of an RSVP; generally, a phone number or email address is given, but on some formal invitations, this is a smaller card included with the invitation that is filled out by the recipient, noting whether she will or will not be able to attend and the name of a guest whom she may accompany her.

Occasions

The invitation cards are sent with different occasions: wedding, baby shower, bridal shower, birthday party, celebrations and anniversaries. There are different designs for each occasion, specially made to express the type of event. For example, a wedding invitation might illustrate two wedding rings, while a birthday party invitation might illustrate colored balloons and confetti.

1. Place the organization or host's logo or graphic at the top of the invitation

2.

The host's full names should be used on the invitation, without honorifics (Dr./Mr./Mrs.) unless there is an official title.

Full names should be used for all hosts when events are hosted by 2 or more people. List the host's title on a line below his or her name, and list the senior host's name first. An exception to this rule applies when a president and his or her spouse are hosting the event, where the title "President" precedes the host's name. No title line is required in this case.

Extend the invitation. You can choose formal wording, such as "request your presence" or less formal verbiage, such as "cordially invites you to attend."

Provide information about the event. For instance, "a breakfast," "an award ceremony," or "reception."

State the purpose of the event. For example, "in honor of..."

Provide the date of the event. Depending on how formal you want the invitation to be, you can either write the date out completely, as in "Thursday, the eleventh day of May" or keep it short such as, "Thursday, May 11." Writing it out is the more formal way to write the invitation.

Write the time of the event in full. Include words such as, "in the morning" or "in the evening" if the event purpose does not already make this clear. For example, if an event is taking place at 8:00 p.m., you would write, "At eight o'clock in the evening." If the event is a breakfast or a dinner, the addition of words, "in the morning" or "in the evening" would not be required.

Provide the location of the event and its street address.

Provide special instructions, if any. For example, if you are including directions to the event location, state, "directions enclosed."

Include your RSVP information. RSVP comes from the French phrase "Répondez, s'il vous plaît" which in English means, "Please Respond." This is intended for parties and events where you must know exactly who is coming so arrangements can be made for seating, food, and other accommodations. If you are including a response card, replace the name and telephone number with "Response card enclosed." Include the cutoff date for the reply on the card, which is either a date you set or typically 2 weeks prior to the event. Include a self-addressed stamped envelope with the reply card in the invitation to make it easier for the guest to mail it back to you. The response card may also ask for information such as the meal or seating preference. The response card should be printed in the same style as the invitation. If electronic response is accepted, then the guest should not be required to mail back the response cards.

Handout 2

• Definition

The invitation card is a written paper or electronic image that is sent to people for different occasions. The message informs a receiver about an event to which he is invited. Invitation cards can be customized (different sizes, colors, themes, materials, fonts and folding designs) and made out of multiple materials (paper, tissue, textile, plastic).

• History

For centuries, people used to communicate with others by written letters, before the telephone and other communication technologies were invented. The letters were sent for multiple reasons, just as they are today. The invitation letters sent were written by hand before printing was invented. A written invitation letter was a sign of affluence and education. They were folded in a paper sealed with wax to ensure privacy and to prevent it from getting dirty. After printing was invented, invitation letters became more sophisticated (different colors, papers, cuts and foldings).

Suggested websites:

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

Glossary

CELEBRATION-festival

OCCASION-opportunity

UNLIMITED-infinite

RESPONSE-reply, answer

LESSON 17

Reading

Theme 17	Encyclopedia Entries
Length: 80 minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. 3. Activity 2. 4. Activity 3. Case study	
The aim: Students will have an information about Oregon Encyclopedia	
Objectives: • to check students' reading comprehension skills • to allow students to express their points of views concerning the topic. • to let students 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:

- review the previous material
- brainstorm different answers on the board

Activity 1 Discussing

Objective: to develop students' understanding intelligently strategies.

Time: 30 minutes

Materials: Handout 1

Procedure:

- distribute handout 1

- students read the given material
- ask what they understood from the material

Activity 2 Discussing

Objective: to check students' asking questions skills

Time: 20 minutes

Material: handout 1

Procedure:

- students make questions individually according to handout 1
- students ask questions to each other
- all of them try to answer to the given questions

Activity 3 Case Study

What's the best present you have ever received and the best you have ever given? And what is the worst? Tell us about your experiences. Read the following situations and tell your opinion.

Materials for the lesson

Handout 1

World Book Encyclopedia

The **World Book Encyclopedia** is an [encyclopedia](#) published in the [United States](#). The encyclopedia is designed to cover major areas of knowledge uniformly, but it shows particular strength in scientific, technical, and medical subjects. It is based in [Chicago, Illinois](#). The first edition (1917) contained eight volumes. New editions have since appeared every year except 1920, 1924, and 1932, with major revisions in 1929 (13 volumes), 1933 (19 volumes), 1960 (20 volumes), 1971 (22 volumes), and 1988 (new typeface and page design, and some 10,000 new editorial features).^[2] World Book also publishes children's non-fiction and picture books under the Bright Connections Media imprint, and educational development and supplemental instructional resources through Incentive Publications by World Book.

The 1917 edition was published by the Hanson-Roach-Fowler Company, but within two years, *World Book* became the property of W.F. Quarrie & Company. In 1945, the *World Book* became the property of [Field Enterprises](#). In 1978, *World Book* was purchased by Scott Fetzer Company, which in turn has been a subsidiary of [Berkshire Hathaway](#) since 1985.

The first edition of *The World Book Encyclopedia* was published in 1917. "As a rule," wrote Editor Michael Vincent O'Shea in the preface of that first edition, "encyclopedias are apt to be quite formal and technical. A faithful effort has been made in the *World Book* to avoid this common defect." Since the encyclopedia first appeared in print, it has grown from 8 volumes to 22 volumes, from a set with limited color plates to one with color throughout. Over the years, the *World Book* has been characterized by its design. Unlike most other encyclopedias, it is traditionally published in variously sized volumes, depending on the letter of the alphabet. Although most volumes cover exactly one letter completely, the letters with exceptionally numerous entries ("C" and "S") are divided between two volumes, while adjacent letters with relatively few entries ("J"–"K", "N"–"O", "Q"–"R", "U"–"V", and "W"–

"Z") share a volume. *World Book* editors lay out major articles distinctly, often starting them on a page of their own, perhaps with a two-column heading. Materials are reviewed and authored by experts. It recognizes that one of the primary uses of general-

purpose encyclopedia is students' work on school reports. For instance, every article for a [U.S. state](#) has a box giving information about such things as the official state bird and tree and each [President of the United States](#) gets a very distinctive look with an oversized portrait, a timeline and significant historical events that occurred during that president's administration.

It claims to be the most up-to-

date commercial encyclopedia, with 33 percent of its pages revised each year. Illustrations account for about one third of the layout, and some 80 percent are in color. The encyclopedia makes heavy use of cross-referencing and contains a large analytical index of more than 150,000 entries.

The 2015 edition contains new articles such as [Ukraine](#) and [Crimea](#); [Vladimir Putin](#), President of Russia; Popes [Saint John XXIII](#) and [Saint John Paul II](#); activist [Julian Assange](#); and entertainers [Eminem](#), [Taylor Swift](#), and [Jackie Chan](#).

Alternative editions

In 1962, *World Book* produced a [Braille](#) edition, which filled 145 volumes and nearly 40,000 pages. The project was mainly an effort of goodwill, for the company did not see its way clear to selling enough copies of the set to cover production costs. Eventually, all sets of the Braille edition were donated to several institutions for the blind. In 1964, the company also published a large-print edition.

An international version, aimed at English-speakers outside of North America, was also produced in 1992.

Since 1998, in addition to the print and [CD-ROM](#) editions of the 22-volume, 13,800-page encyclopedia, *World Book* also publishes an online version called *World Book Online*. The online version includes 23 subscription databases with all of the articles contained in the print set as well as several thousand additional articles and the contents of every yearbook *World Book* has published since 1922. Articles are also available in Spanish. The online version contains links to current websites and magazine articles, a news section, and video and audio samples.

Digital multimedia encyclopedia

World Book Encyclopedia is also published in electronic form for [Microsoft Windows](#) and Apple's *MacOS X*. Electronic editions contain the entire text of the 22-

volume *World Book Encyclopedia*, plus illustrations, video clips, 3D panoramic views, and sounds. The articles bring together a complete story, multimedia content, an article outline, research aids and links to related information. Online updates to articles and a "Month in Brief" time browser are available by subscription.

Apple included a bundled copy of the *MacOS X* edition of *World Book Encyclopedia* when they made *OS X* the default operating system for all new computers. This edition had some Mac-only features including a more intuitive user interface, Sticky Notes sharing via [Bonjour](#) technology, *Trivia Challenge* game, a collection of editor-approved webcams, Notepad, speech capabilities and "This Day in History", "Media Showcase" and "Librarian" [widgets](#).

Since November 2007, both Windows and Mac electronic editions of *World Book Encyclopedia* are redeveloped and published by [SoftwareMac Kiev](#).

Literature:

1. Liz Driscoll, *Reading Extra*, Cambridge University Press 2004. P-67.

Web sites

2. https://en.wikipedia.org/wiki/World_Book_Encyclopedia

Glossary

PURCHASE—something that has been purchased, act of buying

IMPRINT—mark, stamp, impression

PROPERTY—possessions, belonging
PREFACE—introduction, foreword
FAITHFUL—loyal believers
OVERSIZED—too big, bigger than required

LESSON18

Reading

Theme18	Types of sentences (simple, complex, compound)
Length: 80 minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. 3. Activity 2. 4. Activity 3. 5. Activity 4. Case study	
The aim: To discuss and differentiate the differences between simple, compound and complex sentence	
Objectives: • to lead-in to the topic and to raise students' interest to it • to develop students' guessing intelligently strategies • to check students' reading comprehension skills • to allow students to express their points of views concerning to the topic. • to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up.(10min.)

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

Procedure:

11. Ask students to answer the question *What is a sentence?*
12. Discuss it and brainstorm the answers on the blackboard

Activity 1

Objective: to give information about types of sentences

Time: 40 minutes

Materials: Handout 1

Procedure:

- Distribute student handout one

- Explain the rules on the given handout

Activity 2 Discussion

Objective: to check students' comprehension skills

Time: 15 minutes

Material: Handout 2

Procedure:

- Divide the group 2
- Give out handout 2
- Ask students to look through the information on the handout
- Ask students to write the most important information from handout 2
- Discuss and conclude it.

Activity 3 Doing exercises

Objectives: to check if they understood the new theme

Time: 15 minutes

Materials: Handout 3

Procedure:

- Ask students to work individually
- Distribute handout 3
- Check students' answers

Activity 4 Case Study

Read the following paragraph written by a student and answer questions.

People generally are losing traditional practical skills which they need to function in everyday life. This has come about, in my opinion, because people are now so over-reliant on machines. For example, computers in one form or another perform many of the tasks that people used to do themselves such as office function, opening and locking doors, or switching machines on and off. Consequently workers cannot do basic practical tasks in depth, which in turn has an impact on how to process basic information mentally when they are work.

1	What kind of skills are people losing?	
2	What is the cause of this?	
3	Which examples are given?	
4	What is the practical consequence of all this?	
5	What is the mental consequence?	

Handout 1

Simple Sentences (Group 1)

A simple sentence contains a single subject and predicate. It describes only one thing, idea or question, and has only one verb - it contains only an **independent (main) clause**.

Any independent clause can stand alone as a sentence. It has a subject and a verb and expresses a complete thought.

For example:

- Jill reads.

Even the addition of adjectives, adverbs, and prepositional phrases to a simple sentence does not change it into a complex sentence.

For example:

- The brown dog with the red collar always barks loudly.

Even if you join several nouns with a conjunction, or several verbs with a conjunction, it remains a simple sentence.

For example:

- The dog barked and growled loudly.

Compound Sentences (Group 2)

Compound sentences are made up of two or more simple sentences combined using a conjunction such as **and**, **or** or **but**. They are made up of more than one independent clause joined together with a co-ordinating conjunction.

For example:

"The sun was setting in the west and the moon was just rising."

Each clause can stand alone as a sentence.

For example:

"The sun was setting in the west. The moon was just rising."

Every clause is like a sentence with a subject and a verb. A coordinating conjunction goes in the middle of the sentence, it is the word that joins the two clauses together, the most common are (**and**, **or**, **but**)

For example:

- I walked to the shops, **but** my husband drove.
- I might watch the film, **or** I might visit my friends.
- My friend enjoyed the film, **but** she didn't like the actor.

Complex Sentences (Group 3)

Complex sentences describe more than one thing or idea and have more than one verb in them. They are made up of more than one clause, an independent clause (that can stand by itself) and a dependent (subordinate) clause (which cannot stand by itself).

For example:

"My mother likes dogs that don't bark."

Dependent clauses can be **nominal**, **adverbial** or **adjectival**.

Handout 2

A sentence is a group of words which starts with a capital letter and ends with a full stop (.), question mark (?) or exclamation mark (!). A sentence contains or implies a predicate and a subject.

Sentences contain clauses.

Simple sentences have one clause.

Compound sentences and complex sentences have two or more clauses.

Sentences can contain subjects and objects.

The subject in a sentence is generally the person or thing carrying out an action. The object in a sentence is involved in an action but does not carry it out, the object comes after the verb.

For example:

The boy climbed a tree.

If you want to say more about the subject (the boy) or the object (the tree), you can add an adjective.

For example:

The young boy climbed a tall tree.

If you want to say more about how he climbed the tree you can use an adverb.

For example:

The young boy quickly climbed a tall tree.

This sentence becomes more interesting as it gives the reader or listener more information.

There are more things you can add to enrich your sentence.

Parts of a sentence	Description
Adjective	Describe things or people.
Adverb	Alter the meaning of the verbs slightly
Article	a, an - indefinite articles the - definite articles
Conjunction	Join words or sentences together
Interjection	A short word showing emotion or feeling
Noun	Name things
Preposition	Relates one thing to another
Pronoun	used instead of a noun to avoid repetition
Proper noun (subject)	The actual names of people or places etc.
Verb	Action or doing word

What makes a complete sentence?

If it helps you, think about a sentence as if it were a skeleton, the skeleton contains various bones and these bones are put together to form different parts of the body. So are sentences formed by words, the words are the bones and they are put together in different ways to form sentences. But just because you put words together in the right order, it doesn't mean you will have a sentence that makes sense.

Try this fun sentence generator (it's a computer programme, so there may be some issues. What the heck, it's clever stuff - see if you can spot them:-

Handout 3

1. The training room of these college athletes smells of grease and gasoline.
A) simple
B) compound
C) complex
2. Their practice field is a stretch of asphalt, and their heroes make a living cars.
A) simple
B) compound
C) complex
3. This new brand of college athlete is involved in the sport of auto racing
A) simple
B) compound
C) complex
4. Their tools are screwdrivers and spanners rather than basketballs and footballs
A) simple
B) compound
C) complex
5. Most of the students are engineering majors, and they devote every minute of their free time to their sport.
A) simple
B) compound
C) complex
6. Although the sport is new, it has already attracted six collegiate teams in the Southeast.
A) simple

- B)compound
C)complex
7. The students work on a special card designed for their sport.
A)simple
B)compound
C)complex
8. The cars are called Legends cars, models of Fords and Chevys from 1932 to 1934, and they are refitted by the students with 1200cc motorcycle engines.
A)simple
B)compound
C)complex
9. Although their usual speed ranges from 50 to 90 miles an hour, Legends cars can move up to 100 miles an hour on a straightaway
A)simple
B)compound
C)complex
10. The Saturday morning races of the competing teams have attracted as many as 3500 fans, but the students concede they are no threat to the nation's fastest growing sport of stock car racing.
A)simple
B)compound
C)complex

Case study on writing

Read the personal letter by Sarah and write which of the purposes are recovered. Are some purposes more important than others.

107 Smith Street
A beautiful sunny 19th of November

Dear Diana

At last I've found a quiet moment to write and enclose some photos and to say thank you for the fantastic jumper. It looks great – all my friends want one just like it.

Life goes on at 107 much the same as when you left. My work is now finished. I never know what to do with myself in Sally's sleep time – will I sew, garden, write letters, do my tax (boring!), clean the house (more boring!) etc etc. of course, Sally is usually awake before I've done anything.

Guess what I've become involved in local politics – can you believe it – ME? It's to do with high-rise buildings in the suburb. Unfortunately the meetings start at 9:30pm (yawn). If I stay awake they're very interesting.

Bruce has taken up judo. We try not to laugh when he gets into his "pyjamas" (as Sally calls them). Anyway he loves it.

Ah. There's Sally – must go. Look forward to seeing you on the long weekend in January. Hope all is well. Thanks again for the jumper/

Love Sarah

P.S. The photos were taken in September at the lake

Suggested websites:

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

Glossary

RELIANT—dependent

MACHINE—produce via mechanical means

BASIC—fundamental

CONTAIN—include

CONSEQUENTLY—as a result

LESSON 19

Reading

Theme 19	Menus
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Reading 3. Activity 2. Completing puzzle 4. Activity 3. Discussion/Case study	
The aim: • students will be aware of the new words connected with food and will be able to communicate on this topic.	
Objectives: ➤ to develop students' English integrating academic skills; ➤ to draw students' attention to the food facts; ➤ to help students to develop their reading skills through reading a newspaper article for details.	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in

Most British children have a hot lunch at school and can choose what they eat from a range of dishes in a canteen. As you might expect, when pupils are given a choice between junk food and healthy food, most of them choose chips, burgers and milkshakes. To promote healthier eating, the city council in Glasgow have decided to encourage children to change the way they eat in an unusual way.

Time: 5-10 min

Materials: whiteboard and markers

Procedure: Explain to the group that they are going to read an article. Before reading a newspaper article, ask the following questions (you may write these questions on board) and invite several responses from the group:

- ▶ Do you prefer fast food to healthy food?
- ▶ What could a council or school do to make children give up junk food and have a healthier diet?

Activity 1. Reading

Objectives:

- ☐ to give learners an opportunity to gain more information related to healthy food;
- ☐ to help students practice reading for details and not taking skills;

Time: 20-25 min

Materials: handout 1

Procedure:

- Write new vocabulary on board and ask students whether they are familiar with the words;
- Help them to understand in context new vocabulary;
- Distribute handout 1 to each student;
- Ask them to read the passage about British School menus

Activity 2 Completing puzzle

Objectives: to help learner to understand new vocabulary related to text;

Time: 10 min

Materials: handouts 2 and handout 3

Procedure:

- ☐ Divide students into pairs;
- ☐ Distribute pair handout 2 and ask them to complete the puzzle with the words from the text;
- ☐ Check their answers together with the whole group;
- ☐ As they do this activity distribute handout 3 and ask them to choose the best answer

Activity 3 Discussion/Case study

Objectives: to develop learners' critical thinking through reading article.

Time: 30 min

Materials: Handout 4

Procedure:

- ☐ Put students into small groups and ask them to discuss questions;
- ☐ Distribute the list of questions;
- ☐ Let them discuss their answers;
- ☐ Ask each group to choose one member as a speaker and make a summary to the discussion.

Homework: Ask your students to stay in small groups as they were put in previous activity.

Tell to students that they will work together on small project. Distribute requirements of project.

Project requirements

Your local council have decided to introduce a similar 'healthy eating scheme' in schools in your area. They have asked your group to come up with some recommendations.

- a) Think of a suitable healthy menu.
- b) Think of a list of rewards to encourage children to eat well.
- c) Present your suggestions to the rest of the class.

Use the following language.

Our healthy eating menu would include...

We wouldn't allow foods like...

The rewards would be...

To earn our top prize of..., the children would have to eat...

Our healthy eating scheme would be a good idea because...

P.S. Have a class vote on the best healthy eating scheme.

Answer key

Activity 2 (handout 2) across: 7 appalling; 8 lure; 9 lasting; 10 ditching.

down: 1 pitta; 2 junk; 3 pair; 4 piloted; 5 salad; 6 ban.

Activity 2 (handout 3) a-1; b-3; c-3; d-1;

Recommended lesson plan is written based on the book “Newspaper articles to get teenagers talking” by Peter Dainty

Materials for the lesson

Glossary (New Vocabulary of the text)

- 1 iPod: a tiny computer storing hundreds of songs or video clips
- 2 lure: reward, incentive, prize
- 3 cut down: reduce
- 4 Xbox: a computer games player
- 5 swipe card: a plastic card that stores information
- 6 turn up their noses at: reject, not be interested in
- 7 Amazon: an internet bookshop
- 8 dinner ladies: the women working in the school canteen

Handout 2

Across

7 terrible, really bad

8 reward, incentive, prize

9 long term, permanent

Down

1 a type of healthy, flat bread

2 rubbish, poor quality, not healthy

3 850 points earn you a of cinema tickets.

- (1) wantstogivechildrenincentivestoeatwell.
- (2) saysitwillbeeasytochangethewaychildreneat.
- (3) thinksGlasgowhasagoodhealthrecord.

Handout4

List of questions for discussion

- a) What do you think of the Glasgow 'healthy eating' scheme?
- b) Would you eat 100 healthy school meals to get a PlayStation XBox?
- c) Is junk food really bad? Or is it tasty, fun, an alternative to healthy food? Why is junk food so popular?
- d) Should junk food companies be allowed to advertise near schools or during television programmes watched by children?
- e) What is your favourite food? Why do you like it so much?

References

1. www.bbcmagazinearticle.co.uk
2. Test your Reading
3. BECPAC
4. Reading activities

Glossary

LURE-attract

REDEEM-pay off a debt through payment

CONSOLE-cabinet, stand, control panel

Writing

Theme20	Shopping list (countable and collective nouns)
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Making a Grocery List 3. Activity 2. Writing a shopping list 4. Activity 3. Case study	
The aim: Students will be aware of preparing a grocery list of foods needed for family meals for at least 3 days, based on planned meals and snacks and with the help of the lesson differentiate countable and uncountable nouns.	
Objectives: ➤ discuss shopping list and help learners to understand its components; ➤ help learners to create their own shopping lists; ➤ help students reflect upon their problem-solving process.	
Activity Type:	Individual, small group, whole class (teacher-students)

Materials:

- Meal cards (cut apart) – 1 to 3 per participant. Select the meal cards you wish to use, giving consideration to the preparation skills of the learners.
- Handouts: “What’s in the Kitchen?” 1 per participant. This represents food someone might have in their kitchen. “Grocery list” 2 per participant
- “Making a Grocery List” poster or overhead (optional)
- Flip chart or whiteboard with markers

Lead-in

Time: 10 min

1. Introduce the lesson by asking participants to think of a time when they went shopping without a grocery list. What happened? Ask a couple of participants to share with group.
2. Talk with participants about how a grocery list can help save both time and money at the store. Allow participants opportunity to share some ways using a list could help them.
3. Let participants know that today they can go through the steps for preparing a grocery list. Ask participants what they would like to get out of this lesson. Record responses on flip chart or whiteboard. Use this as an introduction into the activity that follows.

Activity 1 Making a Grocery List

Objectives: to help learners to understand shopping list components.

Materials: Handout 1 a, 1b

Time: 25-30 min

Procedure:

- ☐ Distribute handouts 1a “What’s in the Kitchen?” and “Grocery List” to participants or ask participants to list items they or someone might have on hand in their kitchen. If your partner agrees on that try to also agree on how much or how many you need (adding “-s” to any words that need it). A total group activity could also be conducted in which items could be listed on flip charts.
- ☐ Distribute one to three meal card(s) to each participant or small group. Each meal card contains a recipe and menu suggestions. On the right-hand side of the card there is an ingredient list for the entire meal. (handout 1b)

Activity 2 Writing shopping list

Objectives: to help students to write shopping list

Time: 30 min

Procedure:

As each small group or participant to practice making out a grocery list by working through the steps in making a grocery list as given in the "Making a Grocery List" chart. Provide the steps in either a handout or written on a flip chart or whiteboard:

Step 1. Check to see what you already have—

in your kitchen cupboards, refrigerator or freezer by using the "What's in the Kitchen?" handout or list they developed individually or as a group. Participants place a check by the items needed for the meal on the selected card that are in the kitchen. At the same time, cross the items off on "What's in the Kitchen?" or on their list indicating that the food will be used.

Step 2. Using the "Grocery List" handout, write down the items that would need to be purchased in order to make this meal.

Step 3. Think about foods you will need for breakfast (for up to three days). Are they in the kitchen, or do they need to be added to the list?

Step 4. Think about foods you will need for lunches (for up to three days). Are they in the kitchen, or do they need to be added to the list? Might there be leftovers for lunches?

Step 5. Think about foods you will need for snacks. Again, are they in the kitchen, or do they need to be added to the list?

5. Review and share other helpful hints about grocery shopping lists as a total group or have participants work in small groups and share out. Use this activity to create a list of ideas and write them on a flip chart.

These may include:

- ☐ When you are getting low on a basic food (like flour, corn meal, sugar or salt) add that food to your list for the week.
- ☐ Write the list in the order in which you find foods in the store where you shop.
- ☐ Write your list on the back of an old envelope (you can put coupons you plan to use in the envelope)
- ☐ Make your list as specific as possible. Include amounts needed.
- ☐ Use a pen or pencil to cross items off your list as you shop.

Activity 3 Case study

New Years Shopping List

Please complete the shopping list below and return to the school no later than December 28th. Please note that all gifts will be \$1. Cash/checks should be sent in with the completed shopping list.

Student Name: _____

Grade: _____

Name	Type of Pet (Circle one)	Number of Gifts
	Big Dog/Small Dog/Cat/Other _____	
	Big Dog/Small Dog/Cat/Other _____	
	Big Dog/Small Dog/Cat/Other _____	

People

People Name Adult	Approximate Age Group	Number of Gifts
	Adult/Teen/Pre-Teen/Young Child/Toddler/Infant	
	Adult/Teen/Pre-Teen/Young Child/Toddler/Infant	
	Adult/Teen/Pre-Teen/Young Child/Toddler/Infant	
	Adult/Teen/Pre-	

	Teen/YoungChild/Toddler/Infant	
	Adult/Teen/Pre-Teen/YoungChild/Toddler/Infant	
	Adult/Teen/Pre-Teen/YoungChild/Toddler/Infant	
	Adult/Teen/Pre-Teen/YoungChild/Toddler/Infant	
	Adult/Teen/Pre-Teen/YoungChild/Toddler/Infant	
	Adult/Teen/Pre-Teen/YoungChild/Toddler/Infant	
	Adult/Teen/Pre-Teen/YoungChild/Toddler/Infant	
	Adult/Teen/Pre-Teen/YoungChild/Toddler/Infant	

Homework;

Give each participant a clean copy of the Grocery List and out to use at home, if they would like to try it.

Materials for the lesson

MAKING A GROCERY LIST

Step 1. Check to see what you have on-hand

Step 2. Look at ingredients needed to fix main meals you have planned. Write on the list any food that you don't already have.

Step 3. Write breakfast foods on your list

Step 4. Write foods for lunches on your list.

Step 5. Write foods for snacks on your list.

MAKING A GROCERY LIST

Step 1. Check to see what you have on-hand

Step 2. Look at ingredients needed to fix main meals you have planned. Write on the list any food that you don't already have.

Step 3. Write breakfast foods on your list

Step 4. Write foods for lunches on your list.

Step 5. Write foods for snacks on your list.

MAKING A GROCERY LIST

Step 1. Check to see what you have on-hand

Step 2. Look at ingredients needed to fix main meals you have planned. Write on the list any food that you don't already have.

Step 3. Write breakfast foods on your list

Step 4. Write foods for lunches on your list.

Step 5. Write foods for snacks on your list.

Resource

1. <http://www.cardinalmaidaacademy.org>
2. www.brighthouseeducation.com
3. Writing Matters
4. Test your English

Glossary

TODDLER-onewhowalksunsteadily,infant

SNACK-smallamountoffoodordrinkeatenbetweenregularmeals.

GROCERY-storewhichsellsfoodandotherhouseholdgoodssoldatagrocery.

LESSON21

Reading

Theme21	Recipe reading
Length:Onehourandtwentyminutes	NumberofStudents:12
LessonOutline	
1. Warm-up	
2. Activity 1. Rookie cookie's Goodies	
3. Activity 2. Spice Cookies	
4. Activity 3. Latkes	
5. Activity 4. Holiday Pizza Cookie	
6. Activity 5. Case study	
Theaim:	
• Studentswillpracticereadingcomprehensionskillsbyreadingrecipes	
Objectives:	
➤ helpstudentslearnhowtoreadarecipe.	
➤ toexplainstudentstoreaddifferentsectionsoftherecipe.	
➤ helpstudentstodeterminethemainideaofatext.	
➤ helplearnerstomakeinferencesfromatext.	
ActivityType:	Individual,smallgroup,wholeclass(teacher-students)

Warm-up

Time: 10 min.

Material: White board, marker

Procedure:

Write the following questions on the board and ask students:

What is a Recipe?

What does a recipe include?

Have you ever used a recipe in English?

How do we use a recipe?

Activity 1. [Rookie cookie's Goodies](#)

Objective: to develop students' awareness of reading recipes

Time 15

Material: Handout 1

Procedure:

Prepare students, first explain that they will be reading a recipe to answer reading questions and distribute the Handout 1.

Activity 2

Objective: to explain students the direction of the recipes

Time: 15

Material: Handout 2

Procedure:

After reading [Rookie cookie's Goodies](#), direct students' attention to the "Spice Cookies" recipe and do the test below.

Activity 3

Objective: to explain students the direction of the recipes

Time: 15

Material: Handout 3

Procedure:

After reading [Rookie cookie's Goodies](#), direct students' attention to the "Latkes" recipe and do the test below.

Activity 4

Objective: to give students an opportunity to practice reading recipes thoroughly.

Time: 10 min

Material: Handout 4 Holiday Pizza-Cookie

Procedure:

After reading [Rookie cookie's Goodies](#), direct students' attention to the "Holiday Pizza-Cookie" recipe and do the test below.

Activity 5. Case Study

Time 15

Read about situation happened in the restaurant and give suggestions

Restaurant Food Poisoning

Of the many critical situations that can befall a business, food contamination or other health threats are among the most publicly visible and important public issues. Victims are being created by the actual circumstance

softhe problem, and additional victims, through the intense and often explosive visibility of the situations are being created as well. For a chain of restaurants, potential victims could include customers who ate at any of their restaurant locations earlier in the day or in the previous few days.

The Company

Dave's Diner, a regionally famous family-owned chain of full-service restaurants is located in 13 Midwestern US states. For the first time in the family's history, the last three new restaurants were franchisees in St. Louis, Memphis, and Oklahoma City.

The Crisis

The first incidents involved two private parties at their flagship Dave's Diner in Des Moines. Reports of ill customers reached the restaurant as local emergency rooms began taking in seriously and suddenly ill patients of all kinds—children, older adults, across-section of individuals from the community. A local radio station, apparently tipped off by an ER worker, sent a local freelance reporter to several emergency rooms in the area to interview both staff and victims. The reporter, almost immediately, began doing live broadcast interviews with victims and their families.

The Complexities

Before long, more than a dozen victims were reported to be in critical condition, two of them on life support equipment. The vast majority of victims were suffering symptoms ranging from explosive diarrhea to upset stomachs,

As with any such situation, Dave's Diner was required to make certain notifications immediately, thus involving government agencies and other civil authorities.

With very little information to go on, is the owners of Dave's Diner organization were almost immediately facing very serious public questions, most requiring some affirmative action, now. They were required to take actions and make decisions with very little information; meanwhile, negative visibility was growing by the minute. For a family company which had built up decades of goodwill, this was a very stressful situation.

Although it appeared that only the store in Des Moines was involved, media coverage seemed to be uncovering individuals with health issues who ate at other stores in the chain in the past few days. Almost immediately, customer victims began calling the restaurant to find out who was going to pay for trip to the doctor and other situations in which these individuals and families found themselves. As news of the situations spread across the media, restaurants in other locations and states were beginning to receive calls from local news outlets.

The questions came fast and furious: How many victims are there? What are their conditions? How many hospitals are they being treated in? Is there any sense of the cause? What is the company doing about victim care, determining the causes, working with health authorities? How many stores will the company close until the mystery is resolved? Will the company take financial responsibility for the victims? How difficult is it going to be for victims to be compensated and taken care of?

Needless to say, the Dave's Diner corporate offices were navigating a gigantic legal minefield for which the company was completely unprepared.

HOMEWORK

This recipe comes from Revolutionary War times, when General George Washington and his soldiers made oatmeal at Valley Forge. Read the recipe to learn more about it and answer the questions that follow.

VALLEY FORGE OATMEAL

Valley Forge Oatmeal was simple to make. Today, by adding some special ingredients, it can be a delicious treat, too.



To make 4 servings, you need:

½ cup of rolled oats
 3 cups of water
 ½ teaspoon of salt
 4 pat of butter
 honey raisins
 2 cups of milk

cinnamon
 a stove (and someone to help you with it)
 a pot
 spoons
 4 cereal bowls

How to do it:

1. Add half a teaspoon of salt to the three cups of water in the pot and bring to a boil.
2. Stir in the rolled oats, gradually, so the water continues to boil.
3. Reduce heat.
4. Add one handful of raisins.
5. Let it simmer for 10 to 15 minutes. Stir now and then.
6. Pour the mixture into the four cereal bowls and top each with a pat of butter.
7. Mix in a teaspoon of honey in each bowl.
8. Add a little milk to each bowl.
9. Sprinkle some cinnamon on top and enjoy! It's also a good way to keep warm!

North Carolina Testing Program

1. What is the main purpose of this selection?

- A to tell a story about Valley Forge
- B to show how to cook outdoors
- C to convince people to eat oatmeal
- D to tell how to do something

2. In which step should a person making this recipe be most careful?

- A Step 1-mixing and cooking
- B Step 4-adding raisins
- C Step 7-adding honey and mixing
- D Step 8-adding milk

3. Which things are most important in this recipe?

- A honey and raisins
- B salt and butter
- C rolled oats and water
- D milk and cinnamon

4. Why does the recipe include the list of things at the beginning?

- A to tell how much the recipe will cost
- B to help a person plan the recipe
- C to give instructions for doing the recipe
- D to show what the finished recipe looks

5. In which step should a person making this recipe be most careful?

- A Step 1-mixing and cooking
- B Step 4-adding raisins
- C Step 7-adding honey and mixing
- D Step 8-adding milk

6. Which of the following best describes Valley Forge Oatmeal?

- A cool and creamy
- B crunchy and spicy
- C warm and sweet
- D chewy and fruity

Activities and procedure of the lesson

1. Explain to students that before they begin working on their own, they will practice reading a recipe as a class.
2. Ask students to point out the different parts of the recipe and to describe what information these parts provide. If you have a whiteboard, you may ask students to write the names of the parts on the board that they came up with (e.g., ingredients, directions, number of servings, etc.). It is not necessary for the students to know exact vocabulary or terms for parts of the recipe, just that they know where to find the information.
3. Project one of the recipe reading passages. Have student volunteers read the recipe. Go over the questions together and answer any questions.
4. Pass out copies of the worksheet(s) you would like your students to work on. Instruct students to begin working. Circulate around the room to monitor and assist students as necessary.

Assessment

Check that students answer the questions on the handout correctly.

Handout 1 [Rookie cookie's Goodies](#)

Handout 2 Spice Cookies

Read the recipe and answer the questions.

Makes 6 dozen spice cookies. You'll need: ❖ 1 cup butter, softened ❖ 1½ cup sugar ❖ 2 tablespoons dark corn syrup ❖ 1 egg ❖ 1½ teaspoons baking soda ❖ 2½ cups flour ❖ 2 teaspoons cinnamon ❖ 1 teaspoon ground ginger ❖ 1 teaspoon ground cloves	What to do 1. Mix butter until creamy, then add sugar, corn syrup and egg. 2. Sift together the baking soda, flour, cinnamon, ginger and cloves. 3. Add the flour mixture to the butter mixture and mix well. 4. Wrap dough in foil and put in refrigerator overnight. 5. Remove and roll out dough on a floured surface. 6. With cookie cutters, cut out shapes about 1/8 inch thick. 7. Place on an ungreased cookie sheet and bake in a preheated 350-degree oven for 10 to 15 minutes.
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How much time will you need to make this recipe?

- a. A few hours
- b. Half a day

- c.1day
- d.2days

2. At what temperature do you bake the cookies?

- a.300
- b.350
- c.400
- d.425

3. Which of these ingredients do you need the most of?

- a.bakingsoda
- b.ginger
- c.cloves
- d.cinnamon

4. From this list, which are the most important in this recipe?

- a.Flour and sugar
- b.Cinnamon and ginger
- c.Flour and cloves
- d.Corn syrup and cinnamon

5. At which step do you need to be the most careful?

- a.Step 1: Mixing the butter, sugar, corn syrup, and egg
- b.Step 4: Wrapping the dough in foil
- c.Step 5: Rolling out the dough
- d.Step 7: Putting the cookies in the oven.

Handout 3 Latkes

Read the recipe and answer the questions.

Latkes

Latkes (LAHT-kees), or potato pancakes, are a favorite Hanukkah food.

It is a Hanukkah custom that latkes are served at least once during the holiday season. They should be served right after cooking and are good with applesauce.

Makes about 15 latkes. You'll need: ❖ 2 cups potatoes, peeled ❖ 1 small onion, grated ❖ 1 teaspoon salt ❖ ¼ teaspoon pepper ❖ 1 tablespoon flour ❖ ½ teaspoon baking powder ❖ 2 eggs	What to do. 1. Soak potatoes in cold water for 1 hour. 2. Drain and grate potatoes. 3. In large bowl, combine potatoes, onion, salt and pepper. Mix well. 4. Add flour and baking powder. 5. Add eggs and mix well. 6. Drop mixture by tablespoons in well-greased frying pan over medium heat. Spread out with back of spoon. 7. Cook until brown on one side. Flip over and brown on other side.
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From Rookie Cookie's Goodies

1. Latkes are a popular food at which holiday?

- a. Christmas

- b. New Years
- c. Rosh Hashanah
- d. Hanukkah

2. From the passage we know that latkes are best served:

- a. Chilled with ketchup
- b. Warm with applesauce
- c. Cool with applesauce
- d. Warm with maple syrup

3. If everyone has one latke, about how many servings will this recipe make?

- a. 13
- b. 14
- c. 15
- d. 16

4. At what step do you need to be the **most** careful?

- a. 3: In large bowl, combine potatoes, onion, salt and pepper. Mix well.
- b. 4: Add flour and baking powder
- c. 5: Add eggs and mix well.
- d. 6: Drop mixture by tablespoons in well-greased frying pan over medium heat.

5. At what step do you mix in the onions?

- a. 3
- b. 4
- c. 5
- d. 6

Handout 4 Holiday Pizza-Cookie

Read the recipe and answer the questions.

Holiday Pizza-Cookie

Yield: 4 portions You'll need: Crust: • 1/3 cup shortening • 1/4 cup butter • 1/2 cup granulated sugar • 1/2 cup packed brown sugar • 1 egg • 1 teaspoon vanilla • 1 1/3 cups flour • 1/2 teaspoon baking soda • 1/2 teaspoon salt • 1 cup chocolate chips Toppings: • 1/4 cup marshmallows • 1/2 cup chopped nuts • 1/2 cup minicandy-	What to do: 1. In a large bowl, mix shortening, butter and sugars until smooth. 2. Beat in egg and vanilla. 3. Stir in flour, baking soda and salt. 4. Add chocolate chips. 5. Spread dough evenly on an ungreased 14-inch pizza pan. 6. Preheat oven to 375 degrees and bake 10 to 12 minutes or until golden. 7. Remove from oven and add toppings. 8. Return to oven for 6 to 8 minutes. 9. Cool slightly and cut with a pizza cutter.
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coveredchocolatepieces	
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FromRookieCookie’sGoodies,TheMiniPage®

- 1.Whatisthe**main**purposeofthisselection?
 - a.Totellpeoplehowtomakedinner
 - b.Topersuadepeopletohaveaholidayparty
 - c.Totellpeoplehowtodosomething
 - d.Totellastoryaboutapizzarestaurant
- 2.Inwhatstepdoyouaddthebakingsoda?
 - a.1
 - b.2
 - c.3
 - d.4
- 3.Whatcolorshouldthecookiebebeforeyouaddthetoppings?
 - a.Goldenbrown
 - b.Darkbrown
 - c.Lightbrown
 - d.Toastybrown
- 4.Atwhichstepsdoyouneedtobethem**most**careful?
 - a.1and2
 - b.2and3
 - c.4and5
 - d.7and9
- 5.Whatisthe**best**waytodescribeaholidaypizza-cookiefromtherecipeabove,**before**itiscut?
 - a.Alarge,spicycookie
 - b.Asmall,sweetcookie
 - c.Alarge,sweetcookie
 - d.Asmall,spicycookie

AnswerstoGrade4ReadingComprehensionSampleItems

PassageTitle	Question Number	Correct Answer	Category	ThinkingSkill	Objective Number
ValleyForgeOatmeal	1	D	Cognition	Analyzing	2.04
ValleyForgeOatmeal	2	C	Interpretation	Analyzing	2.07
ValleyForgeOatmeal	3	B	Cognition	Analyzing	2.03
ValleyForgeOatmeal	4	A	Connections	Analyzing	2.02
ValleyForgeOatmeal	5	C	Interpretation	Integrating	2.05

MATERIALS/RESOURCES

- Accesstothe[Rookiecookie’sGoodies](#)MiniPage
- Copiesoftherecipereadingpassagesofyourchoosing(listedbelow)—oneper

- student

Glossary

VANILLA-type of vine cultivated for its seed pods from which a popular flavor is extracted.

MARSHMALLOWS-spongy candy made from sugar and gelatin.

DOUGH-mass of flour or meal combined with other ingredients.

LESSON 22

Writing

Theme 22	Writing recipe
----------	-----------------------

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
1. Warm-up	

2. Activity 1. Measurements 3. Activity 2. Cooking Verbs 4. Activity 3. Apple Crisp 5. Activity 4. Magic Cookie Bar 6. Activity 5. Case study	
The aim: Students will learn the basic components of a recipe and transcribe a full recipe onto a sheet of paper. They will also focus on Content Organization and Chronology as a part of understanding the fundamentals of writing and using a recipe to cook with.	
Objectives: ➤ To help learners to follow chronological order in writing recipe ➤ To explain learner the usage of the imperative sentence	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up

Time: 5 minutes for this discussion.

Separate students into pairs for discussion, write on the board following discussion questions:

- Do you like to cook? Why/Why not?
- Who taught you to cook? What are your favorite foods/dishes to cook? Example, pilov, soup, pastas, meats, Italian dishes, etc.
- Do you think it is important for both men and women to know how to cook? Why/Why not?

Activity 1. Measurements

Handout 1

Objective: to help learners to differentiate kinds of measurements.

Time: 15-20 minutes.

Materials: Handout 1, whiteboard and markers

Procedure:

Handout is list of American measurements/metric measurements and oven temperatures in Fahrenheit degrees (handout 1 included at the end of these instructions). (Handout 1) Go over this with students. To demonstrate, on this the teachers should bring (or their pictures) in measuring cups, measuring spoons, pint jars, a gallon jug, and other commonly used measuring utensils.

Activity 2 Cooking Verbs

Objectives: To explain that when writing a recipe, most sentences in the directions for preparation begin with a verb.

Time: 20 min. for activity 2

Materials: Handout 2, bilingual dictionaries or English-only dictionaries.

Separate students into pairs for discussion. On the board write these questions for discussion:

- Do you ever use recipes when you cook? In English or your own language? Tell your partner a step-by-step process for making one of your favorite dishes.

Procedure

Handout the list of cooking verbs (handout included at the end of these instructions). Go over the verbs on the list for pronunciation practice. Then have students working in groups of three to write a brief definition of each verb. Encourage them to try and define in English or demonstrate to their partner. If they cannot, allow them to use bilingual dictionaries or English-only dictionaries.

Finally, go over the list with them, making sure everyone has the correct definition of each verb. Also go over the example directions given at the bottom of the Cooking Verbs handout.

Activity 3 *Apple Crisp*

Objectives: To give students an opportunity to write their own recipe following to the given instruction

Time: Allow about 15 min. for this activity.

Materials: Handout 3 “*Apple Crisp*”

Procedure

Separate students into pairs—

not the same person they worked with. Have them use some of the new verbs/words learned to explain to their partner how to prepare a dish. Have them tell their partner first what the ingredients are. Then give their partner step-by-step directions for making the dish. Then give students a handout of teacher’s recipe (*Apple Crisp* and it is included at the end of these instructions) and go over the list of ingredients and directions. Ask students to use this example to write a list of ingredients and the directions for their own recipe, preferably the one they’ve described to their partner.

Activity 4 *Magic Cookie Bar*

Objectives: To let students exchange their opinions with each other

Time: 10 minutes

Materials: Handout 4 “*Magic Cookie Bar*” recipe

Procedure:

Hand out the recipe to students *Magic Cookie Bar* recipe (included at the end of these instructions). Go over the list of ingredients and directions. Then pass out samples of the dish. Emphasize to students that their recipe should not require hard-to-finding ingredients and that the directions should be fairly simple and easy to follow.

Activity 5. Case Study

Speedy Pizza for Two

For the sauce: 1 onion, 1 small can tomatoes, 2 teaspoon tomato paste, a pinch of salt, a pinch of pepper. For the dough: 2/3 C self-raising flour, 3–4 tablespoons milk, 3 tablespoons butter, a pinch of salt. For the topping: 1/4 C grated cheese, 6 mushrooms.

1. To make the dough, put the flour, butter, and salt into a bowl and add the milk a little at a time, mixing well, until the dough is smooth.
2. First, turn on the oven to 425°F to warm up.
3. Cook the sauce mixture over a low heat for 15 minutes, stirring it from time to time.
4. Place the balls of dough on a greased baking tray, then spread the sauce evenly over each circle.
5. Divide the dough in half, and roll out each half into a ball.
6. Put the pizzas in the oven to cook for 15–20 minutes.
7. To make the sauce, chop the onion and mix it in a saucepan with the tomatoes, tomato paste, salt, and pepper.
8. Top the pizzas with sliced mushrooms and grated cheese.



The order of the instructions is wrong. Write them out here in the

Homework

Give handout of “Directions for Writing a Recipe and Making a Presentation” (handout included at the end of these instructions). Go over the handout to be sure all students understand the directions. Make a presentation schedule for next week. I would suggest limiting the time for each student. They should already have a rough draft from previous class. Go over the recipes with them, correcting any errors.

Note: By next lesson, all recipes should be typed and ready to present.

Students are required to print or make copies enough for all class members, teacher, to bring to class on their presentation day.

Activity 1 Oven Temperatures: Fahrenheit to Centigrade

	Fahrenheit	Centigrade
Very Cool	250-275F	130-140C
Cool	300F	150C
Warm	325F	170C
Moderate	350F	180C
Fairly hot	375–400F	190–200C
Hot	425F	220C
Very hot	450–500F	230–250C

Note: To convert Fahrenheit into Centigrade: Subtract 32, multiply by 5, divide by 9.
To convert Centigrade into Fahrenheit: Multiply by 9, divide by 5, add 32.

Measure Equivalents

American	Metric
1 oz.	Approx. 30 grams

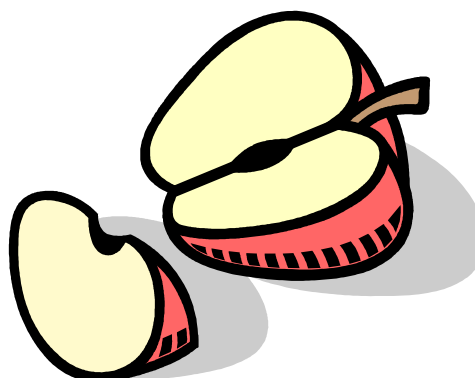
Activity2

CookingVerbs

bake	mix	blend	beat
foldin	stir	setaside	separate
chop	slice	mince	crush
refrigerate	chilluntilset	fry	sauté
cream	boil	crush	coat
pour	combine	simmer	<u>reduce</u> heat
strain	add	puree	whip
peel	grate	shred	<u>remove</u> seeds
toast	cover	steam	drain
broil			

Example: Peeltheapplesandremovecore.
Sautévegetablesin1Tbs.vegetableoil.
Separateeggyolksfromthewhites.
Creamsugarandeggstogetheruntilsmoothandwell-blended.
Refrigeratethemixturefortwohours.
Draincookedpastaandrinsewithcoldtapwater.
Etc.,etc.,etc....

4 cups cooking apples



$\frac{1}{4}$ cup water
 $\frac{1}{2}$ cup brown sugar
 $\frac{1}{2}$ cup white sugar
 $\frac{3}{4}$ cup flour
 $\frac{1}{4}$ cup softened butter
1 tsp. cinnamon
 $\frac{1}{2}$ tsp. salt

Directions

Peel and slice apples. Place them in a buttered 8 x 8 inch baking dish. Pour the water over apples and sprinkle with the salt and cinnamon. In a bowl, work together the sugars, flour, and softened butter until crumbly. (Use a fork to do this.) Spread this crumbly mixture evenly over the apples. Bake about 45 minutes at 350 degrees. The aroma from baking apple crisp is heavenly.

A typical American dessert. It is delicious served hot with vanilla ice cream. Try it!

Activity 4

Magic Cookie Bars

Rosie Erskine Lamrhari

USA

Ingredients

$1\frac{1}{2}$ cup butter
 $1\frac{1}{2}$ cup graham cracker crumbs
1 (14oz.) can Eagle Brand sweetened condensed milk
1 (6oz.) package semi-sweet chocolate chips
1 ($3\frac{1}{2}$ oz.) can flaked coconut
1 cup chopped walnuts or pecans

Directions

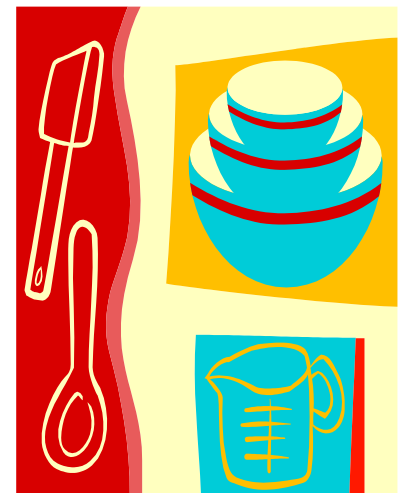
Preheat oven to 350 degrees. Melt the butter in a 13 x 9 inch pan. Sprinkle the graham cracker crumbs over the butter. Pour the Eagle Brand milk evenly over the crumbs. Top evenly with the chocolate chips, coconut, and nuts. Press down gently. Bake 25 – 30 minutes or until lightly browned. Cool completely before cutting. Store loosely covered at room temperature.

These cookies are very rich and chewy and always disappear fast at potlucks! Enjoy!

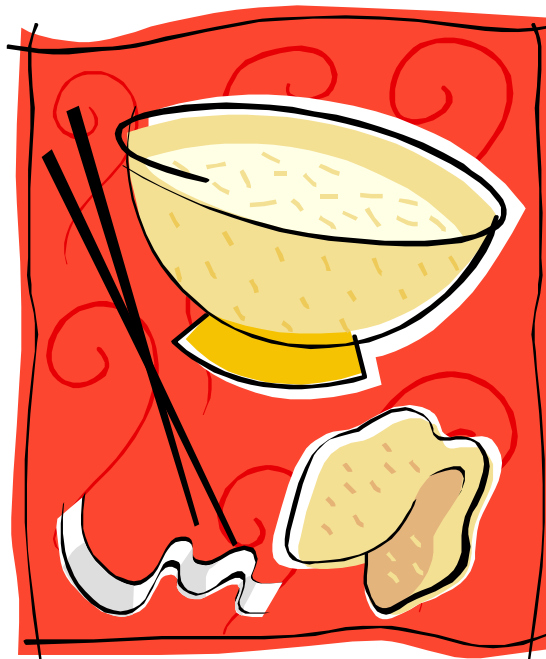
Homework

Directions for Writing a Recipe and Making a Presentation

1. Choose a dish that is typical from your own country—something that would not be too expensive or complicated to make or take too long to prepare.
2. Write out a list of ingredients. Use American measurements. Be sure not to leave anything out.



3. Write the directions. Directions, for the most part, should be written as imperative sentences. Example: Mix ingredients well. Chop the onion. Add the wet ingredients to the dry ingredients. Etc. Be sure to give detailed directions. Don't leave any step out.
4. After writing the first draft of the ingredients and directions, check the draft for errors in grammar, spelling, omissions, etc.
5. Finally, when you are sure your recipe is complete and correct, type it on the computer in the same format that is given as an example. If you are writing the recipe, use the same format and be sure to print so that we can all read your handwriting.
6. If you want to draw/add any illustration to your recipe, you may do so.
7. You will need to make enough copies for everyone—about 13.
8. Prepare for your presentation (4 minutes maximum). Also prepare by reading over the ingredients and working on the pronunciation of words in your recipes since you will pass out your recipe and go over it with us, answering any questions we may have about ingredients or directions.
9. That's it! Have fun!



Caramalized Carrots (Italy)
Ania Dyga

Poland/Germany

Ingredients

1 lb. carrots
2 – 3 cloves garlic
1 Tbs. butter
2 – 3 Tbs. brown sugar
1 lemon, grated
1 tsp. salt
A few sprigs of fresh parsley

Directions



Wash and peel carrots. Cut bigger carrots in half. Heat the butter in the pan. Add the washed carrot to the butter. Salt it. Press the garlic cloves over carrots. Add approx. 1 cup of water. Sprinkle with brown sugar. Cover for the next 10 min. Simmer, but not too hot. After 10 min., sprinkle with grated lemon peel. Chill until set. Before you serve, cover with fresh parsley.

For non-vegetarians, wrap the carrots with prosciutto rounds.

Cheese Dip

Enrique Jardinez Perez

Mexico

INGREDIENTS



1 lb. mozzarella cheese, shredded
2 pints milk
4 jalapeno peppers (use jalapenos from afar)
2 tsp. salt



DIRECTIONS

Heat milk and cheese until cheese is melted. Place jalapenos in a blender and blend until smooth. Combine jalapenos with the cheese and milk. Don't forget the salt. Mix well. Heat on stove for about 15–20 min.

This kind of melted cheese is very good. Most Americans eat this with chips.

This is a typical Mexican appetizer.

ENVUELTO

Angelica Lozano

Colombia

INGREDIENTS

10 tender ears of corn
1/4 lb butter or margarine
A pinch of salt
1.5 cups of sugar (or more depending on your taste)
1 Tbsp of vanilla extract
1 lb. shredded cheese (if desired)
A few Tbs. of corn flour

DIRECTIONS

With a knife take off the tender corn and put it in a grinder; if you don't have that, you can use a food processor or a blender. Place the ground corn in a bowl. Add the sugar, the vanilla extract, the butter or margarine and the cheese. Mix all together. If you like the Envuelto sweet, you can add more sugar depending on your taste. If the ground corn is too runny, you can add a few spoonfuls of corn flour.



To make the Envuellos, use the corn's leaves and put inside of those more or less two Tbs. of this preparation and fold. Continue until all of the corn mixture is used. The amount added to each leaf depends on how big you want the Envuelto to be or how big the leaf is. Cook in steam more or less 45 minutes. The cooking time depends too, on the amount of Envuellos. You can smell them when they are fully cooked.

Envuellos are typical in my country and in most cases are eaten as a substitute for bread at breakfast!

Guacamole

Maria Guadalupe Gonzalez Flore
Mexico

INGREDIENTS

3 tomatoes
1 small onion
Bunch of cilantro
2 avocados, mashed
5 jalapeno peppers
1 lemon
½ tsp. salt



DIRECTIONS

Chop the tomatoes, onion, and jalapeno pepper in a bowl. Combine the mashed avocados and salt (use a fork to do this). Then add the tomatoes, onion, cilantro, and jalapeno peppers and stir. Finally, add some lemon juice.

This is delicious served with chips. Try it!

Mole Ranchero

Genoveva Magana (Mexico)

Ingredients

1 lb. chicken
4 red peppers
2 cloves garlic
6 green tomatoes
A pinch of cumin, oregano, sesame, and salt
4 Tbs. flour
3 Tbs. vegetable oil



Directions

Cook the chicken in salted water. Shred the cooked chicken. Blend the peppers, tomatoes, and spices in a blender until they become juice. Put the oil in a pan and heat. Fry the flour for 3 minutes and add the pepper and tomato mixture and boil for about 4 minutes. Then add the chicken. Boil for 7 more minutes.

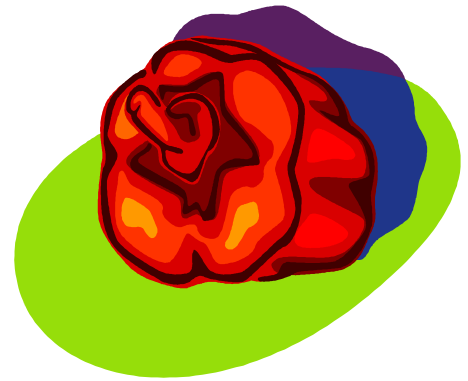
Now enjoy this delicious recipe!

Sweet Pepper in Olive Oil

KilmaMota
Brazil

Ingredients

2largeredsweetpeppers
2largeyellowsweetpeppers
Olive oil (enough to almost cover the sweet peppers)
3tsp.thyme
6tsp.Italianherbs
1tsp.groundblackpepper
3tsp.oregano
Salttotaste
CrackersorFrenchbread



Directions

Cutthepeppersinstrips. Thencutthemintosquares. Putthemina deepmediumsize cookingpot. Pouroliveoiloverthis. Addthethyme, Italianherbs, blackpepper, oregano, andsalt. Letthisboilfor approximately35minutesonmediumheat. Chillbefore-serving. ServewithcrackersorslicedFrenchbread.

NOTE: DoNOTusegreenpeppersinthisrecipe.

TheChefs AniaDyga

MynameisAnia. IwasborninPoland, butI livedmylast15years inBerlin, Germany. I movedtoGreenvilleinAugust2005withmyhusband. HeworksinaGermancompanywithanofficein Washington, NC. IenjoymyfirsttimeintheU.S. IgoeverydaytoPittCommunityCollegeandstudyEnglish. Alsointhe class, I makefriends, andthatmakesmehappy.

MyrecipeisCaramalizedCarrots.



Enrique

IamfromMexicoCity. IcametotheU.S. towork. Ihaveplansformyfuture, butImustwork hardforwhatIwant. Thisyearhasbeenveryhard. Imustsupportmyselfandalsosendmoneyto myfamilytohelpt hem. I didhavetwojobs, butIhadtoquitoneofthembecauseIneedtostudytoimproveyEnglish.

MyrecipeisCheeseDip.



Angelica

I am Angelica, a happy woman. I was born in Bogota, Colombia twenty-six years ago. I have been living in Greenville for about 10 months and am happily married (since December 2005). The ESL class is for me the best way to learn not only English, but many things about this new country. It is the bridge to a cultural exchange—in this case by sharing our recipes.

My recipe is Envueltos.



Maria

I am from Mexico. I came to Greenville because I got married. My husband is also Mexican. We came here to start a new life. Now we have three little girls, and we go to Mexico only for vacation.

My recipe is Guacamole.

Genoveva

My name is Genoveva Magana. I'm from San Jose de la Paz, Mexico. I came to the U.S. in July 1977. I came with my husband and my daughter, who was only five months old. We first came to California. In 1978, my son was born. In 1979 we moved from Los Angeles to Chicago, where two more sons were born. Finally, in 1989, my family moved from Chicago to Greenville, NC. My husband has two Mexican restaurants in Greenville. Sometimes I help him at the restaurants. I like Greenville, and I hope to move more.

My recipe is Mole Ranchero.



Kilma

My name is Kilma. I am from Rio de Janeiro, Brazil. I am married and have three kids—all adults. I came to Greenville with my husband who works for ECU. I've been living here for almost two years. This is my second time living in the U.S. First I lived in Cleveland, Ohio when my kids were little. That is where I began to learn ESL. Now I understand almost everything the teachers say.

My recipe is Sweet Pepper in Olive Oil.

Resources

1. www.goodcook.org
2. Writing Matters

3. www.Internationalrecipes.com

Glossary

STOVE—apparatus which provides heat for cooking.

SHRED—tear into small pieces

SAUTE—fry lightly in butter or fat

STEAM—expose to or treat with steam.

LESSON 23

Reading

Theme 23	Magazine article
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Pre-Reading 3. Activity 2. While Reading 4. Activity 3. Post-Reading 5. Activity 4. Discussion/Case study	
The aim: • By the end of the lesson learners will have a clearer idea about reading for details, develop the vocabulary on topic food.	
Objectives: ➤ help learner to read the article for getting detailed information from the text. ➤ help learner to guess the meaning of new vocabulary in a text or understanding meaning of a message in the text that is not immediately obvious. ➤ help learners apply these strategies and subskills in reading	
Activity Type:	Individual, small group, whole class (teacher-students)

WARM-UPS (You may use some of these activities as warm-ups)

Time: 10-15 min

1. SALT: Walk around the class and talk to other students about salt. Change partners often. After you finish, sit with your original partner(s) and share what you found out.

2.CHAT:Inpairs/groups,decidewhichofthesetopicsorwordsfromthearticlearemostinterestingandwhicharemostboring.

salads/pasta/healthfood/BigMacs/sandwiches/highbloodpressure/restaurants/fastfood/lunch/low-fatfood/healthwarnings

Haveeachataboutthetopicsyouliked.Changetopicsandpartnersfrequently.

3.FASTFOOD:Inpairs/groups,talkaboutyourthoughtsonthesefastfoods.Canyourememberthefirsttimeyouhadthem?

sandwiches

Fries

burgers

pizza

noodles

friedchicken

fishandchips

other_____

4.UNFINISHEDSENTENCES:Withyourpartner(s),agreeonanendingtothesesentencebeginnings.Theyarefromthearticle.Changepartnersandshareandtalkaboutwhatyouwrote.

- Saladsandhealthypastas_____
- Foodshouldcarryahealthwarningbecause_____
- Pre-packagedsandwichesare_____
- Britain'sleadingfoodretailers_____
- ComparedwithaBigMacandsmallfries_____
- Manypeoplethinkofasaladas_____

5.SALT:Spendoneminutewritingdownallofthedifferentwordsyouassociatewiththeword'salt'.Shareyourwordswithyourpartner(s)andtalkaboutthem.Together,putthewordsintodifferentcategories.

6.QUICKDEBATE:StudentsAthinkfastfoodisagoodthingaboutsociety.StudentsBthinktheopposite.Changepartnersoften.Shareyourfindings.

Activity1PreReading

Time: 15 min

Objectives:

- help learners to be aware of new vocabulary related to the article;
- provide an opportunity to students better understand the article.
- help learners understand complicated word combinations of the article

Procedure:

Putstudentsintopairsandaskthemtoreadstatementsonhandout1,ticktrueorfalsestatementsaccordingtothearticle.Explainthattheywillchecktheiranswerswhilereadingthearticle.ThandistributeutetopairsHandout2andaskthemtodo.Theactivityinhandout3isoptional.

Activity2WhileReading

Time: 20 min

Objectives: help learners reading to get a general understanding of the text.

Procedure:

DistributeHandout4andaskstudentsputthewordsintothegapsinthetext.Fillinginapsthey can checktheiranswerswithteacher(Handout5)

Activity3PostReading

Time: 20 min

Objectives: help learners better understand reading material

Procedure:

Several activities are suggested as postreading activities, using different interactive mode of work you may check your learners understanding the read text. (Handout 7)

Language materials are optional.

HOMEWORK

You may give one or more tasks as homework from suggested tasks to your learners

Time: 10 min

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations/collocation of a word.

2. INTERNET: Search the Internet and find more information about the dangers of having too much salt. Talk about what you discover with your partner(s) in the next lesson.

3. HEALTH FOOD POSTER: Make a poster about the different types of health food around the world. Show your poster to your classmates in the next lesson. Did you all find out similar things?

4. MAGAZINE ARTICLE: Write a magazine article about health food and fast food. Include imaginary interviews with consumers and company executives. Read what you wrote to your classmates in the next lesson. Which article was best and why?

5. LETTER: Write a letter to the boss of a food company. Ask him/her three questions about health food. Give him/her three suggestions about how to make food healthier to eat. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

6. DISCUSSION/CASE STUDY

STUDENT A's QUESTIONS (Do not show these to student B)

What did you think when you read the headline?

Do you like salt?

Are you careful with the amount of salty you consume?

Do you always look for the salt content in the food you buy?

How do you think some salads contain more salt than a Big Mac?

Do you ever worry about the harm the food you eat might do to you?

What food do you overdo on?

What do you think of the finding that pre-

packaged sandwiches can be seven times saltier than potato chips?

Do you think the tastiest things are always the things that are bad for us?

What more would you like to know about this report?

STUDENT B's QUESTIONS (Do not show these to student A)

Did you like reading this article?

What ready-made healthy foods are popular in your country?

Do people in your country generally eat well?

What do you think of fast food?

Do you think it's important to calculate how much of the recommended daily portion of salty you consume?

What do you think of salad for lunch?

Do you think food should carry more labeling about nutrition?

What would life be like without salt in food?

What questions would you like to ask professor MacGregor?

Did you like this discussion?

AFTER DISCUSSION: Join another partner/group and tell them what you talked about.

What was the most interesting thing you heard?

Was there a question you didn't like?
 Was there something you totally disagreed with?
 What did you like talking about?
 Which was the most difficult question?

ANSWERS

TRUE/FALSE:

a.T b.F c.F d.T e.F f.F g.T h.T

SYNONYM MATCH:

- | | |
|---------------------|-------------------|
| 1. campaigners | a. Advocates |
| 2. Carry | b. display |
| 3. consensus | c. agreement |
| 4. overdosing | d. O.Ding |
| 5. consumption | e. intake |
| 6. leading | f. top |
| 7. outlets | g. stores |
| 8. Limit | h. ceiling |
| 9. Ought to | i. should |
| 10. option | j. choice |

PHRASE MATCH:

- | | |
|--|--|
| 1. may not be as good for | a. us as we think |
| 2. Healthy food should carry | b. a health warning |
| 3. other foods aimed at | c. the health conscious |
| 4. British people are unknowingly | d. overdosing on salt |
| 5. This report comes hot on the | e. heels of an earlier CASH finding |
| 6. Britain's leading food retailers and | f. fast-food outlets |
| 7. an noodle salad from a chain | g. called EAT |
| 8. three-quarters of the 6-gram | h. recommended daily salt limit |
| 9. encourage people to look out | i. for low-salt, low-fat salads |
| 10. some salads out there which really | j. ought to carry a health warning |

GAP FILL:

Many health food salts are **saltier** than Big Macs

The salads and healthy pastas we buy to eat well may not be as good for us as we think. Campaigners say a lot of supposedly healthy food should carry a health warning because of the high salt content. The British pressure group Consensus Action on Salt and Health (CASH) reported recently that many take-

away salads and other foods aimed at the health conscious actually contain more salt than a Big Mac and fries. This means many British people are unknowingly overdosing on salt on a regular, if not daily, basis. This report comes hot on the heels of an earlier CASH finding that many pre-packaged sandwiches are up to seven times saltier than a bag of potato chips. The danger is that high salt consumption causes high blood pressure, strokes and heart attacks.

CASH looked at 156 ready-made salads and pastas from Britain's leading food retailers and fast-

food outlets. The researchers discovered that compared with a Big Mac and small fries, which has 2.7 grams of salt, an noodle salad from a chain called EAT contained 4.4 grams per portion. This is a

ost three-quarters of the 6-gram recommended daily salt limit for an adult. Twenty percent of the meals contained more salt than is ideal. Professor Graham MacGregor of CASH said: "Many people think of a salad as a healthy lunch [and] in many cases this is true." He added: "We would encourage people to look out for low-salt, low-fat salads as a good lunchtime option." However, he warned: "There are some salads out there which really ought to carry a health warning, rather than be thought of as a healthy option."

LANGUAGEWORK

1-a 2-c 3-b 4-d 5-c 6-a 7-d 8-b 9-c 10-a 11-b 12-d

Lesson plan is based on internet sources. breakingnewsenglish.com

Materials for the lesson

Activity 1 Handout 1

PREREADING

1. TRUE/FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|---|-----|
| a. Some salads in shops are not as healthy as we are led to believe. | T/F |
| b. Britain's government will put a health warning on all health food. | T/F |
| c. A report said Big Macs and fries are incredibly low in salt. | T/F |
| d. Pre-packaged sandwiches are seven times saltier than potato chips. | T/F |
| e. A consumer group analyzed the salt content in stores worldwide. | T/F |
| f. We should consume four and a half grams of salt per day. | T/F |
| g. The survey found 20% of health food in stores was too salty. | T/F |
| h. A professor encouraged people to look for low-salt salads. | T/F |

Handout 2

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|----------------|--------------|
| 1. Campaigners | a. O.Ding |
| 2. Carry | b. Agreement |
| 3. Consensus | c. Choice |
| 4. Overdosing | d. Stores |
| 5. Consumption | e. Advocates |
| 6. leading | f. Should |
| 7. Outlets | g. Display |
| 8. Limit | h. Top |
| 9. Ought to | i. Intake |
| 10. Option | j. Ceiling |

Handout 3

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|---|-------------------------------------|
| 1. may not be as good for | a. recommended daily salt limit |
| 2. Healthy food should carry | b. the health conscious |
| 3. Other foods aimed at | c. heels of an earlier CASH finding |
| 4. British people are unknowingly | d. ought to carry a health warning |
| 5. This report comes hot on the | e. called EAT |
| 6. Britain's leading food retailers and | f. us as we think |
| 7. a noodle salad from a chain | g. for low-salt, low-fat salads |

- | | |
|--|------------------------------|
| 8. Three-quarters of the 6-gram | <i>h.</i> a health warning |
| 9. encourage people to look out | <i>i.</i> overdosing on salt |
| 10. Some salads out there which really | <i>j.</i> fast-food outlets |

Activity 2 Handout 4

WHILE READING GAP FILL: Put the words into the gaps in the text.

Many health foods saltier than Big Macs

These salads and healthy pastas we buy to eat _____ may not be as good for us as we think. Campaigners say eating salads and other foods _____ at the health-conscious actually contain more salt than a Big Mac. Packaged sandwiches are up to seven times _____ than a bag of potato chips. The danger is that high salt

CASH looked at 156 ready-made salads and pasta _____ from Britain's leading food retailers and fast food _____ . The researchers discovered that compared with a Big Mac and small fries, which has 2.7g of salt, low-fat salads are a good lunchtime option. "However, he _____ : "There are some salads out there

Handout 6

Article

Many health foods saltier than Big Macs

These salads and healthy pastas we buy to eat well may not be as good for us as we think. Campaigners say a lot of supposedly healthy food should carry a health warning because of the high salt content. The British pressure group Consensus Action on Salt and Health (CASH) reported recently that many take-aways and other foods aimed at the health-conscious actually contain more salt than a Big Mac and fries. This means many British people are unknowingly overdosing on salt on a regular, if not daily, basis. This report comes hot on the heels of an earlier CASH finding that many pre-packaged sandwiches are up to seven times saltier than a bag of potato chips. The danger is that high salt consumption causes high blood pressure, strokes and heart attacks. CASH looked at 156 ready-made salads and pastas from Britain's leading food retailers and fast-food outlets. The researchers discovered that compared with a Big Mac and small fries, which has 2.7 grams of salt, a noodle salad from a chain called EAT contained 4.4 grams per portion. This is almost three-quarters of the 6-gram recommended daily salt limit for an adult. Twenty percent of the meals contained more salt than is ideal. Professor Graham MacGregor of CASH said: "Many people think of a salad as a healthy lunch [and] in many cases this is true." He added: "We would encourage people to look out for low-salt, low-fat salads as a good lunchtime option." However, he warned: "There are some salads out there which really ought to carry a health warning, rather than be thought of as a healthy option."

Activity 3 Handout 7

POST-READING ACTIVITIES

1. WORDSEARCH: Look in your dictionaries/computer to find collocates, other meanings, information, synonyms... for the words 'health' and 'food'.

Health	Food

Share your findings with your partners.

Make questions using the words you found.

Ask your partner/group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

Share your questions with other classmates/groups.

Ask your partner/group your questions.

3. GAP FILL: In pairs/groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall exactly how they were used in the text:

may	Outlets
-----	---------

carry aimed basis heels danger	compared limit ideal encourage oughtto
--	--

STUDENTSALT SURVEY

Write five GOOD questions about SALT in the table. Do this in pairs. Each student must write the questions on his/her own paper.

When you have finished, interview other students. Write down their answers.

	STUDENT1 _____	STUDENT2 _____	STUDENT3 _____
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

Now return to your original partner and share and talk about what you found out. Change partners often.

Make mini-presentations to other groups on your findings.

LANGUAGE

CORRECT WORD: Put the correct words from a–d below in the article.

Many health foods are saltier than Big Macs

The salads and healthy pastas we buy to eat (1) _____ may not be as good for us as we think. Campaigners say a lot of (2) _____ healthy food should carry a health warning because of the high salt (3) _____. The British pressure group Consensus Action on Salt and Health (CASH) reported recently that many take-
 always salads and other foods aimed (4) _____ the health conscious actually contain more salt than a Big Mac and fries. This means many British people are unknowingly overdosing (5) _____ salt on a regular, if not daily, basis. This report comes hot on the heels of an earlier CASH finding that many pre-
 packaged sandwiches are (6) _____ to seven times saltier than a bag of potato chips. The danger is that high salt consumption causes high blood pressure, strokes and heart attacks. CASH looked at 156 ready-made salads and pastadishes from Britain's
 (7) _____ food retailers and fast-food outlets. The researchers discovered that compared (8) _____ a Big Mac and small fries, which has 2.7 grams of salt, a noodle salad from a chain called EAT contained 4.4 grams per portion. This is almost three-quarters of the 6-gram recommended (9) _____ salt limit for an adult. Twenty percent of the meals contained more salt than is (10) _____. Professor Graham MacGregor of CASH said: "Many people think of a salad as a healthy lunch [and] in many cases this is true." He added: "We would encourage people to look (11) _____ for low-salt, low-fat salads as a good lunchtime option." However, he warned: "There are some salads out there which really (12) _____ to carry a health warning, rather than be thought of as a healthy option."

- | | | | | |
|-----|--------------|-------------|----------------|-----------------|
| 1. | (a) well | (b) good | (c) healthy | (d) health |
| 2. | (a) supposes | (b) suppose | (c) supposedly | (d) supposition |
| 3. | (a) index | (b) content | (c) indices | (d) contents |
| 4. | (a) with | (b) for | (c) by | (d) at |
| 5. | (a) over | (b) in | (c) on | (d) by |
| 6. | (a) up | (b) down | (c) in | (d) out |
| 7. | (a) leads | (b) leader | (c) lead | (d) leading |
| 8. | (a) by | (b) with | (c) from | (d) in |
| 9. | (a) daytime | (b) days | (c) daily | (d) day |
| 10. | (a) ideal | (b) idea | (c) ideals | (d) ideas |
| 11. | (a) in | (b) out | (c) up | (d) down |
| 12. | (a) want | (b) used | (c) should | (d) ought |

References

1. www.breakingnewsenglish.com
2. Test your Reading
3. www.bbcreadenglish.co.uk

Glossary

CONSCIOUS—aware, awake

CONSUMPTION—process of taking food or other substances into the body via the mouth

PRESSURE—exertion of force, compression

LESSON24

Writing

Theme24	Advertisement writing
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Length:Onehourandtwentyminutes	NumberofStudents:12
LessonOutline 1. Warm-up 2. Activity1.Differentiating 3. Activity2.You'veGottaHaveaGimmick! 4. Activity3.WorkingonAdvertisements 5. Activity4.Practicing 6. Activity5.Practicing 7. Activity6.Casestudy	
Theaim: Toraisestudents'awarenessofthetypeoflanguageusedinadvertising:	
Objectives: ➤ Tohelplearnerstoknowthetypeofadvertisements	

➤ To explain learner the purpose of advertisements	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up

Time: 10 minutes.

Materials: White board and marker

Procedure:

Draw a circle in the middle of the board and write some words around it, for example, revenue, profit, market research, publicity, prime time, full page, classified, flyer and ask the class to guess the theme, i.e. the missing word in the middle. Invariably, intermediate students get the answer quickly enough, so we focus on the words, and add more, to get everybody fully on topic.

Then ask students if they have ever needed to advertise in order to:

- buy something
- sell something
- hire someone
- find a job
- publicize a business
- give information to the public
- ask for information from the public?

Activity 1. Differentiating

Objective: to help students to pay attention to the main points of writing advertisements.

Time: 15-20 minutes.

Materials: Handout 1, whiteboard and markers

Procedure:

Ask students to look at the two advertisements. Discuss:

- What is their common purpose?
- How are they different?
- Why are they different?

Explain to students to keep very important points in mind when writing advertisements. The reader will use the first word to find what they want. It is usually the name of the item or service being advertised.

Explain to them to draft and revise carefully, even if you send a classified advertisement by phone.

Activity 2 You've Gotta Have a Gimmick!

Objective: to understand of students' own reactions, as consumers, to these advertisements

Time: 15

Materials: Handout 2

Procedure:

Discuss how advertising is BIG business, that often, the advertisements that people see on TV cost more to produce than the show that they are watching. For example, the cost of advertising during the 2000 Super Bowl was \$73,333 a second! Advertisers spend a lot of time and money creating profiles of the people who they want to sell their products to (the target audience). They also research and test different methods to sell their products to consumers.

Distribute and discuss the handouts.

You've Gotta Have a Gimmick! deals with the fairly straightforward marketing techniques of premiums, sweepstakes, and kids clubs. Have the students discuss their own experiences with these gimmicks:

What products were they featured with?

How satisfied were they with their experiences?

Did these activities encourage them to buy a certain product?

Activity 3 Working on advertisements

Objectives: To explain students to keep classified advertisements short to reduce the cost. Shortened sentences and abbreviations can help.

Time: 20 minutes for activity 3

Materials: Handout 3 a and b

Procedure :

a)

Handout the drafts of a classified advertisement. In these second, the writer has shortened the advertisement to save cost. Take note of the sort of words left out.

b)

Rewrite the classified advertisements below to make them shorter. You may need to change some words and the order of some of the information.

Activity 4 Practicing

Objectives: To give students an opportunity to write an advertisement following to the given instruction

Time: Allow about 15 min. for this activity.

Materials: Handout 4

Procedure

Handout the advertisement FOR SALE, the description of the item is missing. Ask students to think what a buyer would want to know. Then ask them to make up a brief description.

Activity 5 Practicing

Objectives: To explain learners to make advertisement for a window or notice –board stand out.

Time: 10 minutes

Materials: Handout 5

Procedure:

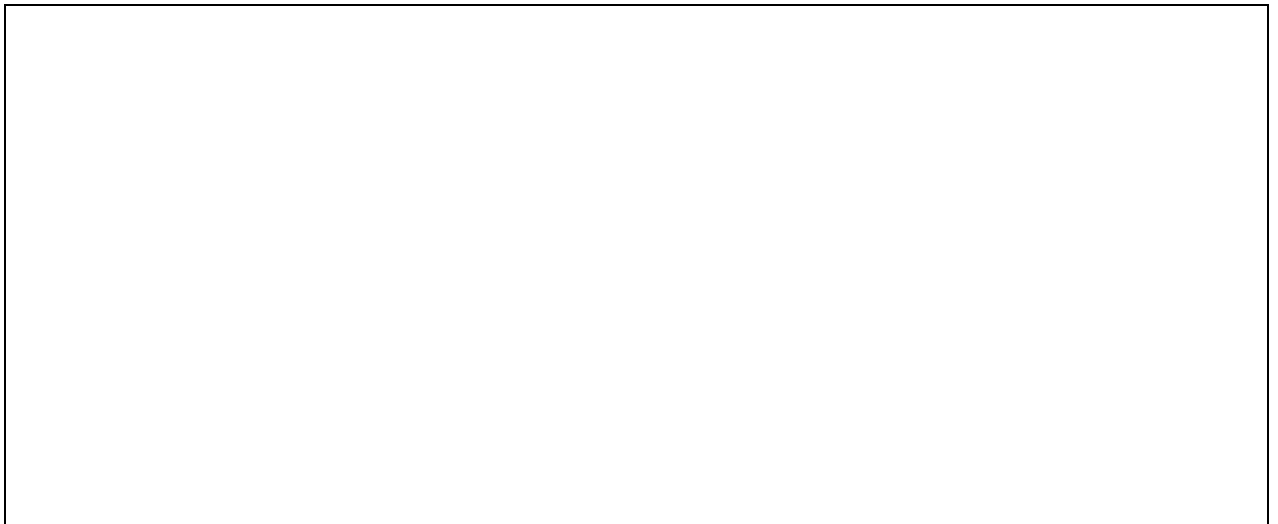
Ask students to imagine that they have lost something valuable or very dear to them and let them decide to put one advertisement in the LOST and FOUND classifieds and another in a shop window.

Handout the example 4 as a guide to write their advertisements.

Activity 6. Case study

- a) You have recently opened a food commercial company which produces frozen food and fast food in your country. You want to sell your product. You write an advertisement to put on a notice-board at work, school, or university.

--



Homework

Givestudentsanythreeofthesituationsbelowandaskthemtowritetheadvertisementsrequired.Remindthemtomakeroughdraftsfirst.

- a) Youaremovinghouse.Youwanttosellanumberofitemsoffurniturebeforeyoumove.You decidetohaveagaragesale.Youwriteaclassifiedadvertisement.
- b) Youarehavingapartyyouson'sorddaughter's18thbirthday.Youneedsomehelpwithcookingandservingofthefood.Youwriteaclassifiedadvertisementtofindsomeone.
- c) Foryournextholiday,youareplanningtodrivefromyourtownorcitytosomewhereelsein Australia.Youwouldlikecompanyandsomeonetosharethedriving.Youwriteanadvertisementtoputonanotice-boardatworkorschool.
- d) Youandsomefriendwanttoformaband.Youneedaguitaristwhocanplayyourkindofmusic.Youwriteanadvertisementtoputinthewindowofthelocalrecordshop.
- e) Youarestartingupabusiness(e.g.windowcleaning,lawnmowing,secretarialservices,photography)andyouwanttoattractcustomers.Youwriteaclassifiedadvertisementtoputinthelocalnewspaper.

Activity1Differentiating

Handout1

Officefurniture,desk\$100,
filingcabinet\$95,swivel
chair\$45,or\$210thelot.
Asnewcond.451617

FORSALE
OFFICEFURNITURE

- ❖ Desk\$100
- ❖ FilingCabinet(3drawer)\$95
- ❖ Swivelchair\$45

Or\$210orthelot!!
Allinasnewcondition.
Ring45.1617anytime

Activity2You'veGottaHaveaGimmick!

Three popular methods of marketing foods are Premiums, Sweepstakes, and Kids Clubs.

1. Premiums are "free" gifts that you get when you buy the product. They might be stickers or candy in a box of cereal, or bigger gifts that you can get when you collect and mail in a specific number of "proofs of purchase" from a product.
2. Sweepstakes are contests that you can enter to win great prizes. Many advertisers put the contest details on the inside of the package, so that you have to buy the package first, in order to enter.
3. Kids Clubs encourage kids to join a club that is connected to a food product. They usually offer membership cards, newsletters, and special offers to club members.

Ask yourself, "How are these effective in marketing food products?"

Activity 3 Working on advertisements

Handout a

First draft: I do dressmaking and alterations for both adults and children. I specialize in making wedding gowns. My prices are very reasonable. Please phone me on 349.1757

Second draft: Dressmaking, alterations. Adults, children. Specialize in wedding gowns. Reasonable prices. 349 1757

Handout b

I)	LOST: One pair of sunglasses, somewhere in the Westside shopping centre on Saturday morning. The glasses have a white frame and were in a green glasses case. There is a reward for anyone finding them. Please contact Sherion 925487.	
II)	I am a man in my early 50s. I am healthy, energetic and quite good-looking. I am very interested in travel. I would like to meet a sincere and kind woman, between 40 and 55 years old. If you would like to meet me, please write to Box B12, The Courter, 404 South Road.	
III)	I am a young woman looking for share accommodation in the southern suburbs. I would prefer a house. I am friendly and a non-smoker. I have my own furniture. Please ring me after 0.00pm on 834549.	

Activity 4 Practicing

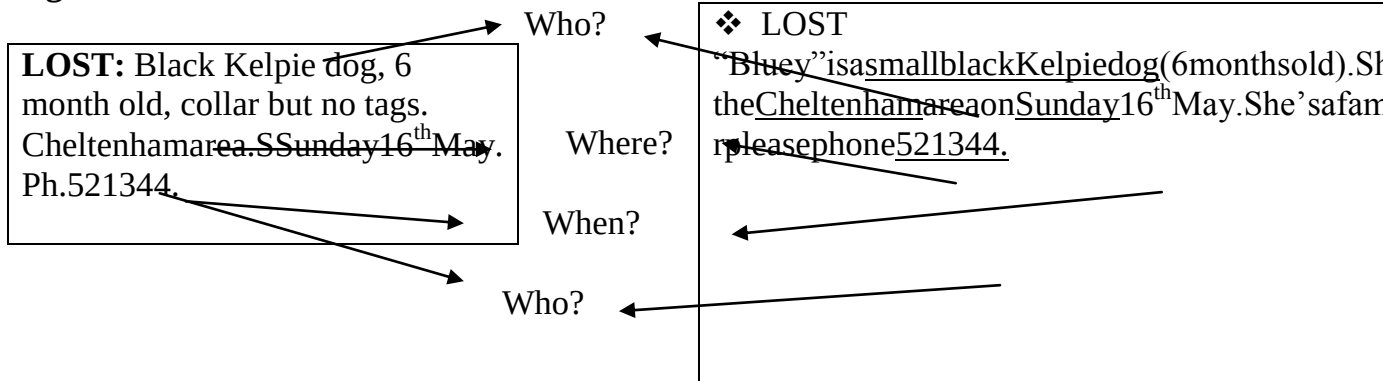
Handout 4

e.g. Bed queen-size, pine base and mattress, excellent condition _____
\$200 o.n.o Ph. 442266.

- Child's bicycle _____
\$40 a.h. 435678
- Holden _____
\$7,995. Any reasonable offer considered. 2223722.
- Washing machine _____
Phone after 7pm 3345545

Activity 5 Practicing

e.g.



References

1. WritingMatters
2. WritersWorkplacewithReadings
3. Successfulwriting

Glossary

SWIVEL-device which allows the parts attached to it to pivot or turn freely.

COLLAR-part of a shirt that encircles the neck

ALTERATION-modification

GOWN-long woman's dress or robe.

LESSON25

Reading

Theme25	Reading strategies and sub skills
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Length:Onehourandtwentyminutes	NumberofStudents:12
LessonOutline 1. Warm-up 2. Activity1.Definingthesub-skills 3. Activity2.Definingreadingstrategies 4. Activity3.Whichtasktypeforwhichskill? 5. Activity4.Casestudy	
Theaim: • Bytheendofthelessonlearnerswillhaveclearerideaabouthowtofindtheirwayaroundreading skills	
Objectives: ➤ helplearnerstounderstanddifferentreadingstrategiesandsubskills ➤ helplearnerstodifferentiatevarietyoftext ➤ helplearnersapplythesestrategiesandsubskillsinreading	
ActivityType:	Individual,smallgroup,wholeclass(teacher-students)

Warm-

up:Askthefollowingquestionstoidentifylearners'knowledgeaboutreadingstrategiesandskills.

Time: 10 min

Handout1

Ashortquiz.

Howmanyquestionscanyouanswer?

- 1.Areskimandscanreadingthesamething?
- 2.Aregistandskimreadingmoreorlessthesamething?
- 3.Canyouinfermeaningbeforeyouread?
- 4.Doyoutypicallyscanabustimetable?
- 5.Whatkindoftextdoyoutypicallyreadextensively?

Aftergettinganswertoabovementionedquestionsletstudentschecktheiranswersinthekeybelow.

Warm-upAnswerkey

- 1.No2.Yes3.Notusually,no4.Yes5.Anovel

Iflearnersget2ormoreanswerwrong,ortheyareuncertainaboutsomethe terminologyinthis lesson,thenthislessonwilldefinitelyhelphthem.

Activity1.Definingthesub-skills

Objectives:toexplainlearnersreadingsubskills

Time:15min

Procedure:

- DistributeHandout2
- Asklearnerslookatdifferentreadingsub-skillsandstrategiesonHandout2
- Askstudentstowritetheletterofthedefinitionsa–gwiththecorrectsub-skill.

As students do warming-up activity explain that when they read in their first language, they read in different ways. When students start reading in a foreign language they need to learn different ways of reading. Teachers need to teach about these different reading skills so they can develop them in the classroom.

Activity 2 Defining reading strategies

Objectives: help learners to differentiate variety of text and identify reading strategies.

Time: 25 min

Procedures:

- Ask students read the description of the different texts and the motivations for reading (a–h) below. (Handout 3)
- Ask them to decide which reading sub-skills and strategies (1–7 from) they would probably use to read each.
- They have to write the number of the sub-skill/strategy in the second column. They will need to use some of the skills more than once, and some texts may use more than one skill.

Activity 3 Which task type for which skill?

Objectives: help learners apply strategies and sub-skills in reading

Time: 20 min

Procedures:

Letters a–

h show some typical reading tasks or instructions for reading texts in different ways. Ask learners match them with the reading sub-skills and strategies from the previous activity (1–7) above.

Activity 4 Case study

A first year student is struggling in reading skills. Even if she understands English well she cannot find correct answers in reading passages. Give her some advice and suggestions. Write your suggestions and advice in the space provided below.

This year I am the happiest girl in the world because I am a student of Uzbekistan State University of World Languages. I like our University very much. All teachers are educated and students are hard working.

Although I am satisfied with my University studies I still have some difficulties. We are taught speaking, listening, reading and writing skills and the most difficult problem for me is reading. I am a very slow reader and I always spend a lot of time to read. Even if I fully understand the given passages I cannot find the correct answers. I don't know what to do.

Homework:

Distribute handout 5 to each student and ask them to read the text at home using learned reading strategies and sub-skill in the lesson

Time: 10 min

Answer Key

Activity 1–Feedback

1) g

2) d

- 3)e
- 4)b
- 5)a
- 6)c
- 7)f

Activity2-Feedback

- a. A job advertisement for a job that you are really interested in.
Detailed reading—your interest in the job means you will want to understand as much as possible.
- b. A couple of unknown words in a text that is included in an exam you are doing. Inferring meaning (guessing vocabulary in context)—
it is unlikely that you will have a dictionary in an exam and it is important that you try and understand these words.
- c. A telephoned directory. Scan reading—
you will only want to locate the number or name that you are looking for.
- d. The editorial of a newspaper that you are not familiar with and whose political viewpoint you would like to understand. Inferring meaning (working out the message)—
the political opinion of the editorial may not be immediately obvious.
- e. A series of articles only some of which will be useful to you for a report you're rewriting. Skim or gist reading—
not all the articles will be useful to you, so you do not want to waste time reading them all in detail.
- f. Instructions for a kit set furniture you are assembling (you are usually not very good at doing this!)
Detailed reading—
if you are not good at assembling kit sets, you will want to be sure you follow the instructions carefully.
- g. A travel brochure when you are trying to decide on a holiday destination.
Both skim and scan—
you are likely to scan for destination names, prices, dates etc. but you would also skim read descriptive text of the destinations.
- h. A narrow chair travel book about a country you have enjoyed visiting. Extensive reading—
you are likely to read this for pleasure as you would a novel.
- i. A non-line flight timetable. Scan reading—
you will try and locate the dates and times that suit you best.

Activity3-Feedback

- a)2
- b)8
- c)5
- d)1
- e)4
- f)3
- g)9
- h)7
- i)6

**Recommending lesson plan is written
based on ESOL Teaching Skills TaskBookReading 1
Knowing about strategies and sub-skills: Unit 3 c**

Materials for the lesson

Warming-up activity

Handout 1

A short quiz.

How many questions can you answer?

1. Are you skimming or reading the same thing?
2. Are you skimming or reading more or less the same thing?
3. Can you infer meaning before you read?
4. Do you typically scan a bus timetable?
5. What kind of text do you typically read extensively?

Handout 1

A short quiz.

How many questions can you answer?

1. Are you skimming or reading the same thing?
2. Are you skimming or reading more or less the same thing?
3. Can you infer meaning before you read?
4. Do you typically scan a bus timetable?
5. What kind of text do you typically read extensively?

Activity 1

Handout 2

Letter	Readings sub-skills and strategies	Definitions
1- —	1. prediction	a. Reading to get detailed information from the text.
2- —	2. skimming	b. Reading a text to locate a specific piece of information such as a word or a number or a time. It is not necessary to understand the whole text in order to do this.
3- —	3. gist reading	c. Either guessing the meaning of new vocabulary in a text or understanding the meaning or a message in the text that is not immediately obvious.
4- —	4. scanning	d. Reading to get a general but not detailed understanding of the text.
5- —	5. intensive reading	e. Also reading to get an overall but not detailed understanding of the text.
6- —	6. inferring meaning	f. Reading long texts frequently over a period of time. This is usually done independently and not in the classroom.

7- —	7. extensive reading	g. Looking at headlines, pictures, typeface and layout to guess what you think it will be about.
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Activity 2

Handout 3

Texts and the motivations for reading Sub-skills/Strategies

eg. A novel that you are really enjoying

- A job advertisement for a job that you are really interested in. _____
- A couple of unknown words in a text that is included in an exam you are doing. _____
- A telephone directory. _____
- The editorial of a newspaper that you are not familiar with and whose political viewpoint you would like to understand. _____
- A series of articles, only some of which will be useful to you, for a report you're rewriting. _____
- Instructions for a kit set furniture you are assembling (you are usually not very good at doing this!). _____
- A travel brochure when you are trying to decide on a holiday destination. _____
- An armchair travel book about a country you have enjoyed visiting. _____
- An online flight timetable. _____

Reading sub-skills and strategies

- Prediction.
- Skim reading.
- Gist reading.
- Scan reading.
- Intensive reading.
- Inferring meaning (of vocabulary in context, or of the writer's point of view).
- Extensive reading.

Activity 3. Handout 4

Typical reading tasks or instructions	Reading sub-skills
a. Does John go overseas before or after finishing his degree?	
b. Talk about the headline and pictures and decide what you think the article will say.	
c. Does this article discuss a problem and offer a solution, or does it talk about 2 different points of view?	
d. Look at the words immediately before and after and see if they can help you guess the meaning.	
e. The government will change the law in the near future TRUE/FALSE	
f. Find the best times for leaving and returning.	
g. Do you think the writer of the letters supports the City Council or not? Why do you think so?	
h. Complete the following table by making notes on all the advantages and disadvantages of the proposal.	

Homework.

References

- www.bbcmagazinearticle.co.uk

2. Test your Reading
3. BECPAC
4. Reading activities

Glossary

GENE-section of a chromosome which transmits a particular hereditary

EYESIGHT-sight, seeing

RAT-large long-tailed rodent that resembles a mouse/.

LESSON 26

Writing

Theme 26	Personal letter
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Letter completion 3. Activity 2. Tips for writing a personal letter 4. Activity 3. Comprehension (question and answer) 5. Activity 4. Practicing 6. Activity 5. Case study	
The aim: To raise students' awareness of writing a personal letter	
Objectives: ➤ To help learners to know the type of letters ➤ To give students an opportunity to analyze and learn the personal letter layout, writing style, and language	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up

Objective: To revise conjunctions that can be used in letter writing

Time: 15 minutes.

Materials: White board and marker

Procedure:

Write the conjunctions on the board and ask students whether they know their meanings. Then give a brief explanation on the usage of conjunctions. Let students have a practice on conjunctions working in pairs. Check the task in a whole group and give some comments if necessary.

Activity 1. Letter completion

Objective: to give students an opportunity to learn the structure of the personal letter.

Time: 15- minutes.

Materials: Handout 2, whiteboard and markers

Procedure:

Distribute learners Handout 2. Explain to them that they are supposed to work in pairs and complete the letter with the phrases in the box.

Tell them they will have a whole group checking.

Discuss learners' answers and ask them to give reasoning if necessary.

Activity 2 Tips for writing a personal letter

Objective: To help students know more about a personal letter.

Time: 10 minutes

Materials: Handout 3 Handout 3 a

Procedure:

Tell students that they will have a short dictation about personal letter writing. Highlight that:

- The address and the date normally go in the top right corner
- The date can also be written 28/10/2015
- All letters begin “Dear + name” and should be displayed on the left beneath the date. It is called “Salutation or Greeting”

Mr- for a male

Mrs- for a married female

Miss- for an unmarried female

Ms- for a female whose status is unknown or would prefer to remain anonymous

Dr- for a person with the status of a doctor

- Then write the introduction or body part of your letter.
- “Looking forward to hearing from you” is a very useful phrase for ending a letter.
- PS stands for postscript (in Latin Postscriptum) meaning written after. It indicates something added after the body of the letter was completed and signed.

Activity 3 Comprehension (question and answer)

Objective: To give students an opportunity to understand the content deeper

Time: Allow about 10 min.

Materials: Handout 4, Handout 4 a

Procedure

Tell learners to work individually and answer the questions. Explain the Handout 4a. Then have a group checking.

Activity 4 Practicing

Objectives: Give a chance to practice writing a personal letter.

Time: 20 minutes

Materials: Students’ own note-books.

Procedure:

Students are asked to work in pairs and write letters, following the instructions.

When they finish ask them to exchange their letters with the other students and check for mistakes.

Summarize the activity by giving feedback to some letters.

Activity 5. Case study

Read the letter to a Facebook friend produced by a first year student. This student shared her first impression with you and needs your help and asks you some advice. Give some suggestions and advice ! Write your letter in the space provided below.

Dear my friend

How are you! I really miss you; I haven't written a letter to you for a long time, because I am very busy. I am sorry for that.

Right now I have been studying in the English Language Center at BYU in Provo, Utah. I have been

here since January 3, 2015. This is a famous university. It is very beautiful. This school has a lot of good teachers and good discipline. I have learned a lot from the school; every day I have a lot of homework I need to do, and every week I have many tests. Despite them, sometimes I feel very tired, and I want to rest a few days, but I can't do that. I know I have to study hard, so my English will improve fast. There are many Uzbeks; I can use Uzbek everywhere. It is like living in Tashkent. I can't study English well. I don't know what to do.

The thing I like here very much is that there are not many people smoking. This is a very clean city. I feel very safe and comfortable here. Provo also has a beautiful view in the winter; there are a lot of white, snow-covered mountains. It is so beautiful.

Although everything is good here, I still have many problems. My father and my mother are in Tashkent; I miss them very much, they miss me too. I am very worried about them. It is a hardship for me. Another problem is that Provo's air is too dry for me. I can't sleep well during the night, and sometimes I can't breathe. The third problem is that, I feel the food here is not good for me.

Well, I told you a lot, but I want to keep something to talk about next time. How about you and you're everything? Please tell me when you write a letter to me. I really want to know. Have good luck!

Love you,

Aziza

Homework

- ✂ Write a letter to your friend. Imagine your friend sent a letter to you and asked you to inform her/him about your visit. She/he asked you some questions about your student life. Write 3 paragraphs:
- ✂ **Paragraph 1** – Thanks for a letter
- ✂ **Paragraph 2** – Say when you are going to visit
- ✂ **Paragraph 3** – Write about you're your student life.

Materials for the lesson

Warm-up
Handout 1

Coordinating Conjunctions and Their Meanings “FANBOYS”

CONJUNCTION	MEANING
And	to add an idea
nor	to add an idea when both clauses are in the negative
but	to contrast two opposing ideas
yet	to emphasize the contrast between two opposing ideas (meaning: and despite this fact)
for	to introduce a reason
or	to show a choice
So	to introduce a result

Activity 1 Letter completion How to write a personal letter Handout 2

[Your Number and Street Address]
 [Your City]
 [Your Postcode]

 [Month, Day, Year]

Dear [Decide on your familiarity with the person and either use their first name or "Mr, Mrs, Miss" etc. followed by their surname],

[Your personal message to the person]

Your sincerely,

[Your written Signature]

[Your Name]

Activity 2 Tips for a personal letter How to write a personal letter Handout 3

- The address and the date normally go in the top right corner
 - The date can also be written 28/10/2015
 - All letters begin “Dear + name” and should be displayed on the left beneath the date. It is called “Salutation or Greeting”
- Mr- for a male

Mrs—for a married female

Miss—for an unmarried female

Ms—for a female whose status is unknown or would prefer to remain anonymous

Dr—for a person with the status of a doctor

- Then write the introduction or body part of your letter.
- “Looking forward to hearing from you” is a very useful phrase for ending a letter.
- PS stands for postscript (in Latin *Postscriptum*) meaning written after. It indicates something added after the body of the letter was completed and signed.

(Handout 3a)
A Personal letter

1. 28 Randalls Road

2. _____

3. _____

4. _____

Thank you for your letter. We're very happy that you're coming to stay with us in August, and we're sure you'll have a good time.

What time are you arriving at Gatwick airport? You can get a train to Brighton from there. Do you have a mobile phone? Then you can phone us when you are on the train, and we'll meet you at the station.

Could you also tell me a few more things about yourself? Is there anything you can't eat or drink? Do you smoke? Do you want a single room, or do you prefer to share a room with another student? Are you going to go back to Russia immediately after the end of the course? If not, how many more days are you going to stay with us?

5 _____

6 _____

Jane Sanders

7 _____ I'm sending you a photo of the family so you'll recognize us at the station.

- a. **Ivan is a Russian student who's going to stay English in Brighton. He's going to stay with family. Read the letter from Mrs Sanders and complete it with the expression from the box.**

Brighton BH3 Bestwishes 28 Randalls Road 14th April 2005

Dear Ivan PS Looking forward to hearing from you

Activity 3 Comprehension (question and answer)

Handout 4

Read the letter again and answer the questions.

1. When's Ivan coming to Britain?
2. How is he going to get there?

3. How many questions does Mrs Sanders ask him?
4. Does Looking forward to hearing from you mean...?
 - a. I hope you will write soon.
 - b. I'm going to write again soon.
5. Why does Mrs Sanders send Ivan a photo?

Handout 4a

Contents Of A Personal Letter

- ❖ The letter must have a heading which contains the full address of the writer along with the date on which it was written.
- ❖ The letter must begin with a salutation written on the left hand corner of the first page, little lower than the heading. The salutation depends on the degree of intimacy between the recipient and the sender. It can start with 'dear' or 'my dear' or 'respected' as these words articulate affection, intimacy and respect.
- ❖ The opening sentence of the letter must please the reader and should draw attention and interest towards the rest of the letter.
- ❖ The body of a personal letter must be split into paragraphs with each making a valid point. This break-up helps the reader better understand the write-up.
- ❖ Remind the recipient about the experiences you have shared together and mention something about that person which you admire. To make the letter more fascinating, you can include trivia information in an informal manner.
- ❖ Such letters must not end suddenly or else they appear rude. You can use different forms of courtesies and also subtly urge them to write you back before you wind up.
- ❖ You can end the letter with salutations like 'sincerely yours', 'yours' and 'yours affectionately'. Though there are other more common usages like 'cheers' and 'see you' etc, 'love' is not generally used by one man while addressing another.
- ❖ Sending a letter without signature is absurd. So, before you dispatch it, make sure that it is duly signed below the subscription.

Answering A Letter

- While starting your reply to a personal letter, use the customary 'dear' along with the first name of the recipient. You can also use just the name of the person, without any other salutation, followed by a comma.
- The first sentence of the letter must be similar to a greeting which you make when you meet a person face to face as 'How are you?' and/or 'I loved your letter.'
- After mentioning something which occurred in your life, you can start answering the questions asked about your life. It is fine to mention problems, but try to balance it with optimism and good news.
- Ensure that you ask the recipients some questions regarding his life to facilitate a response and end the letter with wishes.

Answer key

Activity 2 Handout 3a

2 Brighton BH34. Dear Ivan 6. Best wishes

3. 14th April 2005 5. Looking forward to hearing from you

7. PS

Resources:

1. Successful writing
2. Writer's Workplace with Readings

3. Writing Matters
4. www.goodwriter.com

Glossary

SALUTATION—expression of greeting or goodwill at the beginning of a letter.

YOUR SINCERELY—with blessings, friendly yours (at the end of a letter)

AFFECTION—fondness, infirmity, malady.

LESSON 27

Reading

Theme 27	Leaflets and brochures
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline • Warm-up activity • While-reading activity • Post reading activity	

The aim: To give background knowledge about what the leaflet and brochures are	
Objectives: • To check students' reading skills • To use and practice new vocabulary relevant to the topic in creative work	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm up activity

Objective: to get acquainted with students and make friendly atmosphere.

Time: 7-10 minutes

Materials: Handouts 1 concerning to the topic.

Procedure of the lesson:

Teacher distributes leaflets to the students and asks what kind of information they have seen presented in leaflets and brochures? Handout 2 How to write and design leaflet

- What are the differences between leaflets and brochures?

- What are the key organizational features of the leaflet and brochure?

Teacher splits the class into two groups and distributes several examples of leaflets and brochures concerning to the healthy lifestyle and asks to discuss how the writer on each occasion appeals to the audience and persuades them to achieve his aim.

Students can ask their questions from each other.

Objectives: To check students' background knowledge.

- To improve reading skills.

Time 20 minutes

Materials: Leaflets and brochures

-

(10 min.) Students working in groups of three. They will be given pictures related to leaflets and brochures with situations. They should advertise them.

-(10 min.) Students will be asked discussion questions like:

Do you have a problem with understanding the meaning of some leaflets and brochures? Handout Which leaflets and brochures are easier to understand?

While-reading activity

Objective: To check students' reading skills.

Time 15 minutes

Materials: Handouts 3 with texts.

~ Teacher asks students to read the texts about parts of brochures. How to write them. After reading students will make questions according to the texts and ask from each other.

Postreading activity

Time 25 minutes

-

Students will be divided into two groups. First group will write down advantages, second group disadvantages of brochures. Students choose a volunteer to present their idea. At the end of their discussion the teacher explains the characteristic features of brochures and leaflets.

-

Teacher summarizes the lesson and gives instructions for homework. Students will prepare a short speech about understanding leaflets and brochures about the health destination.

Literature

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11. Greenall,S.&D.Pye(2007),Reading1,CambridgeSkillsforFluency.Cambridge:CUP.
12. Newspapersandmagazines(e.g.EnglishTeachingprofessional,ModernEnglish
13. Teacher,UzbekistanToday,TheEconomist,TheNewScientist,NationalGeographicetc)

Suggested websites:

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

Glossary

OVERPOPULATION—excessive population

DESCRIPTION—descriptive statement

ABANDONED—forsaken, left behind

CONVENIENCE—serviceableness

LESSON 28

Reading

Theme 28	Diary writing
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Preview activity. Reading and discussion 3. Writing a diary 4. Writing frames 5. Homework:	
The aim: To give students an opportunity to read and analyze diaries	

Objectives:	
• to lead into the topic and to raise students' interest to it • to give students opportunity to read and analyze diary structure • to check students' writing skills • to give learners opportunity to practice writing frame	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up activity

Objective: To lead in the topic

Time: 5 minutes

Materials: None

Procedure of the lesson:

~Read a piece of a diary aloud and students will find what kind of writing it is. Then discuss the following questions with the students. **Handout 1**

~Have you ever written a diary?

~What did you write in your diary?

~When is the best time to write a diary?

~Do you know a film or a novel which was based on a diary?

~Teacher introduces the topic to students that this lesson they are going to learn how to write a diary

Preview activity. Reading and discussion:

Objective:

~To give students opportunity to read and analyze diary structure.

~To help learners to know that past tenses are mostly used in diaries

~To help learners learn new words

Procedure:

Distribute learners **handout 2** explain them that they are going to read about William's worst week in his diary and answer to the questions. Students will work in pairs and discuss the questions.

~Tell them they will have a whole group checking

~Discuss students' answers and ask them to give reasoning if necessary`

Writing a diary

Objective: ~To give students an opportunity to practice diary writing.

Materials: None

Procedure:

~Tell the students that they are going to work in pairs and write a diary for William's wonderful week. Each pair is responsible for one day. When they finish, invite them to present their diaries.

~Give some explanation if necessary

Writing frames

Objective: To give learners opportunity to practice writing frame

Procedure:

~Tell learners to work in groups of three and following the key points to write a diary.

~When they finish, invite them to present their diaries.

~Make improvement where necessary

~Remind the students the key points of diary writing.

An effective piece of diary will be written:

~In the first person

- ~Mostly in the past tense
- ~Relating events in the chronological order
- ~Using paragraphs for changes of time, event, action.

Summary:

Discuss what students thought their ability to write a diary. Tell them different purposes for diary writing. Highlight the importance of writing a learning diary.

Homework:

1. Students will write a learning diary for a week.
2. Case study: Diary writing: read the diary and compare it with your diary and what do you think does he have good days or bad days

Writing a diary

People write diaries for different reasons

Read about William's worst week in this diary.

On Sunday we went to the seaside. A crab beat my toe and tore my shorts. I got sand in my sandwich so they tasted nasty.

On Monday I fell off my bike and hurt my leg. My dad took me to the hospital for an X-RAY. LUCKILY nothing was broken.

On Tuesday I argued with my best friend. She does not want to speak to me anymore.

On Wednesday I got into trouble at school. I got all my spellings wrong in my test. My teacher made me stay in at playtime and learn them.

On Thursday I missed my favorite TV programme. My mum made me do my homework and then it was time for bed.

On Friday we had spaghetti for dinner. I hate it. It looks like worms. My dad made me eat it all.

On Saturday we were going out for a picnic but I had a bad headache. I stayed in bed. What a terrible week it has been. I hope next week will be better.

Task 1 Questions

1. What went wrong on Monday\Wednesday\Friday?
2. What do you notice about the way William has organized his diary?
3. Which do you think was William's worst day? Why?
4. Do you think William let his mum and dad read his diary? Why?
5. Do you feel sorry for William? Why?
6. Why do you think William wrote the last sentence in his diary?

Task 2

1. The next week was very different for William. Write a diary for William's wonderful week.
2. Write an imaginary diary about your worst week, or keep a real diary for the week.
3. Some people keep a diary. Write a secret or special thought they have each day or a week.

4. Some people keep diaries for writing down their observations (things they notice) keep a diary like one of these children each day for a week.

Literature

1. Бакиева Г.Х. ва бошқ. GetinTouch.—Т.:Филолог,2004
2. Driscoll,L.(2004),ReadingExtraAresourcebookofmulti-levelskillsactivities.CUP.
3. Fry,E.B.(2000),SkimmingandscanningPre-intermediate.JamestownPublishers.
4. Scarry,S.,&Scarry,J*.(2008).TheWriter’sWorkplacewithReadings:BuildingCollegeWriting
5. Skills.ThomsonLearning.SixthEdition.
6. Harmer,J.(2004).Just(ReadingandWriting.MarshallCavendish.
7. Littlejohn,A.(2000).Writing1&2.Cambridge:CUP

Suggested websites:

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

Glossary:

DIARY-A daily log of experiences, especially those of the writer

X-RAY-Short wavelength electromagnetic radiation

EVENTUALLY-finally, in the end

CONFESSOR-One who confesses to having done something wrong

LESSON 29

Reading

Theme 29	Instructions
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
1. Warm-up activity 2. Preview activity 3. While- reading activity 4. Post-reading activity 5. Homework. Case study	
The aim:	
To give background knowledge about what the instructions	
Objectives:	
• Recognize word meaning in the context • To improve reading skills • Enrich vocabulary through specific questions and activities	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up activity

Objective: To get acquainted with students and create friendly atmosphere.

Time: 7-10 minutes

Materials: board

Procedure of the lesson:

Teacher writes on the board name of the topic "Instructions" Do you always read the instructions when you buy something new? Do you usually find instructions easy to follow? Students should answer to the questions. (And also they can ask their questions from each other)

Preview activity

Objectives: ~ To check students' background knowledge.

To improve reading skills and enrich vocabulary through specific questions and activities

Time: 20 minutes

Materials: Handouts 1 and questions

~(10min.) Teacher distribute handouts and Students working group of two they will read the instructions for a digital camera then choose the best description A1

After teacher asks question to check students knowledge about Following step-by-step instruction. (A1)

~(5min.) Students will be asked introductory discussion questions like:

What are the advantages of reading instructions?

Why do we need it?

While-reading activity

Objective: To check students' reading skills.

Time: 15 minutes

Materials: Handouts

~Teacher asks student to match the verb to the meaning (Activity 2.3). students will do this task in individual. After finishing the task teacher will check the answer. Teacher gives question: What does troubleshooting mean? Teacher distributes handout and discuss the question (B1). Then teacher gives the instruction to read the Troubleshooting page and students will write the headings in the correct place (B2).

Post-reading activity

Objective: To improve reading skills.

Time: 25 minutes

~Students will be divided into two groups and they will read the problems and choose the best advice (B4). Then students will give their own advises.

Homework

Objective: To improve reading skills and to make a role play.

Time: 10 minutes

~Teacher summarizes the lesson and gives instructions for homework.

1. Students will prepare a short speech about understanding topic and its importance. They will present different texts and try to explain in brief the meaning of it. After students give each other different questions according to the topic in order to memorize.

2. Case study

Are the following statements True or False? Correct any that are false

1. The signal bar at the top of the phone shows how much battery power there is left.

2. If your Flight mode is switched off, you won't be able to make or receive calls.

3. It's possible that your network doesn't provide coverage in your area.

Answers:

- 1-F
- 2-T
- 3-T

Literature

1. Бакиева Г.Х. ва бошқ. GetinTouch.–Т.:Филолог,2004
2. Driscoll,L.(2004),ReadingExtraAresourcebookofmulti-levelskillsactivities.CUP.
3. Fry,E.B.(2000),SkimmingandscanningPre-intermediate.JamestownPublishers.
4. Scarry,S.,&Scarry,J*.(2008).TheWriter’sWorkplacewithReadings:BuildingCollegeWriting

Suggested websites:

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

Glossary:

INSTRUCTION-Theactofinstructing,teachingorfinishingwithinformationorknowledge

ZOOM-Augmentationofaview

PROBLEM-Adifficultythathastoberesolvedordealwith

TROUBLESHOOTING-Theidentificationandresolutionofproblemsofatechnicalnature

LESSON30

Writing

Theme30	Informal E- mail writing
Length:Onehourandtwentyminutes	NumberofStudents:12
Lesson Outline	
1. Warm- up activity 2. Pre writing activity 3. While writing activity 4. While writing activity 5. Post writing activity 6. Homework: Case study	
Theaim: Toimprovestudentswritingskills	
Objectives:	
• Tocheckstudentsbackgroundknowledge. • Toimprovewritingskillsandenrichvocabularythroughspecificquestionsandactivities • Tocheckstudentsbackgroundknowledge.	
ActivityType:	Individual,smallgroup,wholeclass(teacher-students)

Warm- up activity

Objective: To get acquainted with students and create friendly atmosphere.

Time 7-10 minutes:

Materials: Handouts, blackboard

Procedure:

Teacher writes useful words and phrases for formal letters- mails and explains them. Students should make sentences using given words and phrases. Teacher distributes handouts with the example of informal and formal- mails and explains them Handout 1. Teacher distributes cards with useful phrases of formal and informal- mails and gives instructions of writing e-mail letter.

Pre writing activity:

Objectives: -To check students background knowledge.

-To improve writing skills and enrich vocabulary through specific questions and activities.

Procedure:

-Students working in groups of three. They will be given phrases with meaning (Handout 2) related to handout 1. They should find whether they are formal or informal.

After checking teacher asks discussion question.

-Do you have a problem with e-mail writing and understanding the meaning of some phrase?

While writing activity:

Objective: To check students writing skills about e-mail writing.

Materials: Handout with texts.

-

Teacher asks students to read the texts "My family" and "Meeting with Dr Oz". At the same time they should guess the type of letter. Handout 3

Post writing activity:

Objective: To improve writing skills.

Procedure:

-Students will be given the task to write their e-mail letter. Then should do peer correction.

Homework:

-Teacher summarizes the lesson and gives instruction for homework.

1. Students will write a letter to their aunt who has just recovered from serious illness.

2. Case study:

Read Michel Sean Harris's E-mail writing and try to analyze e-mail structure is it formal or informal e-mail writing.

Why do you think so and write the reasons

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. – Т.: Филолог, 2004
2. Driscoll, L. (2004), Reading Extra A resource book of multi-level skills activities. CUP.
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11. Greenall, S. & D. Pye (2007), *Reading 1, Cambridge Skills for Fluency*. Cambridge: CUP.
12. Newspapers and magazines (e.g. *English Teaching professional*, *Modern English*)
13. Teacher, *Uzbekistan Today*, *The Economist*, *The New Scientist*, *National Geographic* etc)

Suggested websites:

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

Glossary:

STRUCTURE-A cohesive whole built up of distinct

REQUEST-A form with established message requesting something

FORMAL-Being in accord with established forms

INFORMAL-Not formal or ceremonious

LESSON 31

Reading

Theme 31	Magazine article: E-cigarettes
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up activity 2. Pre reading 3. While reading 4. Post reading activity: 5. Homework: Case study	
The aim: to enable students to think critically and analyze the article.	
Objectives: • to lead into the topic and to raise students' interest to it • to develop students' guessing intelligently strategies • to check students' reading comprehension skills • to allow students to express their point of views concerning the topic. • to let students justify their point of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up activity

Objective: To get acquainted with students and create friendly atmosphere.

Time: 7-10 minutes

Materials: Handouts, board

Procedure of the lesson:

Teacher gives to students questions. ~ Why do you think people read magazines?

~What are your favorite magazines?
~How often do you read them?
Students should answer to the questions.

Pre reading

Objective:

~To improve reading skills
~To develop students' ability to recognize and use words in communication
Reading magazine article. *Handout 1*

Teacher writes on the board headline of the article. "Health effects of e-cigarettes" and gives questions.

~What do you think the article is about?

~What does "e-cigarettes" mean in the headline?

Then the teacher writes on the board words from the magazine article?

Nicotine, obtain, impact, convert, devices, vapor, claim, contention, therapeutic, obstinence, misperception, carcinogen, combustible.

Teacher divides students into two groups and students should find definition with the help of dictionary.

Then the whole group will check it.

While reading

Objective: to check students' reading skills and vocabulary.

Materials: Handouts with text.

Teacher asks students to read the text and fill the spaces with words which were given in pre-reading task.

Students will do the set task in pairs.

Post reading activity

Teacher divides group into three and students will make six questions according to the article and give questions to each other.

~Teacher summarizes the lesson and gives instructions for homework. Students will learn by heart new words and make sentences.

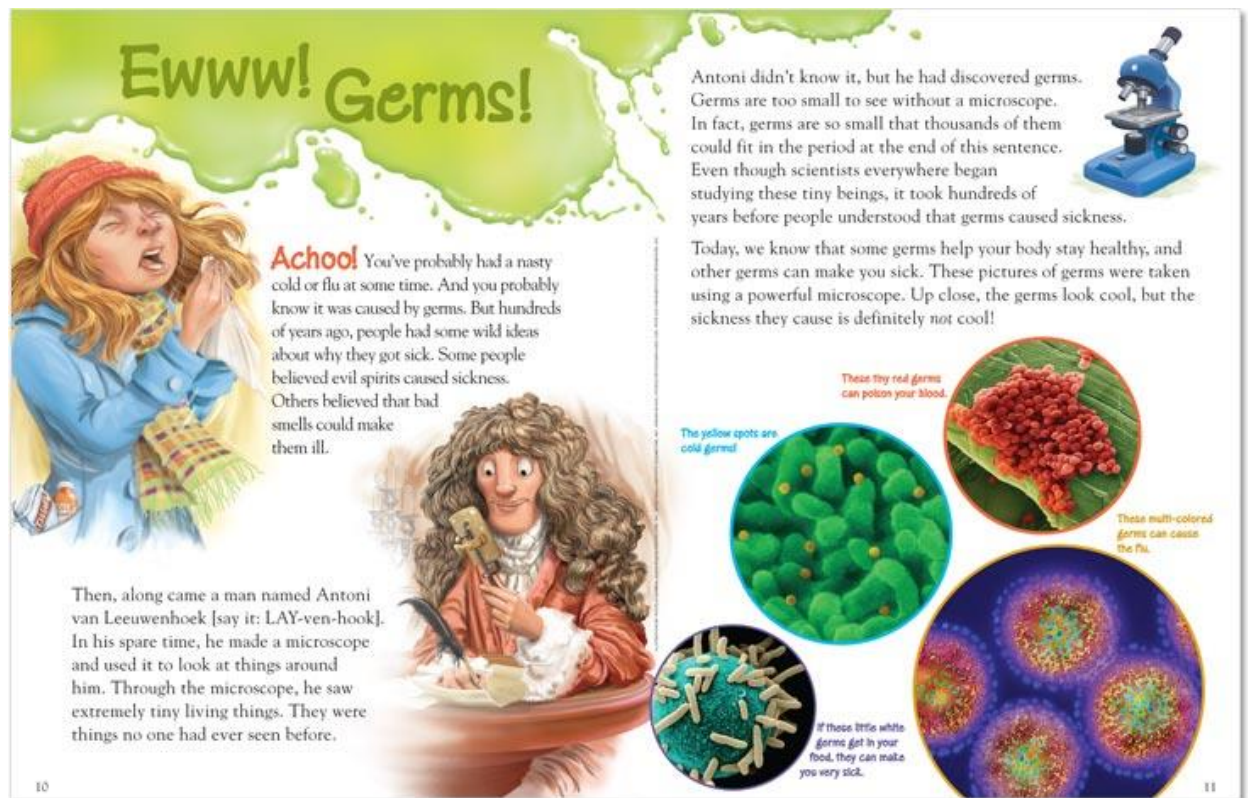
New Words:

Nicotine, obtain, impact, convert, devices, vapor, claim, contention, therapeutic, obstinence, misperception, carcinogen, combustible

Homework: Case study

Objective: To improve reading skills

Read the magazine article and what do you think which method is easier and faster way of recovering alternative medicine or doctors' way? Write your opinion.



Handout1

Health effects of cigarettes

Gapfilling: Fill the spaces with words _____

06/21/2013

By Maria Perno Goldie, RDH, MS

Over the past few years, innovations in delivery have enabled smokers to get their nicotine without the carcinogens found in cigarette smoke. Electronic cigarettes are becoming very popular, as they have the look and feel of real cigarettes. Publicized as a safer alternative to traditional smoking, electronic cigarettes are supposed to give smokers their nicotine fix without the cancer-causing side effects of.

However, there are some serious concerns that the battery-operated devices may actually pose more danger to users. There are many things we have yet to determine about the possible impact of electronic cigarettes on the health of the public.

E-cigarettes are battery-

powered that nicotine into. (1) The products are sold over the counter and are not subject to the same regulation as actual cigarettes. A 2011 survey showed that about 21 percent of smokers had used e-cigarettes at least once up from about 10 percent of smokers who took the same Web survey in 2010, according to a Centers for Disease Control and Prevention (CDC) study published online in February in *Nicotine & Tobacco Research*. (2,3) About 7 percent of smokers who received the same in 2010 via postal mail also said they had tried e-cigarettes at least once. The Food and Drug Administration announced that the agency plans to regulate e-cigarettes as a tobacco product. (4)

The health risks associated with smoking are many. Each year, 430,000 Americans die of smoking-related illnesses, more than all American deaths in wars in the 20th century combined; around the world, 5 million people die each year. (4) A commonist that nicotine is a, and it is not. Rather, the 7,000 other chemicals in cigarettes, at least 70 of which are known carcinogens, are responsible for tobacco-related death and disease. At its core, the cigarette continues to use the same 5,000-year-old technology, fire, to deliver nicotine as well as a host of cancer-causing compounds. (4)

In June 2009, President Obama signed into law the Family Smoking Prevention and Tobacco Control Act, which gave the FDA's Center for Tobacco Products the authority to regulate the manufacture, labeling, distribution and marketing of tobacco products. However, it does not encompass electronic nicotine-delivery devices, including e-cigarettes. (5) According to the American Lung Association, some manufacturers and e-cigarettes these products are healthier than normal cigarettes and can help you quit smoking. However, in the absence of scientific evidence to support those, it's best to avoid e-cigarettes until more research has been done. (6) Their advice, if one is trying to quit smoking, stick with FDA-approved stop-smoking strategies. Not everyone agrees with the American Lung Association. While the nicotine approach may be the ideal, it simply does not reflect the reality that 80% of smokers do not even wish to quit in the immediate future. Some ask that it might make sense to encourage those smokers to switch to a less harmful alternative until more research is completed. (7) Hopefully the upcoming FDA ruling will help with those decisions.

Currently, e-cigarettes that are marketed for _____ purposes are regulated by the FDA Center for Drug Evaluation and Research (CDER). The FDA Center for Tobacco Products (CTP) currently regulates: cigarettes, cigarette tobacco, roll-your-own tobacco, and smokeless tobacco. FDA has stated its intent to issue a proposed rule that would extend FDA's tobacco product authorities to products that meet the statutory definition of "tobacco product."

Literature

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11. Greenall, S. & D. Pye (2007), Reading 1, Cambridge Skills for Fluency. Cambridge: CUP.

12. Newspapers and magazines (e.g. English Teaching professional, Modern English
13. Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic etc)

Suggested web sites:

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

Glossary:

HEALTH-The state of being free from physical or illness

E- CIGARETTE-An alkaloid commonly occurring in the tobacco plant

ABSTINENCE-The act of spraining

VAPOR-Cloudy diffused matter such as mist, steam or fumes suspended in the air

CARSINOGEN-A substance or agent that can cause cancer

CLAIM-A demand of ownership made for something

LESSON 32

Writing

Theme 32	Personal letter writing
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1 Have you ever written personal letter to anyone? 3. Activity 2. Asking questions 4. Activity 3. Asking for opinions 5. Activity 4. Agree/disagree 6. Activity 5. Case study	
The aim: To let learners write personal letters.	
Objectives: • to give learners opportunity to analyze and learn the personal letter layout, writing style and language • to let learners practice writing a personal letter • to give students an opportunity to learn the structure of the personal letter	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm- up

Objective:

~To revise conjunctions that can be used in letter writing.

Time:15 min.

Procedure:

~Write the conjunctions on the board and ask students whether they know their meanings. Then give brief explanations on the usage of conjunctions.

~Let ss have a practice on conjunctions working in pairs

~Check the task in a whole group and give some comments if necessary.

Activity 1. Letter completion

~Objective:

~To give students an opportunity to learn the structure of the personal letter.

~Tell them they will have a whole group checking

~Discuss ss answers and ask them to give reasoning if necessary

Activity 2. Tips for writing a personal letter.

Objective:

~To help students know more about a personal letter

~Time 10 min

Materials: none

~Procedure

Tell ss that they will have a short dictation about personal letter writing. Highlight that.

Activity2

*The address and the date normally go in the top right corner

*The date can also be written 14/4/2015

*All letters begin "Dear +name"/

*"Looking forward to hearing from you" is a very useful phrase for ending a letter

*PS(Post scriptum) is for anything you have forgotten or want to add to the letter.

Activity3:Question answer.(B)

Objectives: To give students an opportunity to understand the content deeper.

~Materials Handout 3

~Procedure:

~10 min.Tell learners to work individually and answer the questions

~then have group checking

Activity 4 Letter writing

Objective:

Give chance to practice writing a personal letter.

Time 20 min.

Materials: ss can note book.

~Procedure:

~Students are asked to work in pairs and write letters. Following the instructions

~When they finish ask them to exchange their letters with the other student and check for mistakes.

~Summarize the activity by giving a feedback to some letters.

Activity 5. **Case study:**

Time 20 min.

Read the personal letter correct the structure and finish it

19 January

Dear Abigail

Disaster today it is too windy to ski! Last night there was a blizzard, which is still ranging. As I look through my window, all I can see is snow blowing everywhere. Everyone is staying indoors.

Answer:

Homework:

Write a letter to your friend (imagine your friend send a letter for you and asked you to inform her/him about your visit. She/he asked you some questions about your student life) Write 3 paragraphs.

Paragraph 1. Thank for a letter

Paragraph 2. Say when you are going to visit.

Paragraph 3 Write about your student life.

Activity 1

AN informal letter

1 _28 Randalls Road

2 _____

3 _____

4 _____

Thank you for your letter .Were very happy that you are coming to stay with us in August, and were sure you will have a good time.

What time are you arriving at Gatwick airport? You can get a train to Brighton from there. Do you have a mobile phone?Thene you can phone us when you are on the train, and will meet you at the station.

Could you also tell me few more things about yourself? Do you smoke? Do you want a single room or do you prefer to share a room with another student? Are you going to go back to Russia immediately after the end of the course? If not ,how many more days are you going to stay with us?

5 _____

6 _____

Jane Sanders

7 _____ I am sending you a photo of the family so youll recognize us at the station.

a. Ivan is a Russian student whose going to study English in Brighton. He is going to stay with a family. Read the letter from Sanders and complete it with expressions from the box.

Brighton BN31H Best wishes 28 Randalls Road 14th April 2005 Dear Ivan
PS Looking forward to hearing from you

Activity 3

b. Read the letter again and answer the questions.

When is he coming to Britain?

How is he going to get there?

How many questions does Mrs Sanders ask him?

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www.literature.org/

www.pearsonlongman.com/ae/

www.developreading.com

Glossary:

PERSONAL LETTER-Formal or informal letter informing about something

ROAD-A way used for travelling between places .

BLIZZARD-A severe snowstorm

BLOW-To produce an air current

LESSON 33

Reading

Theme 33	Health. Illnesses and human body
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Warm-up 1. get acquainted with students and create friendly atmosphere 2. To develop students ability to recognize and use words in communication 3. Asking for opinions 4. Case study	
The aim: To give students opportunity to practice new vocabulary in communication	
Objectives: • Recognize word meaning in the context • To use and practice new vocabulary relevant to the topic in creative work • To check students ability to use learnt vocabulary	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead in

Objectives: Recognize word meaning in context

Procedure

Write on the board “human body” and elicit students to name the parts of human body they know.

Suggested answer

Activity 1. Idioms

Objective

~To introduce students new idioms

~To give Students an opportunity to express their ideas and opinions. To recognize and use new idioms in speech

Materials handouts 1 to each participant

Procedure

~Give a list of idioms related to human body and ask students to guess the meaning

Materials. Handouts: 1/2 for each participant

Put students into groups and ask them make up situations with new idioms (up to 5)

Activity 2: Illnesses and symptoms

Objective:

~To practice the learnt vocabulary in given context relevant to the topic

~To check students ability to use learnt vocabulary

Materials: Handouts 2.1 and 2.2 to each participant. dictionaries.

Procedure

Materials handout 2.1 to teach participant

Give list of illnesses and symptoms and ask students to highlight any they don't understand

~Students can look up the dictionary for each symptom and write the meaning next to each word.

~Materials handouts 2.2 each participant

Put students into pairs and ask them to match the symptom to the body part. The students share the opinions.

Suggested answer:

Runny nose, sore throat, sprain ankle, lung congestion, swollen glands, ears ache, stomach cramps, abdominal rash, stiff joints, blocked body, itchy eyes

A health myth

Objective: To use practice new vocabulary relevant to the topic in creative work

Materials: **Handout 3**

Procedure

Write your own short paragraph by answering the questions

Home task

Say that you would like students to gather new information about illnesses and prepare short presentation at home

Summary

~Illness should be prevented from the beginning

~Vocabulary should be practiced in communication

Case study :

How do you cheer yourself up when you're feeling sad?

What tips can you share with others?

A health myth

1. What is a myth about a health problem or remedy?
2. How did you learn this was a myth?
3. what do people believe?
4. what is the truth about this myth?
5. what should people really do?

Example

It is a myth that taking lots of vitamin C is good for you. I read a book that said this was not true. People think taking lots of vitamins C tablets will keep them from sick. The truth is that as you take more vitamin C, the body absorbs less and less of it

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
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www.literature.org/
www.pearsonlongman.com/ae/
www.developreading.com

Glossary:

RUNNY NOSE-often a symptom of the common cold

ITCHY EYES-Causing a person or animal to want to scratch

BONE-A composite material consisting largely of calcium phosphate

TOE-Each of the five digits on the end of the foot

LESSON 34

Writing

Theme 34	Correction code
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Warm-up 1. To get acquainted with students and create friendly atmosphere 2. To check students background knowledge 3. To check students writing skills 4. Case study	
The aim: To give background knowledge about what the correction code is	
Objectives: • To improve writing skills and enrich vocabulary through specific questions and activities. • To check students writing skills about the error correction • To use and practice new vocabulary relevant to the topic in creative work	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm up activity

Objective: to get acquainted with students and create friendly atmosphere.

Time 7-10 minutes

Procedure of the lesson.

Teacher writes the word correction code and asks to give synonyms. Students try to explain and give synonyms of correction code.

Teacher distributes handouts with mistakes and asks to correct them. There are instructions in each handout, which defines some questions depending on their knowledge about correction code. Students should read and correct the mistakes. (and also they can ask their questions from each other) Handout1

Prewriting activity

Objective:- To check students background knowledge.

-To improve writing skills and enrich vocabulary through specific questions and activities.

Time: 20 minutes

Procedure of the lesson:

Students work in groups of three. They will be given symbols related to handout 1.1 They should match them.

Students will be asked discussion questions like:

-Do you have a problem with your writing and understanding the meaning of teacher's correction?

-Which correction is difficult to understand?

While writing activity

Objective: To check students writing skills about the error correction.

Time:

-Teacher gives handout with sentences and students correct the mistakes. At the same time they should answer to the questions.

Students will be asked specific questions like:

Which mistakes easier to find?

What symbols have you used to correct the errors?

Post writing activity.

Objective: To improve writing skills.

Time minutes

-Students will be given the task to write their personal letter. Then should do peer correction.

Homework:

Teacher summaries the lesson and gives instructions for homework.

1. Students will write diary of one week. They will present diary excluding their name. The students should find their mistakes and explain the type of the error.

2. Case study

Read the text and correct the mistakes according Correction code

Checking my phon is terrible habet. one that infuriates mi hasbend especially he know as well as I do that its highly unlikely that anyone very impotent is contacting me for immediate decision on anything any time soon So why am I egnoring the people I love to read emails from a printing company tempting me to bulk order office calendars

Answer:

Checking my phone is a terrible habit. One that infuriates my husband, especially since he knows as well as I do that it's highly unlikely that anyone very important is contacting me for an immediate decision on anything, anytime soon. So why am I ignoring the

people I love to read emails from a printing company tempting me to bulk order office calendars?

Handout 1

Mistake type	Sentences with mistakes	Correction code
Capital letter mistake	I visited dismay land last week	<i>Cap</i>
Word order error	Nasiba back went home after school	<i>Wo</i>
Subject verb error	He like ice cream	<i>S-V</i>
Singular/ plural error	My neighbor has many dog	<i>S/P</i>
Spelling error	Don't forget to helpe your friend later	<i>Sp.</i>
Verb tense error	Last month there is a big earthquake in China	<i>T</i>
Wrong word used	I like to lay down on my chair to relax	<i>WW</i>
Missing word	Aziza back home after school	<i>V</i>
Article error	He looked up at sky	<i>art</i>
Meaning un clear	Muhabbat presented a bicycle to her	<i>?</i>
Wrong word form	My friend works for a deliver company	<i>WF</i>

Handout 2

_____ Both of my sisters sings the blues at the Rainbow Lounge
 _____ One of the oldest building on campus is Humanities Lecture Hall.
 _____ Before I started university, I leave in Sandy.
 _____ That sounds interesting very.
 _____ I would like to have a opportunity to visit Italy someday.
 _____ When I was a child, I often went to the beach on Weekends.
 _____ He was slowly runner.
 _____ I am going to go to concert next week.

Glossary:

CORRECTION-the act of correcting

BULK-The major part of something

INFURIATES-To make furious or mad with anger

TEMPTING-Attractive, appealing. The act of subjecting somebody to temptation

LESSON 35

Reading

Theme 35	Practicing reading strategies
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 7. Warm-up 8. Activity 1. Pre-reading 9. Activity 2. Comprehension check 10. Activity 3. Giving constructive suggestions 11. Activity 4. Discussion 12. Activity 5. Case study	
The aim: to enable students to reading strategies	
Objectives: to lead-in to the topic and to raise students' interest to it to develop students guessing intelligently strategies to check students' reading skills to allow students to express their points of views concerning to the topic. to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

Material: Handout 1

Procedure:

- Ask students to read the questions and answer for the questions

- Ask students to work in pairs and discuss the reading strategies
- Ask random answers

Activity 1 Reading

Objective: to develop students reading skills.

Time: 10 minutes

Materials: Handout 2

Procedure:

- Ask students to read the text
- Ask students to work in pairs.

Activity 2 Comprehension check

Objective: Comprehending and answer these questions with a partner

Time: 20 minutes

Material: Handout 3

Procedure:

- Divide the group 2
- Give out handout 2
- Ask students to look through the questions on the handout

Activity 3 Giving constructive suggestions

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

Time: 20 minutes

Materials: Handout 3

Procedure:

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

Activity 4 Discussion

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

Time: 15 minutes

Materials: Handout 4

Procedure:

- Divide the group into 2.
- Cut handout 4 into pieces.
- Ask one member from each group to choose 2 strips.
- Let students to discuss the situations in groups.
- Ask students whether they agree or not with the statements.
- Ask students to justify them with examples.

Activity 5 Case Study

Write your own short paragraph by answering the questions below.

My Favorite Food

- 1) What is your favorite food?
- (2) What is it made of?
- (3) Can you cook this food?

(4) How often do you cook this food?

Example: My favorite food is spaghetti. It is made of noodles and tomato sauce. I can cook it easily. I cook spaghetti once a month.

Handout 1

Think about the following questions.

1. What's your favorite food?
2. What's the most unusual food you have eaten?
3. What type of food can you cook?

Write the letter of the word or phrase with the same meaning as the underlined word or phrase.

1. ____ Chefs today create new dishes by putting together interesting foods.
2. ____ In reality, curry comes from England, not India.
3. ____ According to this book, people in England cooked curry dishes in the 1300s.
4. ____ People in Persia ate pizza nearly 1,000 years before people in Italy.
5. ____ Some kinds of curry taste hot, so some people don't like them.
6. ____ Sailors from Europe introduced new foods to Americans.
 - a. almost; close to
 - b. d. first showed or gave
 - c. as said by e.
 - d. have the flavor of
 - e. actually; really
 - f. Make

Handout 2

Food Firsts

How much do you know about the history of some of your favorite foods? Do you know when people in England started cooking curry dishes? Do you know in which country pizzas or hamburgers were first made? The facts might surprise you.

Many people think the English found out about curry from people in India in the 1600s. In reality, **wealthy** English people were eating dishes made with curry **spices** hundreds of years before British ships traveled to India. Cooks of wealthy English families during the time of King Richard I were making curry dishes, and in fact, the word "curry" can be found in an English **language** cookbook as far back as 1377. As for pizza, this **dish** was probably first made in Persia (what is now Iran).

The Persians were eating round, flat bread with cheese in the 500s. That was nearly 1,000 years before pizza caught on in Naples, Italy!

Finally, let's look at the **truth** behind hamburgers. Many people think hamburgers are an American food. However, according to some stories, hamburgers came from Hamburg, Germany. A German named Otto Kuasw created the first hamburger in 1891. Four years later, German **sailors** introduced hamburgers to Americans. Where foods come from isn't nearly as important as how they taste; as long as they are delicious! So, go get some of your favorite food and dig in.

Handout 3

Choose the best answer.

1. What is the main idea of this reading?
 - a. Curry was created in England.
 - b. There are many foods that help your body.
 - c. People created fast food long ago.
 - d. Some facts about foods are surprising.
2. Which is probably true about British curry dishes in the 1400s?
 - a. The dishes did not have meat.
 - b. The spices cost a lot.
 - c. People ate curry on special days.
 - d. British sailors first made curry.
3. What did people in Naples learn from Persians?
 - a. How to make pizza
 - b. How to cook cheese
 - c. How to use spices from Iran
 - d. How to make flat bread
4. Who introduced hamburgers to America?
 - a. Persians
 - b. Otto Kuasw
 - c. Italians
 - d. German sailors
5. Which food was probably made first?
 - a. Hamburgers
 - b. Cheesy Persian bread
 - c. Italian pizza
 - d. English curry

Handout 4

Discuss the following questions.

1. What are your favorite foods from other countries? Where are they from?
2. What are some traditional foods in your country?
3. Do you know any untrue stories about food that people believe? If so, what is the truth?

Literature

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2. Barton, L. & Sardinas, C. P. (2004), *North Star. Reading and Writing. Intermediate*. Longman.
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Fiction

1. Hornby, N. (1998) *About a Boy*. Penguin Books.
2. Kinsella, S. (2003) *Can you keep a secret?* Black Swain.
3. Ishiguro, K. (1989) *The Remains of the Day*. Faber & Faber.

Suggested web sites:

www.teachingenglish.org.uk
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Glossary

WEALTHY: rich

SPICE: a thing used or added to make food taste good

LANGUAGE: way of speaking by a certain country or group of people

DISH: food

TRUTH: fact; reality

SAILOR: a person who works on ships

LESSON 36

Writing

Theme 36	Peer editing and evaluation
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 13. Warm-up 14. Activity 1. 15. Activity 2. Comprehension check 16. Activity 3. Giving constructive suggestions 17. Activity 4. Agree/disagree 18. Activity 5. Case study	
The aim: to enable students to peer evaluating and editing	
Objectives: to lead-in to the topic and to raise students' interest to it to develop students guessing intelligently strategies to check students' writing skills to allow students to express their points of views concerning to the topic. to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

Procedure:

13. Ask students to work in pairs and discuss the peer evaluation and editing.

What is peer editing?

Showing your work to another student is a very useful way to improve your writing. This is called *peer editing*. You read your partner's writing and your partner reads yours. You comment on your partner's writing and your partner comments on yours. You might talk together, write comments on a sheet that your instructor gives you, or write directly on your partner's work.

- Ask random answers

Activity 1

Objective: to develop students peer editing skills.

Time: 10 minutes

Materials: Handout 1

Procedure:

Ask students to read the first draft of the paragraph about the writer's first date with Greg. The writer has shown the paragraph to another student, who wrote some comments.

- Ask students to work in pairs.

Activity 2 Comprehension check

Objective: handwritten comments on the paragraph above, and answer these questions with a partner

Time: 20 minutes

Material: Handout 2

Procedure:

- Divide the group 2
- Give out handout 2
- Ask students to look through the questions on the handout

Activity 3 Giving constructive suggestions

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

Time: 20 minutes

Materials: Handout 3

Procedure:

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

Activity 4 Case Study

Read this paragraph aloud with a partner. Then peer edit it together. Then join another pair and share your comments.

My father is a teacher. I admire him a lot. I am considering becoming a teacher, too. My older brother works for a big company. My father really loves learning, so he is a natural teacher. My father always helped me with my homework. I think I will become a teacher.

Write a second draft of the paragraph. Use the comments you and your partner made. Then exchange paragraphs with your partner. Discuss how your versions are different from the original. Do you think the second drafts are better? Why or why not?

Handout 1

Here is the first draft of the paragraph about the writer's first date with Greg. The writer has shown the paragraph to another student, who wrote some comment

Topic sentence Even when a first date is a disaster, a couple can still
Developed by example become good friends. For example, my first date with
Can you make this stronger?

Greg wasn't very good. I thought he was coming to pick
When did he come?

me up at 6.30, but he didn't. When I got into his car,
Explain how you tore them. *Tell me more about this.*

I tore my tights. Next, I accidentally got some spaghetti on
What kind of film ? How did you feel about that?

my shirt. Then we went to a film. He fell asleep during the

Concluding sentence film. Now that Greg and I are good friends, we

can look

Good!

The same as the topic sentence

back and laugh because even when a first date is a disaster, a
couple can still become good friends.

Handout 2

Look at the handwritten comments on the paragraph above, and answer these questions with a partner.

- How many of the comments are statements? How many are questions?
- Why do you think the peer editor sometimes wrote questions instead of statements?

For example, why did she write 'Can you make this stronger?' instead of 'Please make this stronger'?

- Why do you think the peer editor marked the topic sentence and the concluding sentence?
- Do you agree with the peer editor's comments?
- What do you think the writer will do next?

Handout 3 Giving constructive suggestions

For each pair of sentences, check (/) the one that you feel would be most helpful to the writer. Share your answers with a partner, and explain your choices.

a ☐ This is a weak topic sentence.

☐ Can you make this topic sentence stronger?

Did you remember a concluding sentence? Why didn't you write a concluding sentence?

c. You didn't write enough.

_____ Please explain more about your holiday. Where did you stay? What did you do during the day?

d. I I'm not sure what this part means.

This must be wrong. I can't understand it.

e. I think this sentence should come before the next one.

Your organisation is pretty bad. You'd better change it.

f. Why do you keep saying the same thing over and over again?

I think these two sentences are really saying the same thing.

I can't understand why you're talking about your sister.

Your paragraph is about your brother, but this sentence is about your sister. Are you sure it's relevant?

This is a good paragraph. Nice work! I wish I could write as well as you.

I like your topic sentence because it has a strong main idea. Your example is funny. I wish I could meet your brother!

Literature

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2. Kinsella, S. (2003) *Can you keep a secret?* Black Swain.
3. Ishiguro, K. (1989) *The Remains of the Day*. Faber & Faber.

Suggested web sites:

www.teachingenglish.org.uk

www.online-literature.com

www.literature.org/

www.pearsonlongman.com/ae/

www.developreading.com

www.jobproblems.com

Glossary

HANDWRITTEN – written by hand

Wealthy: rich

Spice: a thing used or added to make food taste good

LANGUAGE: way of speaking by a certain country or group of people

DISH: food

TRUTH: fact; reality

SAILOR: a person who works on ships

LESSON 37

Reading

Theme 37	Review
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
19. Warm-up	
20. Activity 1. Pre-reading	
21. Activity 2. Comprehension check	
22. Activity 3. Giving constructive suggestions	
23. Activity 4. Discussion	
24. Activity 5. Case study	
The aim: to enable students to reading strategies	
Objectives:	
• to lead-in to the topic and to raise students' interest to it • to develop students guessing intelligently strategies • to check students' reading skills • to allow students to express their points of views concerning to the topic. • to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

Material: Handout 1

Procedure:

- Ask students to read the questions and answer for the questions
- Ask students to work in pairs and discuss the reading strategies
- Ask random answers

Activity 1 Reading

Objective: to develop students reading skills.

Time: 10 minutes

Materials: Handout 2

Procedure:

- Ask students to read the text
- Ask students to work in pairs.

Activity 2 Comprehension check

Objective: Comprehending and answer these questions with a partner

Time: 20 minutes

Material: Handout 3

Procedure:

- Divide the group 2
- Give out handout 2

- Ask students to look through the questions on the handout



Activity 3 Giving constructive suggestions

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

Time: 20 minutes

Materials: Handout 3

Procedure:

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

Activity 4 Discussion

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

Time: 15 minutes

Materials: Handout 4

Procedure:

- Divide the group into 2.
- Cut handout 4 into pieces.
- Ask one member from each group to choose 2 strips.
- Let students to discuss the situations in groups.
- Ask students whether they agree or not with the statements.
- Ask students to justify them with examples.

Activity 5 Case Study

Write your own short paragraph by answering the questions below.

What Gave Me Butterflies? _

The last time I got butterflies was when I had to give a presentation in class. I kept reading my notes over and over in order to calm myself. I think it worked pretty well. By the time I gave my presentation, I knew it really well, so I hardly looked at my notes while I was speaking.

Discuss the following questions.

1. When was the last time you were nervous or worried? How did your body react to this feeling?
2. What do you do to reduce stress?
3. What kind of situation would give you butterflies in your stomach?
 - (1) When was a time that you got butterflies in your stomach?
 - (2) What did you do in order to calm or relax yourself?
 - (3) How well did that work?
 - (4) What happened in that situation?

Handout 1

Think about the following questions.

1. How do you feel when you have to speak in front of your class?
2. What part or parts of your body are affected by this feeling?
3. What kind of animal does this feeling make you think of?

Handout 2

How Did Those Get in There?

A young actress is about to go onto the stage. As she waits by the side of the stage, she looks **nervous**. You might hear her whisper to her friend, "I've got butterflies in my stomach." Butterflies in her stomach? How did those get in there? The feeling of butterflies comes from **chemicals** produced by the body in **stressful situations**.

One chemical that the body makes under stress is cortisol. This chemical benefits the body in normal situations. In fact, it helps the body start normal activities in the morning after waking up. It also plays a role in helping the body and mind **respond** well to healthy exercise. However, when the body is under stress, extra cortisol begins to affect the stomach. For some people, cortisol shuts down the stomach, producing the funny feeling of butterflies. For others, cortisol **speeds up** the way the stomach works, which makes these people feel sick. All you need to do to get rid of a few butterflies in the stomach is just relax. Laughing with, or talking to, others about your stress can help reduce it. Stepping out onto the stage will also help those butterflies fly away.

Handout 3

Choose the best answer.

1. What is the main idea of this reading?
 - a. A new kind of medicine called cortisol
 - b. An illness that nervous people get
 - c. The cause of butterflies in the stomach
 - d. The stress that actors have
2. According to the reading, what is NOT true about cortisol?
 - a. In small amounts, it benefits the body.
 - b. It can shut down the stomach.
 - c. It is found in many kinds of food.
 - d. It is produced by the body.
3. What helps a body respond well to exercise?
 - a. Butterflies
 - b. Cortisol
 - c. Stomach acid
 - d. Stress
4. According to the passage, what makes some people feel sick?
 - a. When situations return to normal
 - b. When the stomach shuts down
 - c. When the stomach works too fast

- d. When there is too little cortisol
5. Which may help a person get over butterflies in the stomach?
 - a. Doing the thing that makes him or her nervous
 - b. Not talking while the butterflies are there
 - c. Shutting down his or her stomach for some time
 - d. Taking a small amount of cortisol

Handout 4

Discuss the following questions.

1. When was the last time you were nervous or worried? How did your body react to this feeling?
2. What do you do to reduce stress?
3. What kind of situation would give you butterflies in your stomach?

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
2. Barton, L. & Sardinas, C. P. (2004), *North Star. Reading and Writing. Intermediate*. Longman.
3. Ruetten, M. K. (2003). *Developing Composition Skills: Rhetoric and Grammar*. Thomson Learning. Second Edition.
4. Evans, V. (1998). *Successful Writing*. Upper Intermediate. Express Publishing.
5. Coe, N., Rycroft, R., & Ernest, P. (1983). *Writing Skills: A problem-solving approach*. Cambridge: Cambridge University Press.
6. Total English. Intermediate. Rachel Roberts, Antonia Clare, J.J Wilson. Longman.

Fiction

4. Hornby, N. (1998) *About a Boy*. Penguin Books.
5. Kinsella, S. (2003) *Can you keep a secret?* Black Swain.
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LESSON 38

Writing

Theme 38	Peer editing and evaluation. Review.
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 25. Warm-up 26. Activity 1. Check peer editing skills 27. Activity 2. Comprehension check 28. Activity 3. Agree/disagree 29. Activity 4. Case study	
The aim: to enable students to peer evaluating and editing	
Objectives: to lead-in to the topic and to raise students' interest to it to develop students guessing intelligently strategies to check students' writing skills to allow students to express their points of views concerning to the topic. to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

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

Procedure:

14. Ask students to work in pairs and discuss the peer evaluation and editing.

What is peer editing?

Showing your work to another student is a very useful way to improve your writing. This is called *peer editing*. You read your partner's writing and your partner reads yours. You comment on your partner's writing and your partner comments on yours. You might talk together, write comments on a sheet that your instructor gives you, or write directly on your partner's work.

- Ask random answers

Activity 1 Check peer editing skills

Objective: to develop students peer editing skills.

Time: 10 minutes

Materials: Handout 1

Procedure:

Ask students to read the first draft of the paragraph about the writer's first date with Greg. The writer has shown the paragraph to another student, who wrote some comments.

- Ask students to work in pairs.

Activity 2 Comprehension check

Objective: handwritten comments on the paragraph above, and answer these questions with a partner

Time: 20 minutes

Material: Handout 2

Procedure:

- Divide the group 2
- Give out handout 2
- Ask students to look through the questions on the handout

Activity 3 Agree/disagree

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

Time: 15 minutes

Materials: Handout 4

Procedure:

- Divide the group into 2.
- Cut handout 4 into pieces.
- Ask one member from each group to choose 2 strips.
- Let students to discuss the situations in groups.
- Ask students whether they agree or not with the statements.
- Ask students to justify them with examples.

Activity 4 Case Study

Read this paragraph aloud with a partner. Then peer edit it together. Then join another pair and share your comments.

Jamila's sister is a teacher. She admires her a lot. She is considering becoming a teacher, too. Her mother works for a big company. Her sister really loves learning, so she is anatural teacher. Her sister always helped her with her homework. She think she will become a teacher.

Write a second draft of the paragrap. Use the comments you and your partner made. Then exchange paragraphs with your partner. Discuss how your versions are different from the original. Do you think the second drafts are better? Why or why not?

Handout 1

Why do writers use peer editing?

There are two reasons for peer editing. The first is to get a reader's opinion about your writing. A reader can tell you that ...

- you should add more details or explanation.
- something is not organised clearly.
- you have some information that is not relevant.
- there is something that is hard to understand.

These comments will help you write your next draft.

The second reason to share writing with others is for you to read more examples of writing. Other people will have had experiences that you haven't. They may show you fresh ways of writing about experiences. Reading their paragraphs and essays can give you good ideas to use yourself in the future.

Handout 2

How do I peer edit?

- Read your partner's work several times. The first time, just read from the beginning to the end. Ask yourself, 'What is it about? What is the writer's purpose?'
- On your second reading, go more slowly and look at specific parts of the writing and make notes.
- Look for topic sentences and concluding sentences.
- Note places where you have trouble understanding something, where there seems to be unnecessary information, or where there is not enough information.
- Let the writer know which parts of the text are especially strong or interesting.
- Ask questions. This is a good way to let the writer know where he or she could add more information.
- Circle or underline words, phrases, and sentences that you wish to comment on.
- Don't look for grammar or spelling mistakes. Pay attention just to the content and organisation of the work.

Handout 3

Read these statements. Write T (true) or F (false). If the statement is false, change it to make it true. Then compare your answers with a partner.

- a** Details give more specific information than the topic sentence.
- b** An explanation tells the reader what something is or how **it** works.
- c** A detail is usually a short, personal story.
- d** The concluding sentence uses the same words as the **topic** sentence.
- e** The concluding sentence should finish the paragraph with a new idea.
- f** A peer editor should mark any spelling and grammatical mistakes carefully.
- g** A peer editor should give some positive comments.
- h** **Peer** editing helps the writer, not the reader.
- i** If a peer editor can't understand something that you **wrote**, then you know he **or** she **isn't** a very good reader.
- j** A peer editor should be able to identify your topic sentence, main idea, and concluding sentence easily.

Literature

1. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
2. Newspapers and magazines (e.g. *English Teaching professional*, *Modern English Teacher*, *Uzbekistan Today*, *The Economist*, *The New Scientist*, *National Geographic* etc)
3. Jordan*, R. R. (2003). *Academic Writing Course: Study Skills in English*. Pearson Education Limited. Third Edition.
4. Scarry*, S., & Scarry, J. (2008). *The Writer's Workplace with Readings: Building College Writing Skills*. Thomson Learning. Sixth Edition.
5. Ruetten, M. K. (2003). *Developing Composition Skills: Rhetoric and Grammar*. Thomson Learning. Second Edition.
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Назорат учун саволлар (ОН ва ЯН)
SAMPLE TEST for Mid - term 1 on Reading and Writing skills
Reading part

Group number: _____ Date: _____

Student's name: _____

Total score: 15 points

Student's score: _____

Part 3

You are going to read an extract about Facebook.

*For **questions 1 -10**, choose the correct answer which you think fits best according to the text. Write **T for TRUE** or **F for FALSE** opposite each statement.*

Facebook

Do you use any of the social networking websites which are so popular these days, the places where you can connect up with friends and relatives and meet people who share the same interests as you? If you're younger you may use MySpace, young adults are more likely to be found on Facebook and busy professionals may prefer something like LinkedIn. But at least two of these sites have one thing in common: apart from being social spaces where you can meet and chat to people, share photos and other things, they've all added new verbs and nouns to the language in the past couple of years. Let's take a look at some examples. You can facebook your holiday photos (upload them to your Facebook page), facebook someone to see who they are (look him up in Facebook), facebook someone about a party (contact someone through their Facebook page) and ask permission to facebook someone (add them as a Facebook friend).

As you can see, 'facebook' is a pretty versatile word, and you could say the same about 'myspace', which you will find being used in much the same way all over the Net. LinkedIn (being a more adult, professional community) has not been used in the same way. While you're 'facebooking' or 'myspacing' you may also find yourself 'commenting' (writing a comment on someone's Facebook or MySpace page), as in this example: 'I commented Mary that she should come to the pub on Saturday and she commented me that she couldn't because she was going away for the weekend'.

Questions

1. People who use Myspace are generally not as old as people who use Facebook.
2. LinkedIn is for people with good jobs.
3. Sites like these have given new words such as adverbs and adjectives to the language.
4. Myspace has proven to be a less versatile word than Facebook.
5. All three of the sites mentioned have provided some new words.
6. In this Internet context, 'to comment' means to leave a message for someone on their site.
7. You can use Facebook for different purposes.
8. The new terms have been in use for ten years.
9. The word 'facebook' has various uses.
10. You need someone's authorisation to add their name to your facebook page.

Part 2 Questions 1-5

Read the following images carefully. Which image (A to H) means what is said in the text(1 to 5)?

Mark the correct letter A, B, C, D, E, F, G or H opposite each statement.

- 1 - You can't leave your car here all day.
- 2 - You pay less to eat at this time.
- 3 - If you are staying here, you may leave your car in this place.
- 4 - Bring a friend here for lunch and you will pay for only one meal.
- 5 - You can't drive here at the moment.

A	ROAD CLOSED BECAUSE OF TRAFIC ACCIDENT
B	<i>SORRY-CASH ONLY</i>
C	SHORT STAY CAR PARK 1,50 pound up to 2 hours
D	TWO MEALS FOR THE PRICE OF ONE WITH THIS VOUCHER
E	PARKING FOR HOTEL GUESTS ONLY
F	CROSSROADS CAFEE <i>Good, cheap food 24 hours a day</i>
G	All meals HALF-PRICE 5-6 pm
H	LAST PETROL, STATION BEFORE MOTORWAY

Writing part

In each of the following sentences, insert **marks of capitalization and** punctuation wherever they are needed. Choose **from quotation marks,** semicolon, colon, dashes, or parentheses.

1. she has the qualifications needed for the job a teaching degree a pleasant personality two years experience and a love of children

2. dad could i borrow five dollars

-
-
-
3. to many people from the east the plans to supply more water to the western states seem unnecessary
-
-

-
4. i asked u rand father how to get to the station
-
-

-
5. the Victorian period 1837 1901 saw a rapid expansion of industry.
-
-

-
6. she wanted to go to the movies he wanted to stay home and watch a movie on the dvd player
-
-
-

Correcting Fragments.

Rewrite each fragment so that it is a complete sentence.

B

1. children all in their beds
-
-

-
2. no barking dogs
-
-

-
3. in this soft, silent dreamworld
-
-

-
4. Everything but the new flight plan.
-
-

-
5. a bird on the oak branch
-
-

-
6. With expensive equipment
-

Correcting Run-on

1. Children should walk to school whenever possible they should walk the dog do yard work and play outside.

2. The prices of many computers are coming down these days owning a computer is a real possibility for more people.

3. The electronic revolution is barreling ahead thus the nation faces a great challenge to keep up with it.

4. In the past, people wrote with pen or pencil nonetheless the computer has now become the favorite writing tool.

5. When the town council voted against the plan they believed the project was too expensive.

6. Unless it was really bad she wouldn't complain about something.

7. The assistant wrote the speech the manager delivered it at the national meeting.

Postcard writing

Imagine you are on holiday in Italy and you have just got a postcard from your mother and father. Reply them back and write a postcard all about your holiday including the place, the weather and the accommodation etc.

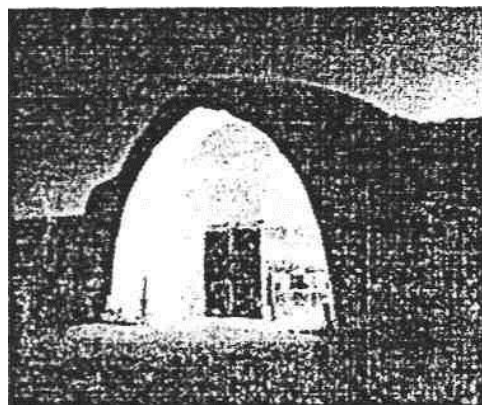
SAMPLE TEST for Mid - term 2 on Reading and Writing skills

Reading skills

THE ICEHOTEL

For many years the Arctic was a popular destination in the summer season to see the land of the midnight sun but in winter the few inhabitants had the snow and ice to themselves. By the end of the 1980s it was decided that the dark and cold winter should be seen as an advantage. In the winter of 1990 the French artist Jannot Derit was invited to have the opening of an exhibition in a specially built igloo (a building made of snow) in the little town of Jukkasjarvi on the frozen 'TomeRiver. The building, named Arctic Hall, attracted many interested visitors to the area. One ! night a group of foreign guests decided it would be a good idea to sleep in the Arctic Halt The following morning the brave group were very pleased with their experience and the idea of an ice hotel was born. Today it world famous.

As soon as winter begins, a team of snow builders, architects and artists from all over the world come to Jukkasjarvi and they make the hotel for that year. As one part is completed, it opens to visitors and overnight guests, while the other parts are still being built. The first part is completed in December and each week after that a new part opens, until January 7th when the hotel is completed, As the ICEHOTEL is built under the open sky, using the natural materials of the winter season, the finishing date depends on



nature and therefore there are sometimes changes to the plan, in the spring, as the weather gets warmer, the hotel melts.

Inside the hotel, the temperature is never colder than -5 C to -8 °C, however cold it may be outside. Winter outer clothes such as warm overalls, hats and gloves are included in the cost of guests' stay at the hotel. In addition to this, it is a good idea for guests to bring sweaters and a scarf as well as plenty of woollen socks and to choose footwear that is larger than normal to allow space for thick socks.

If you are planning to come to the hotel, you can buy warm sweaters, woollen socks and much more on the ICEHOTEL website. You can order these and the equipment you will need at the same time as you book your visit. The items will be delivered to your room when you check in.

The hotel is in the village of Jukkasjarvi, 200 km above the Arctic Circle but only 15 km from Kiruna airport and 17 km from Kiruna train station. Transport by bus can be arranged from the airport or train station to the ICEHOTEL

Part 1

Questions 1-10

Look at the sentences below about a hotel.

Read the text on the next page to decide if each sentence is correct or incorrect. If it is correct, mark A on your answer sheet.

If it is not correct, mark B on your answer sheet.

- 1 During the 1980s, few tourists used to go to the Arctic in summer.
- 2 People came in large numbers to Jukkasjarvi to see the Arctic Hall.
- 3 The artist encouraged people to sleep in the Arctic Hall.
- 4 Each winter, guests come and sleep in the hotel before it is finished.
- 5 Progress when building the hotel is influenced by the weather.
- 6 The temperature inside the hotel changes according to the temperature outside.
- 7 Some clothes are provided by the hotel.
- 8 Guests should buy boots which fit as tightly as possible.
- 9 Items ordered through the ICEHOTEL shop will be delivered to your home.
- 10 It is possible to take a train from the airport to the ICEHOTEL.

There are four headlines and four articles, Match the correct headline with the article.

At 4:30 this morning, the Burks' family cat, Jonesy, was acting very strangely. Jonesy, usually a very quiet cat, started meowing loudly and running from room to room, scratching on doors. Annoyed family members woke up to find that their house was on fire! Jonesy also survived the fire and earned a can of tuna for breakfast.	Last night, stars from television, movies, and music came out to help raise money for the local Children's Hospital. Celebrities entertained the crowd with songs, skits, and speeches. The event raised \$500,000 for new medical equipment.
Police arrested 40 people yesterday after an argument started massive fights during a	Mrs. Rachael Murphy turned 110 years old today, she thinks. Born sometime before

antiwar rally. Police say that the fight started when one man asked another man to stop smoking. Friends soon got involved, and the small fight quickly went out of control. Twenty people were injured.	1900, Mrs. Murphy has no birth certificate to prove her exact age. She said her mother wasn't exactly sure of the correct date, so at the age of ten, Mrs. Murphy just chose a day.
--	---

How old?

Peace rally ends in violence

Family pet save lives

Stars help children

Writing part

In each of the following sentences, insert marks of capitalization and punctuation wherever they are needed. Choose from quotation marks, semicolon, colon, dashes, or parentheses.

1. he promised me i know he promised that he would come to my graduation

2. do you know what the french expression dcja vu means

3. to measure crime sociologists have used three different techniques official statistics victimization surveys and self report studies

4. edgar allan poe wrote numerous essays for adults however he also wrote some very popular books for children

5. the bells is one of the best loved poems of edgar allan poe

6. you must meet uncle i will introduce you to him

Correcting Fragments. Rewrite each fragment so that it is a complete sentence.

1. early morning a time of peace in my neighborhood

2. to sit and look out the window

3. holding a steaming cup of coffee

4. the only sound the rumbling of a truck

5. passing by on the highway a quarter mile away

6. Soaping themselves and rushing out into the storm

Correcting run-on

1. Childhood obesity has doubled in the last twenty years in fact nine million children in this country are overweight.

2. Sodas and other sugary beverages should be avoided instead pure water and milk should be encouraged.

3. When the results of the election came over the radio he was eating breakfast.

4. Soon after I met Jane in an English class at the ILC we became friends.

5. In fact, Katie had a colonoscopy on the air in March of 2000 and she inspired many to follow her example.

7. January had been bitterly cold few people had attended the festival.

8. the community waited for the news, nonetheless the crew kept digging.

Postcard writing

Where were you on your last holiday? Imagine you are still there. Write a postcard an English friend.

SAMPLE FINAL TEST ON READING AND WRITING

READING PART

Answer all questions. Write your answers clearly on the answer Sheet . Use a pen.

Part 1.

Questions 1-5

Read the text and questions below. For each question, mark the correct letter A, B, C or D on your answer sheet.

JAZZ

I play the trumpet in my school jazz band. Last month we held a jazz competition with bands from local high schools - and our band won!

Each band had their own costumes, ranging from black school uniforms like my band wore, to brightly-coloured T-shirts. We didn't look much like adult professional bands, but all of us were used to performing in competitions, so the quality of playing was amazing, especially considering everyone was so young. Players from each band even created new tunes right there on stage. It was exciting to watch - but even better when my band played on stage!

We have a great jazz band at my school, but not everyone who wants to play in it gets accepted - only about half, in fact. But anyone who's keen to play goes to jazz practice before school, and we often spend time together after school, listening to jazz and learning its language. There are also trips to jazz summer camps across the country - I've been to a couple and learnt a lot.

Adults are often surprised that young people are getting interested in jazz. My music teacher thinks it's because pop music isn't challenging enough for people like me who are serious about music. But I find it exciting because it's both new and old at the same time - you can create your own music, but you also feel you're part of its history, as you're playing on stage in the same way as great jazz performers before you.

My school's really lucky because we have great teachers, and parents who've supported us all the way. Without them, we'd never get anywhere with our music!

1. What is Katie trying to do in the text?

- A. encourage young people to try to listen to more jazz
- B. explain how jazz is becoming popular with young people
- C. advertise young people's jazz events in her area
- D. give advice on how to create great jazz music

2. Katie says the bands in her school's jazz competition

- A. played music they'd written themselves before they came.
- B. had little experience of playing in public.
- C. played at a high level despite their age.
- D. were dressed to look like professional jazz bands.

3. Most people at Katie's school who are interested in jazz

- A. attend early jazz sessions at school.
- B. join the school jazz band.
- C. learn about jazz in after-school classes.
- D. go to jazz summer camps at the school.

4. Why does Katie enjoy playing jazz so much?

- A. she finds it easier to learn than other forms of music.

- B. she thinks it is more serious than pop music.
- C. she likes the chance to perform with others on stage.
- D. she feels in touch with jazz players of the past.

5. Which of the following would Katie write to a friend?

- A. Which of the following would Katie write to a friend?
- B. My mum and dad always do all they can to help with my trumpet playing - i couldn't do this successfully without their help.
- C. One band wore really colourful clothes, but we chose dark costumes, maybe that's one reason why they won instead of us.
- D. One music teacher left a while ago and no one's replaced him yet. We just haven't got anyone good to help us now.

Part 2

Read the text below and choose the correct word for each space. For each question, mark the correct letter a, B, C or D on your answer sheet.

Example: 0. A one B some C any D many

Answer B

Sharks

Sharks are (0) of the most frightening creatures In **our** oceans. They are well prepared for feeding under water because they can (6) very well, and they can also (7) movement through special lines on the sides of their bodies. These make sharks very (8) for smaller sea creatures that become their food. Although sharks are similar (9) other fish in a number of ways, their bodies are different. For example, unlike other fish, most sharks 10 to swim all the time in order to breathe and stay alive, 11 they hardly sleep at all. Also, if sharks are turned over on their backs, they can stop moving (12) This is a very useful technique for researchers (13) are often required to 14 sharks. It allows them to (15) out more about these fascinating creatures.

- | | | | |
|-----------------|--------------|------------|---------------|
| 6. A watch | B. look | C. notice | D. see |
| 7. A touch | B. feel | C. know | D. catch |
| 8. A dangerous | B. difficult | C. serious | D. important |
| 9. A with | B. from | C. to | D. of |
| 10. A ought | B. need | C. must | D. should |
| 11. A so | B. as | C. but | D. or |
| 12. A perfectly | B. finally | C. fully | D. completely |
| 13. A which | B. who | C. what | D. whose |
| 14. A sort | B. care | C. deal | D. handle |
| 15. A discover | B. search | C. find | D. study |

Part 3.

Look at different reading sub-skills and strategies 16-22. Match the definitions a - g below with the correct sub-skill.

Reading sub-skills and strategies

16. prediction

17. skim reading

- 18.gist reading
- 19.scan reading
- 20.intensive reading
- 21.infering meaning
- 22.extensive reading

Definitions

- a. Reading to get detailed information from the text.
- b. Reading a text to locate a specific piece of information such as a word or a number or a time. It is not necessary to understand the whole text in order to do this.
- c. Either guessing the meaning of new vocabulary in a text or understanding meaning or a message in the text that is not immediately obvious.
- d. Reading to get a general but not detailed understanding of the text.
- e. Also reading to get an overall but not detailed understanding of the text.
- f. Reading longer texts frequently over a period of time. This is usually done independently and not in the classroom.
- g. Looking at headlines, pictures, typeface and layout to guess what you think a text will be about.

WRITING PART

Part 1.

Correcting fragments.

Rewrite each fragment so that it is a complete sentence.

1. early morning a time of peace in my neighborhood
2. the shapes of cars in the streets and driveways
3. to sit and look out the window
4. holding a steaming cup of coffee
5. the only sound the rumbling of a truck

Part 2

For each of the following compound sentences, choose the coordinating conjunction that best supports the meaning of the sentence. Circle the letter corresponding to your choice

1. The two detectives carefully checked the scene for finger prints, they could not find one clear print.
a. so b. but c. nor d. or
2. The safe was open, a single bag of coins remained.
a. but b. and c. or d. for
3. There was no sign of forced entry, they believed it was **probably an inside job**.
a. so b. nor c. but d. or
4. The restaurant owner could not be found, could the two waiters be located.
a. and b. for c. so d. nor
5. Suddenly they became interested in one of the tables, the surface seemed **splattered with** blood.
..... a. and b. for c. yet d. so

Part 3

You have just received a letter from your parents telling you about a friend's sickness. You write to the friend and include some news of your family and of your activities. Write a letter to the situation below.

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4. Scarry, S., & Scarry, J*. (2008).The Writer's Workplace with Readings: Building College Writing
5. Skills. Thomson Learning. Sixth Edition.
6. Harmer, J. (2004). Just (Reading and Writing. Marshall Cavendish.
7. Littlejohn, A. (2000). Writing 1&2. Cambridge: CUP
8. Mc Arthur, T. (1994). The Written Word Book. Oxford: OUP
9. Stephens, M. (1996). Practise Writing. Longman
10. Peterson, J., & Hagen, S. A. (1999). Better Writing through Editing. McGraw-Hill College (Student and Teacher's Edition)
11. Greenall, S. & D. Pye (2007), Reading 1, Cambridge Skills for Fluency. Cambridge: CUP.
12. Newspapers and magazines (e.g. English Teaching professional, Modern English
13. Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic etc)

Suggested web sites:

www.teachingenglish.org.uk

www.online-literature.com

www.literature.org/

www.pearsonlongman.com/ae/

www.developreading.com

БАЎОЛАШ МЕЗОНЛАРИ

Ўқиш модули

Ўқиш модули талабаларга 1-5 семестрлар давомида ўқитилади. Биринчи курс якунида талабалар Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR) га кўра B1 даражасига мос келадиган мавзуларга оид турли матн турларини ўқиб, мазмунини тушунишлари назарда тутилади.

Ўқитилаётган натижалар

Биринчи курс охирига келиб талабалар

- биринчи курс мавзуларга оид турли матнлардаги асосий ғояларни тушуна оладилар;

- самарали ўқиш стратегияларини эгаллаган ҳақиқий китобхонмалакаларига эга бўладилар.

Баҳолаш турлари

Жорий баҳолаш – давомат ва талабанинг дарсда фаоллиги, ўқиб

тушуниш кўникмасини ривожлантириш кундалиги (таҳминий саволлар:

ниманиўқидингиз, ўқиганларингиз ёқдимиз ёки ёқмадимиз, нима учун), баҳоланган топшириқлар рўйхати;

Оралиқ баҳолаш – турли матнларга асосланган тест (дарс жараёнида фойдаланилмаган матнлар)

Якуний баҳолаш – янги матнларга асосланган ўқиш кўникмасининг шаклланишини назорат қилиш бўйича тест.

1 семестр учун ўқиб тушуниш кўникмасини ривожлантириш кундалиги

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

1-қайд Мен нималарни ўқишни ёқтираман

Бу вазифани бажариш учун 100 сўздан кам бўлмаган тахлилий параграф ёзишингиз ва унда қуйидаги масалаларни ёритиб беришингиз керак:

- ☐ ☐ Одатда инглиз тилида нималарни ўқийсиз?
- ☐ ☐ Қанчалик тез-тез ўқийсиз?
- ☐ ☐ Ўқишни ёқтирасизми/ёқтирмайсизми? Нима сабабдан?

2-қайд Ҳикоялар ва шеърга танқидий тақриз ёзиш

Бу вазифани бажариш учун 4 та қисқа ҳикоя (камида 2 бетдан иборат)ни ва 1 та шеърни ўқиб чиқинг ва ҳар бири учун танқидий тақриз ёзинг. Ўз ҳисоботингизда қуйидагиларни ёритиб беринг:

- ☐ ☐ Нимани ўқидингиз (номи, муаллиф)?
- ☐ ☐ Қачон ўқидингиз (ўқиш қанча вақтингизни олди)?
- ☐ ☐ Ҳикоя ёки шеърнинг қисқача мазмуни
- ☐ ☐ Ҳикоя/шеър ўқишга аризуликми? Нима сабабдан бундай ҳисоблайсиз?

3-қайд Рўзнома ва журналлар мақолалари бўйича танқидий тақриз ёзиш

Бу вазифа учун 5 та бадиий мақола ўқинг ва ҳар бири учун алоҳида танқидий тақриз ёзинг. Сиз мақолаларни чоп этилган рўзнома ва журналлар (мисол учун, TheTimes, TheWeek, ELGazette, UzbekistanToday) ёки онлайн манбалар (мисол учун, Guardian, UzReport, BBCWorld)дан олишингиз мумкин. Ҳисоботингизда қуйидаги масалаларни ёритиб беринг:

- ☐ ☐ Нимани ўқидингиз (сарлавҳа, муаллиф, рўзнома/журнал, нашр санаси)?
- ☐ ☐ Қачон ўқидингиз ?
- ☐ ☐ Ўқиш қанча вақтингизни олди?
- ☐ ☐ Мақоланинг қисқача мазмуни.
- ☐ ☐ Мақола ўқишга аризуликми? Нима сабабдан бундай деб ҳисоблайсиз?

Ўқиб тушуниш кўникмасини баҳолаш спецификациялари:

Жорий назорат

1 семестр давомида ўқиш кўникмасини ривожлантириш кундалигига 3 та қайдлар киритилади. Ҳар бир қайд 15% ни ташкил этади.

Матнлар бадиий мақолалар, ҳикоялар ва шеърлардан иборат.

Оралиқ назорат

Оралиқ назорат учун ўқиб тушуниш тести ўтказилади. Мазкур тест 3 хил янги матнга асосланиб тузилади. Матнлар турли илмий ва оммабоп манбалардан олинади. Ҳар бир матнга турли топшириқлар берилади. Топшириқлар асосан курс давомида ўтилган ўқиш стратегияларига таянган ҳолда тузилади. Шунингдек,

топшириқларўқиб, қисқача баённома ёки ҳисобот ёзиш кўринишида ҳам бўлишимумкин. Ўқиб тушуниш кўникмаси тестига 45 дақиқа вақт ажратилади.

Якуний назорат

Якуний назорат учун ўқиб тушуниш тести ўтказилади. Мазкур тест 3хил янги матнга асосланиб тузилади. Матнлар турли илмий ваоммабоп манбалардан олинади. Ҳар бир матнга турли топшириқларберилади. Топшириқлар асосан курс давомида ўтилган ўқишстратегияларига таянган ҳолда тузилади. Шунингдек, топшириқларўқиб, қисқача баённома ёки ҳисобот ёзиш кўринишида ҳам бўлишимумкин. Ўқиб тушуниш кўникмаси тестига 60 дақиқа вақт ажратилади

2 семестр учун ўқиб тушуниш кўникмасини ривожлантириш кундалиги

Жорий назоратнинг бир қисми сифатида ҳар бир семестрда талабаларўқилган материаллар асосида қатор вазифаларни бажариб боришлари вақундаликда қайдлар қилиб боришлари лозим.

1-қайд Муаллифнинг қисқача таржимаи ҳоли

Бу вазифа учун сиз китобини ўқимоқчи бўлган муаллиф (ёзувчи, шоир, драматург)ни танланг. У ҳақидаги қуйидаги маълумотларни интернет, энциклопедия, китоблардан топинг:

- ☐ ☐ Исм-шарифи
- ☐ ☐ Туғилган санаси ва жойи
- ☐ ☐ Оиласи
- ☐ ☐ Асарлари
- ☐ ☐ Мукофотлари
- ☐ ☐ Қизиқишлари

Сўнг юқоридагиларни қайд этган ҳолда муаллифнинг қисқача таржимаиҳолини ёзинг ва нима сабабдан ушбу муаллифни танлаганингиз ҳақидакириш параграфини ёзинг. Фойдаланган матнларингизнинг нусхаларини ҳамқўшиб топширинг.

2-қайд Рўзнома ва журналларда чоп этилган бадий мақолаларнинг танқидий тақризи

Мазкур вазифани бажариш учун 5 та мақолани ўқинг ва ҳар бирига танқидий ҳисобот ёзинг. Сиз мақолаларни чоп этилган рўзнома ва журналлар (мисол учун, The Times, The Week, EL Gazette, Uzbekistan Today) ёки онлайн манбалар (мисол учун, Guardian, UzReport, BBC World)дан олишингиз мумкин. Ҳисоботингизда қуйидаги масалаларни ёритиб беринг:

- ☐ ☐ Нимани ўқидингиз (сарлавҳа, муаллиф, рўзнома/журнал, нашр санаси)?
- ☐ ☐ Қачон ўқидингиз ?
- ☐ ☐ Ўқиш қанча вақтингизни олди?
- ☐ ☐ Мақоланинг қисқача мазмуни.
- ☐ ☐ Мақола ўқишга арзигуликми? Нима сабабдан бундай ҳисоблайсиз?

3- қайд Мен ривожлантирган ўқиш кўникмаларининг таҳлилий сарҳисоби

Ушбу вазифани бажариш учун 100 сўздан кам бўлмаган таҳлилий сарҳисобёзинг. Семестр давомида ривожлантирган ўқиш кўникмаларингиз ҳақида таҳлилий сарҳисоб ёзинг. Унда қуйидаги масалаларга алоҳида урғу берибўтинг:

- ☐ ☐ ўқиш кўникмасини ривожлантириш давомида сиз енгиб ўтган қийинчиликлар
- ☐ ☐ ўқиб тушуниш учун сиз ишлатишни бошлаган ҳар хил стратегиялар
- ☐ ☐ мунтазам равишда ўқишнинг сизга фойдали томонлари

Ўқиб тушуниш кўникмаси тести спецификациялари

Жорий баҳолаш

1-семестр давомида 3 та ўқиш кўникмасини ривожлантириш бўйичавазифалар берилади. Ҳар бир вазифа 15 фоизни ташкил этади ва ҳарбир ўқиб тушуниш кўникмаси тести турли янги матнларга танқидийтақриз ёзиш шаклида бўлади. Матнлар бадиий мақолалар, ҳикояларва шеърлардан иборат бўлади.

Оралик баҳолаш

Оралик баҳолашга битта ўқиш кўникмаси тести берилади. Мазкуртест 3 та янги матнга асосланиб тузилади. Матнлар касбга оид ваилмий оммабоп манбалардан олиниши мумкин. Ҳар бир матнгатурли шаклдаги вазифалар берилади. Оралик баҳолаш тести курсдавомида ўтилган ўқиш стратегияларининг қўлланилишинибаҳолашга асосланади. Шунингдек, топшириқлар ўқиб, қисқачабаённома ёки ҳисобот ёзиш кўринишида ҳам бўлиши мумкин. Ўқиб тушуниш кўникмаси тестига 45 дақиқа вақт ажратилади.

Якуний назорат

Якуний назорат учун ўқиб тушуниш тести ўтказилади. Мазкур тест 3хил янги матнга асосланиб тузилади. Матнлар турли илмий ваоммабоп манбалардан олинади. Ҳар бир матнга турли топшириқларберилади. Топшириқлар асосан курс давомида ўтилган ўқишстратегияларига таянган ҳолда тузилади. Шунингдек, топшириқларўқиб, қисқача баённома ёки ҳисобот ёзиш кўринишида ҳам бўлишимумкин. Ўқиб тушуниш кўникмаси тестига 60 дақиқа вақт ажратилади. Ўқиб тушуниш кўникмасини ривожлантириш кундалигини топширишдан аввал қуйидаги жадвалдан фойдаланган ҳолда барча топшириқларни бажарганлигини текшириб чиқинг:

1-қайд	Мен нималарни ўқишни ёқтираман	
2-қайд	1-ҳикоя бўйича танқидий тақриз ёзиш	
	2-ҳикоя бўйича танқидий тақриз ёзиш	
	3-ҳикоя бўйича танқидий тақриз ёзиш	
	4-ҳикоя бўйича танқидий тақриз ёзиш	
	5-ҳикоя бўйича танқидий тақриз ёзиш	
3-қайд	1-бадиий мақоланинг танқидий тақризи	
	2-бадиий мақоланинг танқидий тақризи	
	3-бадиий мақоланинг танқидий тақризи	
	4-бадиий мақоланинг танқидий тақризи	
	5-бадиий мақоланинг танқидий тақризи	
4-қайд	Сиз ёқтирган муаллифнинг қисқача таржимаи ҳоли	
	Ишлатилган матнларнинг нусхалари	
5-қайд	Мен ривожлантирган ўқиш кўникмаларининг таҳлилий сарҳисоби	

Романдан олинган парчага ёзилган танқидий тақризни баҳолаш мезонлари:

Асарнинг қисқача мазмунини баён қила олиш

Асарни ёқтириш ёки ёқтирмаслик сабаблари(мисол учун, асар мазмуни ўқувчини ишонтираолиши ёки олмаслиги, асар қаҳрамонларинингталқини, асар ғоясининг мазмундорлиги)

Бошқа ўқувчига тавсия қила олиши

Ҳикоя бўйича танқидий тақриз ёзишни баҳолаш мезонлари

Асарнинг қисқача мазмунини баён қила олиш

Ҳикояни ёқтириш ёки ёқтирмаслик сабаблари (мисол учун, асар мазмунини ўқувчини ишонтира олиши ёки олмаслиги, асар қаҳрамонларининг талқини, асар ғоясининг мазмундорлиги)

Муаллифнинг тилини баҳолай олиш (асар тили қийин/осон, жонли/зерикарли, метафора ва бошқа турдаги ибораларнинг ишлатилиши)

Бошқа ўқувчига тавсия қила олиши

Рўзнома, журналлар ва интернетда чоп этилган бадиий

мақолаларнинг танқидий тақризи

Мақоланинг қисқача мазмунини баён қила олиш

Мақолада тасвирланган воқеа-ҳодисага муаллифнинг муносабатини баҳолай олиш

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

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

Ўқиш кўникмаси бўйича вазифалар қуйидаги мезонлар асосида баҳоланади:

Вазифанинг тўлиқ бажарилганлиги	10 %
Танқидий ўқиш белгиларини намоён қила олиш	10 %
Ўз ўқиш кўникмалари ва стратегияларини таҳлилий сарҳисоб қила олиш	10 %

Эслатма: Бу фаннинг мақсадларидан келиб чиққан ҳолда ёзиш кўникмаси баҳоланмасада, талабалар ўз фикрларини инглиз тилида тушунарли тарзда баён этишлари талаб этилади.

ёзма нутқ амалиёти модули

Ёзма нутқ амалиёти модули 1-8 семестрлар давомида ўқитилади.

Тўртинчи курсда ҳам ушбу модул ўқитилишининг асосий сабаби талабаларга илмий матн ёзишни ўргатиш ва шу орқали уларнинг битирув малакавий ишларини илмий тилда эркин ёза олишларини таъминлашдир.

Эришиладиган натижалар

Биринчи курс якунида талаба:

☐ ☐ ёзиш жараёнини тўғри ташкил этиш, жумладан режа тузиш (режалаштириш), ишларни таҳрир қилиши, тузатишлар киритиши;

☐ ☐ ўтилган мавзулар бўйича матнларни ёзиши ва энг яхши ёзма иш намуналарини тўплаши;

☐ ☐ яхши ёзма иш хусусиятлари ҳақида тасаввурга эга бўлиши;

☐ ☐ ёзма нутқда ўз фикрини бемалол ифода қила олиши;

☐ ☐ қисқа иншолар, баёнлар, кундалик ёзиш орқали мантиқий фикрлаш вазифасини мушоҳада юритиш кўникмаларини эгаллаши лозим.

Аудиторияда ва уйда бажариладиган вазифаларни баҳолаш - 10%

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

-аудитория машғулотларида фаол иштирок этиш (мисол учун, бирламчирежалаштириш, кластерлаш, кетма-кетликни белгилаш, матн тузилишини аниқлаш) ва ўзаро тақриз бериш, синфда муҳокама қилиш кабилар.

- ўзаро тақриз беришда фаол қатнашиш (ўз-ўзини баҳолаш жадвали ёки ўқитувчи томонидан тавсия этилган жадвалдан фойдаланган ҳолда, саволлар бериш ва ўзаро фикр алмашиш, жумлаларни ўзгартириш, алмаштириш, мос келадиган сўзларни қўллаш бўйича)

- уй вазифасини бажариш, янги ёзилган матннинг қораламасини тайёрлаш, уни таҳрир қилиш, якуний варианты устида ишлаш, ва зарур материалларни излаб топиш ва аудиторияга олиб келиш, зарур адабиётларни ўқиш кабилар.

Ёзма матнни баҳолаш мезонлари

(матн турига кўра мезонларнинг фоизи фарқланиши мумкин)

(ҳар бири 15% дан бўлган 2 та ёзма матн):

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

Ўзаро тақриз бериш

Мазкур вазифани бажариш учун қуйидагиларни бажаринг:

☐ ☐ Ўқитувчингиз томонидан берилган ўзаро тақриз бериш жадвали/шакллари дан бирини танланг

☐ ☐ Танланган жадвал/шакл бўйича шеригингизнинг ишини баҳоланг

☐ ☐ Баҳолаш варақасини шеригингизнинг текширилган ишининг нусхаси билан биргаликда топшинг

Баҳолаш мезонлари

☐ ☐ Вазифанинг қай даражада бажарилиши

☐ ☐ Ўзаро тақриз бериш жадвали/шакллари нинг ёзма матн турига қай даражада мослиги

☐ ☐ Текширишда хатоларни тузатиш белгиларидан самарали фойдаланиш

Хатолар устида ишлаш кундалиги

Мазкур вазифани бажариш учун ёзиш жараёнида сиз йўл қўядиган энг жиддий хатоларни ўз-ўзини баҳолаш жадвалидан фойдаланган ҳолда аниқланг ва қуйидагиларни ёритган ҳолда таҳлилий параграф ёзинг:

- Сизнинг йўл қўйган хатоларингизнинг сабаби нимада?

- Ўз хатоларингиз устида қандай ишладингиз?

- Такриз бериш/музокара/ёзиш бўйича машқлар сизга қай даражадафойдали бўлди?
150 сўзлар атрофида матн ёзинг ва курс давомида ўзингиз ёзганматнларингиздан мисоллар келтирган ҳолда жавобларингизни асослабберинг.

Баҳолаш мезонлари

- ☐ ☐ Вазифанинг қай даражада бажарилганлиги
- ☐ ☐ Етарли мисоллар билан асослаб берилганлиги
- ☐ ☐ Ёзиш тажрибасини таҳлил қила олиш

Ёзма нутқни баҳолаш тести – (ҳар бири 20 та кичик вазифадан иборат 4 та топшириқ)

1-семестр учун

- ☐ ☐ Мос келадиган боғловчиларни ишлатган ҳолда 2 та содда гапни қўшиб,янги гап ҳосил қилинг
- ☐ ☐ Тугалланган маънога эга гапларни фрагментлардан фарқланг
- ☐ ☐ Фрагментларни тўғриланг
- ☐ ☐ Мос келадиган боғловчи сўзни танланг
- ☐ ☐ Параграфларга пунктуация белгиларини қўйинг

2-семестр учун

- ☐ ☐ Матнни параграфларга бўлиш
- ☐ ☐ Берилган параграфдаги асосий гапни аниқлаш
- ☐ ☐ Параграф турини аниқланг (тасвирий/ҳикоявий)
- ☐ ☐ Берилган параграфни таҳрир қилинг
- ☐ ☐ Параграф бирлигини бузувчи нокерак гапни аниқланг
- ☐ ☐ Бошқа (шарҳланг)

Портфолио спецификациялари ва баҳолаш мезонлари

Портфолио сизнинг курс давомида нималарни бажарганингиз ва инглизтилида ёзиш кўникмасини қай даражада ривожлантирганингизни кўрсатади.Шунингдек, у ёзма матнларнинг сўнгги нусхаларини ва семестр давомида ёзилган 3 та қайдларни ўз ичига олади.

1-қайд Таржимаи ҳолнинг қисқа шаклини ёзиш

Мазкур вазифа агар иложи бўлса электрон шаклда топширилиши зарур. Ёзма нутқ амалиёти фанидан ёзган таржимаи ҳолингизнинг қисқа вариантини таҳрир қилинг ва ўқитувчингизнинг электрон почтасига стипендия олиш ёки ишга жойлашиш учун ёзиладиган мурожаат хатининг бир қисми сифатида жўнатинг.

Баҳолаш мезонлари

- ☐ ☐ Вазифанинг қай тарзда бажарилиши
 - ☐ ☐ Тузилиши (матннинг тузилиши, лексик ва грамматик жиҳатданбоғланганлиги, таржимаи ҳол қисмларининг кетма-кетлиги)
 - ☐ ☐ Услугбнинг мослиги (сўз танлови, расмийлик даражаси)
- Ўқитувчингиздан такриз олганингиздан сўнг, таржимаи ҳолни таҳрирқилинг ва қоғоздаги нусхасини портфолиоингизга солиб қўйинг.

2-қайд Норасмий хат

Дўстингизга университетдаги биринчи ўқув йилидаги энг ёдда қоларлиҳодисани тасвирлаган ҳолда хат ёзинг. Хатингиз 150 сўзлар атрофида бўлсин.

Баҳолаш мезонлари

- ☐ ☐ Вазифанинг қай тарзда бажарилиши
- ☐ ☐ Тузилиши (матннинг тузилиши, лексик ва грамматик жиҳатданбоғланганлиги)

☐ ☐ Услугбининг мақбуллиги (сўз танлови, мос феълларнинг ишлатилиши)

3-қайд Ҳикоя ёки эълоннинг қисқа баёни

Бу вазифани бажариш учун

а. Ўқитувчингиз томонидан берилган ҳикоянинг 150-сўзлик баёнини ёзинг (яхши баён ёзиш ҳақида ўрганган билимларингиз асосида)

б. Бошқаларни ҳам ўқишга ундаш мақсадида ҳикоянинг 50-сўзлик реклама эълонини ёзинг.

Баҳолаш мезонлари

☐ ☐ Вазифанинг қай тарзда бажарилиши

☐ ☐ Тузилиши (матннинг тузилиши, лексик ва грамматик жиҳатдан боғланганлиги)

☐ ☐ Лексик ва грамматик структураларнинг хилма-хиллиги

☐ ☐ Дизайни (реклама эълони учун)

4-қайд Таҳлилий сарҳисоб

Қуйидаги саволларга жавоб ёзган ҳолда 200 сўзлик таҳлилий параграф ёзинг.

- Мен энди кенгроқ қўламдаги лексик вариацияларни ишлатяпманми?

- Мен ёзаётган гаплар узунроқ ва мураккаброқми?

- Мен ҳануз қандай грамматик хатоларга йўл қўйяпман?

- Ёзма матнимни қандай ташкиллаштиряпман?

- Ўз ёзиш малакамни қандай қилиб ривожлантиришим мумкин?

Баҳолаш мезонлари

☐ ☐ Вазифанинг қай даражада бажарилганлиги

☐ ☐ Етарли мисоллар билан асослаб берилганлиги

☐ ☐ Ёзиш тажрибасини таҳлил қила олиш

Ўз - ўзини баҳолаш

Вазифанинг спецификацияси: Талабалар ўз-ўзини баҳолаш

жадвалиданфойдаланган ҳолда мунтазам равишда ёзиш жараёнида учрайдиган хатолариустида ишлашлари зарур. Ўқитувчингиздан тақриз олганингиздан сўнг ҳарбир вазифа турида қилган хатоларингизни ҳисоблаб чиқинг ва қуйидаберилган жадвалдаги мос устунга сонини ёзиб қўйинг. Сўнг хатога йўлқўйган гапингизни 3-устунга ва тўғриланган гапингизни 4-устунга ёзинг.

Ўз - ўзини баҳолаш жадвали

Хатолар тури	Ҳар бир топшириқдагихатолар сони			Хатога йўлқўйилган гапнамунаси	Тўғриланган гап
	#1	#2	#3		
Феъл/замоншакли					
Эга-кесиммослашуви					
Артиклар/аниқловчилар					
Отларнинг қўшимчалари: бирлик, кўплик ва эгалик қўшимчалари					
Сўз билан боғлиқ хатолар – сўз танлови, сўз шакли, расмий\норасмий тилда					

қўлланилиши					
Сўзнинг ёзилиши					
Пунктуация					
Ноқерас сўзларнинг ишлатилиши					
Сўз тартиби					
Фрагментлар					
Пунктуация белгилари ёки боғловчилари қўйилмаган ёки нотўғри қўйилган гаплар					

Self-study Materials (I-II terms)



Lesson 1

People and Personality

Task 1

Describing people

Here are some common adjectives for describing people:

<i>Personality</i>	<i>Physical characteristics</i>
happy, satisfied	big, large, tall
relaxed	small, tiny, short
exciting	thin
nervous	heavy
angry	strong
serious	weak
sad, depressed	brown-, black-, blond-, red-haired
outgoing	light-, dark-skinned
.....	
.....	

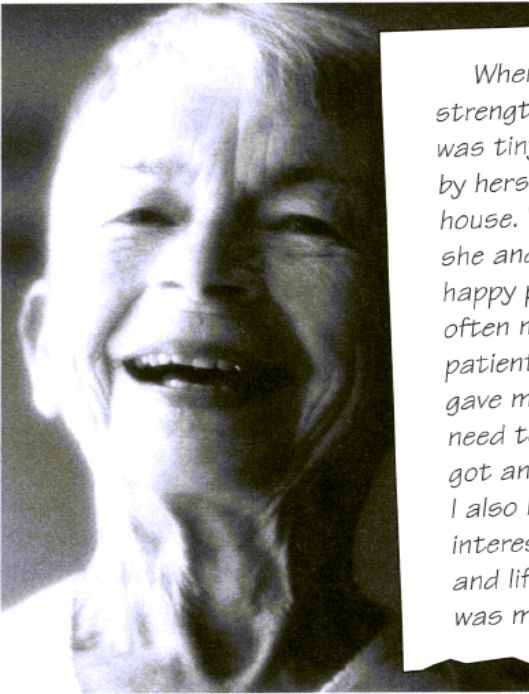
A description of a person may answer some of the following questions:

- Who is the person?
- What does the person do?
- What does he or she look like?
- How does the person act—what is his or her personality like?
- How does he or she make others feel?

Add at least two adjectives to the list above

Task 2

Read this description written by a young woman about her grandmother. Circle the adjectives that describe the grandmother.



When I was young, I admired my grandmother for her strength and kindness. She was not very big. In fact, she was tiny and very thin. She was strong, though. She lived by herself and still did a lot of the chores around her house. When I was a child, I saw her almost every day, and she and I would talk about everything. She was a very happy person and was always smiling and joking, and she often made me laugh. My grandmother was also very patient, and she would listen to all of my problems. She gave me very good advice whenever I needed it. I didn't need to be afraid to tell her anything, because she never got annoyed with me. She just listened and tried to help. I also liked to spend time with her because she had interesting stories to tell me about her own childhood and life experiences. When I was young, my grandmother was my best friend.

Task 3

Describe one of these people. Write eight sentences. Try to answer three or more of the questions. Use your imagination!



Task 4

Complete this opinion paragraph using *because* or *since*, *so*, or *Therefore*. Add punctuation where necessary.



Bruce Lee (1940–1973), the greatest action movie star of all time, should be given a lifetime achievement award for his work in films. Bruce died tragically in 1973 ^a he wouldn't be able to receive the award himself, but his fans all over the world would love to see him honoured. Why was Bruce Lee so great? The fight scenes in his films were amazing ^b Bruce was always in top physical condition. His body was almost perfect. He was also a great actor. ^c he started acting when he was just six years old, he was very comfortable and natural in front of the camera. His face was very expressive ^d he was able to communicate a lot of feeling with a simple look. Bruce always looked good on film ^e he was so charming. Bruce Lee was a talented actor, a brilliant fighter, and an almost perfect example of physical fitness. ^f he should receive an award that recognises his great contribution to the art of film making.

Task 5

Editing Practice Find and underline five fragments in the following paragraph. Then correct each one.

My Best Friend

My best friend is Suzanne. We have been friends since childhood. As children we lived next door to each other in Caracas. Now live in different countries on different continents. She is married to a Venezuelan. Has three children. Her son two years old, and her twin daughters three months old. We haven't seen each other for eight years. We keep in touch by e-mail. Also telephone each other at least once a month. We will be friends forever.

Lesson 2

National identities of Uzbekistan and Great Britain

Task 1

Read Yuko's e-mail message to her friend and answer the questions.

- a. What two things does the second paragraph talk about?
- b. Is the second paragraph mostly comparing or mostly contrasting? How do you know?

From: yuko@toko.com

To: sharifa@abz.net

Subject: Stratford University

Hello Sharifa

How are you? I hope everything is OK with you. The English course has almost finished now – can you believe it? I was just talking to Yu Peng yesterday and she told me that you're planning to go to Stratford University. That's great. As I'm planning to go to St John's University, we'll be living in the same city!

Have you decided where you're going to live? My parents want me to live with a host family in the city, but I want to live in a shared flat in a hall of residence on the campus. I think they're both good places to live, but a flat in a hall would be better. When you live with a family, you usually have to fit in with their timetable. On the other hand, when you live in a flat in hall you can do what you want when you want. Another difference is that, with a family, you don't have to cook. In a flat in hall, of course, you have to cook for yourself! That would be good for me because I like cooking. My parents have pointed out that all the food is included in the price when you live with a family, but you have to pay extra for this in hall. Plus there could be complications about sharing the kitchen if everyone wants to cook at the same time. However, when you live in a flat in hall, you get to choose what you eat and when you eat it.

I hope I can convince my parents that living in hall would be better for me than living with a host family!

Talk to you soon.

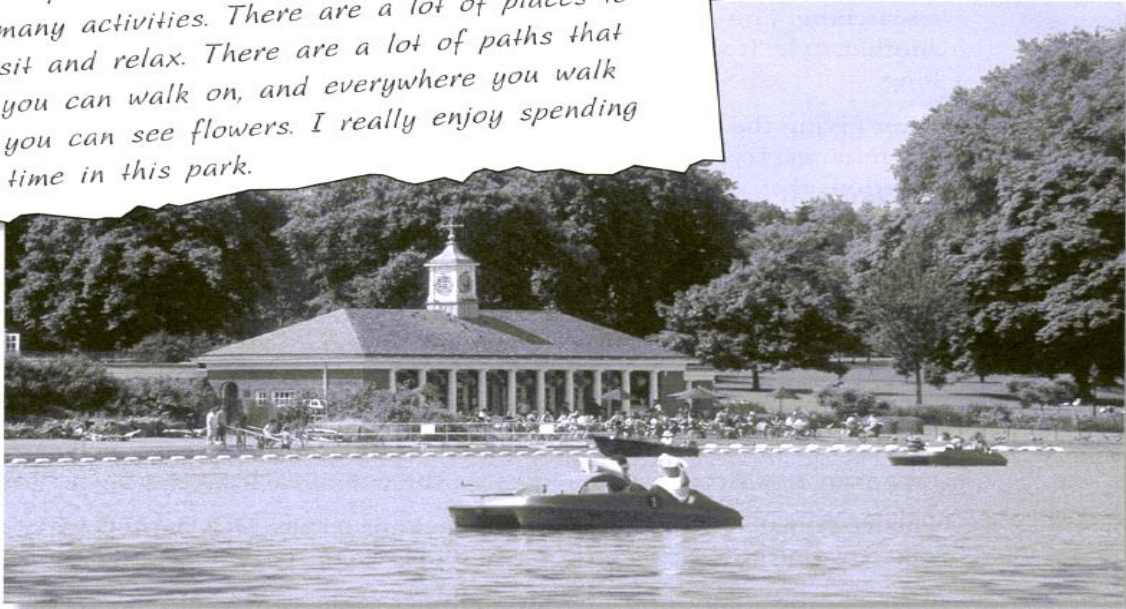
Love

Yuko

Task 2

This paragraph describes a city park, but it doesn't have enough descriptive details. Imagine that you live next to a park. Rewrite the paragraph, adding description, to make it more interesting.

I live next to a park. The park is large and has trees and grass. There is a lake in the park where you can see people enjoying many activities. There are a lot of places to sit and relax. There are a lot of paths that you can walk on, and everywhere you walk you can see flowers. I really enjoy spending time in this park.

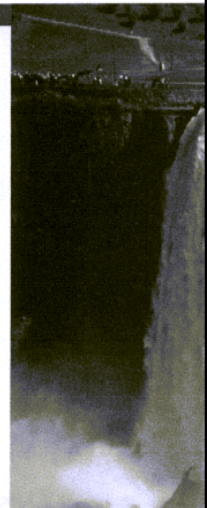


Task 3

Read this description from a travel brochure. Circle the adjectives.

Niagara Falls, a popular destination for thousands of visitors each year, is a beautiful place. When you stand at the edge and look down at the 188 feet of white waterfalls, you feel amazed at the power of nature. The tree-lined river that leads into the falls is fast-moving, pouring over the edge of

the falls and crashing to the bottom in a loud roar. If you want to experience the falls close up, go for a boat ride. You'll come near enough to look up at the roaring streams of water flowing over the edge and feel the cool mist that rises as the water hits the rocks below. Seeing Niagara Falls is an unforgettable experience!



Task 4

Join the two sentences in each of the following pairs by using a comma and one of these coordinating conjunctions: *yet, for, nor*.

1. Muslims do not drink alcohol. They do not eat pork.

2. Some Christians do not work on Sunday. Sunday is their day to worship.

3. People who believe in the Hindu religion do not eat beef. They believe that cows are sacred.

4. Muslim men are permitted to have four wives. Few of them have more than one.

5. Buddhist monks do not marry. They do not own property.

Task 5

Write six sentences to describe the place where you are right now. Try to answer some of the questions. Use adjectives and prepositions.

Task 6

- On what occasions do people need a CV (curriculum vitae) or résumé?
.....
- What information would you include if you had to write your own CV now?
Choose from these categories of information.
 - Achievements and awards ☐
 - Career history ☐
 - Education history and qualifications ☐
 - Family background ☐
 - Hobbies and interests ☐
 - Likes and dislikes in music, food, etc. ☐
 - Specific skills: computing, languages, etc. ☐
- If you were reading someone's CV as an employer, what other information would you like to know in addition to the categories of information above?

Task 7

- a) Read through the CV and answer questions a and b.
 - a Approximately what proportion of the CV consists of the writer's commentary on the factual information?
a quarter / a half / three-quarters
 - b How is the style of this commentary different from the rest of the information?
- b) In your notebook, list all the abbreviations used in Sujin's CV and their meanings.
Example: DOB Date of birth

SUJIN LEE

Term-time address
 Flat 7, 4, Nipper Lane,
 Salford M3 7RH
Tel: 07958 765377
E-mail: sujin@student.manchester.ac.uk
DOB: 25/07/1982

Home address
 81, Sokong-dong,
 Chung-ku,
 Seoul 100-070 South Korea

Nationality: South Korean



EDUCATION

2003–2006 The University of Manchester, United Kingdom
 BA Econ (Hons) Business Studies and Economics – Result 2:1
 Modules included: Business Management / Economics and Finance
 Skills developed: Independent project work has developed my analytical thought, numeracy and ability to manage projects.
 Regular group work in small teams has improved my ability to build effective working relationships.

1999–2002 High School, Seoul, 'A' grades in English and Mathematics

WORK EXPERIENCE

July–Aug 2002 Central Bank, Seoul, S. Korea
 Administrative Assistant

2006–2 HPVR Bank (Manchester)
 Trainee branch manager

ACHIEVEMENTS & AWARDS

Academic 2005 – Prize for highest grade in Economics and Finance module.
 2001 – two awards for strong academic grades in Business and English language.

Societies *Manchester University Squash Club* – 2005 Captain of women's team. Leadership skills developed.
 Community Action – organizing group outings and a Christmas party for elderly residents.
 Financial and organizational skills involved.

Other activities Yoga: Instructor Adv. Level 3. I have run classes at a local adult education centre.

SKILLS

IT European Computer Driving Licence Certificate – competent in Microsoft Office packages including Excel, Word, PowerPoint.

Languages Korean, Mandarin and English [IELTS Level 8]

INTERESTS

Travel I enjoy travelling to other countries and meeting people from different cultural backgrounds.
 I have travelled widely in SE Asia and Europe.

Ambition To visit the US and Australia.

Sport Squash, yoga, swimming, walking, keep fit

REFERENCES

Academic Dr Harold Smith, Department of Business and Economics,
 University of Manchester, Manchester M13 9PL
 Tel: 0161 342 6768 / Email: H.Smith@manchester.ac.uk

Employer Mr Jin-Ho Lee, Human Resources Office, Central Bank, Seoul
 747-9 Hannam 2-Dong, Yongsan-Gu, Seoul, 140-728, Korea
 Tel: +82 2 797 1974 / Email: JH.Lee@centbank.com

Task 8

You are going to write a CV and covering letter for yourself. Complete exercises a-c.

Task9

Collect and note down these details:

- Addresses, phone numbers and emails of the people you are going to provide as references and any others that might be useful.
- Dates – related to education, employment, etc.

Task 10

- a Start by collecting the factual information you need in your notebook. Use these headings:
 - Education (start with the most recent)
 - Work experience
 - Other useful/relevant experience
 - Achievements and awards
 - Skills
 - Interests
- b Refer to the sample CV to check the kind of detail that the writer includes.
- c Decide on the order you wish to present the information in.

Task 11

Find a job online or in an English language newspaper that you are interested in and qualified to do. Then do either **a** or **b**.

- a Write a covering letter related to this job that you could send with your CV.
- b Email the company asking for an application form and further details of the job.

Task 12

- 1 Circle the relative pronouns and underline the more formal relative clauses in these extracts from the two references. The first one is given as an example.
 - a he is someone for whom I have the greatest respect.
 - b Notable among these projects was his setting up and management of Project Peru, the success of which was largely due to Ben's commitment and leadership skills.
 - c Reading the description of the job for which he has applied, I can honestly ...
- 2 Rewrite extracts a–c above with less formal relative clause structures.
 - a he is someone who I have the greatest respect for
 - b
 - c
- 3 Rewrite these sentences in more formal language.
 - a It was a serious legal case whose details could not be made public.
It was a serious legal case, the details of which could not be made public.
 - b My colleague Juan is someone who I have always worked very well with.
.....
 - c That's a question there is not a single answer to.
.....

Task 13

Make compound sentences by adding another simple sentence that fits the meaning to each item.

1. I have studied English in school for six years, yet _____
_____.
2. Many children who watch television all day long don't learn how to read well, for _____
_____.
3. In some countries, women cannot vote, nor _____
_____.
4. The United States is one of the richest countries in the world, yet _____
_____.
5. Everyone should know at least two languages, for _____
_____.

For additional practice, write one compound sentence of your own using *for*, *yet*, and *nor* one time each.

Lesson 3

Food

Task 1

Combine the sentences below with and or but. Leave out the main verb and the words that come after it.

1. Pelicans don't have large stomachs. Children don't have large stomachs.
2. Pelicans take a lot of food. Children don't take a lot of food.
3. Most people eat meat. Vegetarians don't eat meat.
4. Alcohol isn't good for children. Coffee isn't good for children.
5. Cabbages are vegetables. Potatoes are vegetables.
6. Pork is a kind of meat. Beef is a kind of meat.
7. Coffee isn't an alcoholic drink. Wine is an alcoholic drink.
8. Some people drink tea. I don't drink tea.
9. Meat is good for you. Vegetables are good for you.
10. Sugar isn't a health food. Coffee isn't a health food.

Task 2

A process paragraph is a description of how to do something. It explains the steps you need to follow to complete an activity. Read this recipe and do the exercises below.

Ingredients

two cups of brown rice
one tablespoon of cooking oil
three tablespoons of chilli sauce
three cloves of garlic
one green pepper
one red pepper
one onion
two tomatoes
two spring onions
salt
pepper

Mike's Brown Rice and Vegetables

Brown rice and vegetables is a simple and delicious meal to make. First, cook the rice, following the directions on the packet. Then, cut the vegetables into one-inch pieces. Next, heat the oil, chilli sauce, and garlic in a frying pan. After that, add the vegetables and fry them until they are soft, but still a little bit crunchy. Now it's time to stir in the cooked rice. After stirring the rice and vegetables together, add salt and pepper to your own taste. Finally, put the rice and vegetables into a large bowl and serve it with freshly chopped tomatoes and spring onions on top. Now you are ready to enjoy your delicious brown rice and vegetables!

- Underline the topic sentence and the concluding sentence of the paragraph.
- List the steps for making brown rice and vegetables in the order you find them.
 - Cook the rice.
 -
 -
 -
 -
 -
 -
- How are the steps in the paragraph connected together? What words do you see that help show the sequence to follow? Underline them.

Task 3.

Mark the strong introduction with a tick. Mark the weak introduction with a cross. Answer the following question: What could the writer do to make the weak introduction strong?

Adjusting to another culture's food can be a challenge for many travellers. The geography of a country can greatly affect the typical foods that are eaten by its people.

Task 4

Choose the best concluding paragraph

a.

The British eat many different kinds of food, but the typical diet of many people includes eating a lot of fast food and ready-made dishes. The popularity of hamburger and pizza restaurants has increased greatly over the years. As a result of this diet, many British people have food-related health problems. To create a healthier society, people should learn about eating a good diet and should teach their children to do the same.

b.

Clearly, it is difficult to say that there is one type of British food. Every part of the country has its own special dishes based on the produce and tastes of that region. From the Ancient Britons and the Roman, Saxon and Viking invasions to present-day immigrants, the cuisine of the UK continues to change with its changing population.

c.

People who have come from other countries to live in the UK have brought their own traditions and customs with them and added them to British culture. It is possible to find restaurants from all different ethnic backgrounds, especially in larger cities around the country. Immigrants may also maintain their traditions by building places to practise their religion, such as mosques, temples and churches. By continuing to follow some of their customs and beliefs, immigrants can stay in touch with their past while also living a new life in a new country.



Task 6

In this introductory paragraph, underline the thesis statement. Then circle the topic and draw another line under the main idea in thesis statement.

Before I travelled to the UK last year, I thought that British food was just fish and chips, roast beef, apple pie, rice pudding and endless cups of tea. These foods are popular in Britain, but during my travels, I discovered that there is so much more to eating in the UK. People from all over the world have made their home in Britain, and they have brought with them their own food. Even in small towns, you can find Chinese, Indian and Italian restaurants, amongst others. The UK can be divided into different regions that each has its own characteristic foods influenced by the culture of the people who live there.

Task 7

Decide whether an article is needed in each blank. Write either a, an, or X (if no article is needed). The only single count nouns below are man, sandwich, and dinner.

_____ pelicans eat _____ fish, _____ vegetarians eat _____ vegetables, and _____ Americans eat _____ hamburgers. _____ people all over the world have _____ customs about _____ food. _____ man will eat almost any food when he is very hungry. He will eat _____ bread, _____ meat, _____ vegetables, or _____ sandwich. When I am hungry, I will eat anything.

Task 8

The unit of writing that is longer than the sentence is the paragraph. To write a good paragraph, put together a group of sentences that all talk about the same topic. Each paragraph must have one clear theme. The beginning of a paragraph is indented.

Write a paragraph about your food habits. Indent the beginning of the paragraph. Answer all the questions below in good sentences to make a unified paragraph.

1. What kind of food do you eat?
2. What do you eat for breakfast?
3. What do you eat for dinner?
4. Do you follow any food laws?

Task 9

This is a spelling game in which you must change the words by changing one letter at a time. To help you, there is a definition by each word.

Now change the word fire to mine.

And what word will you make at the end of this puzzle?

- | | |
|------------|---|
| 1. f i r e | burns things |
| 2. _ _ _ _ | four plus one |
| 3. _ _ _ _ | Thin people eat to live. Fat people _ _ _ _ to eat. |
| 4. _ _ _ _ | Pelicans _ _ _ _ to eat fish. |
| 5. _ _ _ _ | a short name for Michael |
| 6. _ _ _ _ | Cats eat _ _ _ _ |

- | | |
|------------|-----------------------------|
| 1. read | You can _ _ _ _ a book |
| 2. _ _ _ _ | true, genuine |
| 3. _ _ _ _ | breakfast, lunch, dinner |
| 4. _ _ _ _ | pork or beef |
| 5. _ _ _ _ | We _ _ _ _ with oil or wood |
| 6. _ _ _ _ | hit or strike |
| 7. _ _ _ _ | a bird's |

Lesson 4

Health

Task 1

Read the essay on page 79 about Chinese medicine. Then do these tasks.

- Underline the thesis statement with two lines.
- Underline each topic sentence with one line.
- List the supporting ideas in each main body paragraph on a separate piece of paper.
- After you have finished, review the topic sentences and supporting ideas. With a partner, discuss how the topic sentences relate to the thesis statement and how the supporting sentences relate to the topic sentences. Is the essay unified?

Next Time, Try Chinese Medicine

The last time I had a cold, a friend suggested that instead of taking the usual cold medicines, I visit the traditional Chinese doctor in our city. Although I knew nothing about Chinese medicine, I decided to try it. When I walked in to the Chinese doctor's surgery, I was amazed. It was not at all like my usual doctor's. There were shelves up to the ceiling full of glass containers filled with hundreds of different dried plants and other things I could not identify. Could this really be a doctor's surgery? It seemed very strange to me. When I met the doctor, he explained that Chinese medicine is thousands of years old. The plants in the jars in his office were herbs. These herbs could be mixed together to make medicines. He explained the philosophy of Chinese medicine. The philosophy of traditional Chinese medicine is not the same as the philosophy of modern medicine, but it is useful for curing many health problems.

Modern medicine focuses on illness. If a patient with a cough visits a modern doctor, then the doctor will give the patient a medicine to stop the cough. If the patient also has a fever, the doctor may give a different medicine to stop the fever. For every person with a cough, the doctor will probably recommend the same cough medicine. The philosophy of modern medicine is to stop problems like coughing and fever as quickly as possible. Western doctors usually see illness as an enemy. They use medicines like weapons to fight diseases.

Chinese medicine, in contrast, has a different philosophy. Instead of focusing on a patient's health problems, Chinese medicine tries to make the patient's whole body well again. Specifically, doctors of Chinese medicine believe that inside people, there are two types of energy. The first type of energy, called 'yin', is quiet and passive. The other type of energy, called 'yang', is active. When these two energies are in equal balance, a person is healthy. When there is an imbalance—too much yin, for example—a person becomes unhealthy. A doctor of Chinese medicine doesn't try to stop a person's cough by giving a cough medicine. Instead, the doctor gives a mixture of herbs that will restore balance in the patient's body. As a result, when the body is in balance, the cough will stop naturally.

The Chinese doctor's herbs seemed strange to me at first, but they made me feel better. My cold wasn't cured instantly, but I felt healthy again after a few days. For a very serious health problem, I would probably visit a modern hospital, but the next time I catch a cold, I am going back to the Chinese doctor. Chinese medicine definitely works for some health problems.



Task 2

Details are specific points that tell more about a general statement. Read this brochure from a health club. Notice the details that help develop the paragraph.



ATLAS HEALTH CENTRE

You'll love working out at the Atlas Health Centre, and you'll love what it does for you! We have state-of-the-art exercise equipment in large, air-conditioned rooms. You can work out alone or with the help of one of our professional personal trainers. If you like exercising with friends, join an aerobics or swimming class—or even try kickboxing! Our staff nutrition experts are always on hand to talk with you about health issues. When you've finished, you can relax with a whirlpool bath or a sauna. Come and exercise with us at Atlas, and you'll soon be feeling strong and looking good.

In the paragraph above, underline the topic sentence. Below, list the details used to support the topic sentence. Compare your answers with a partner.

- a.
- b.
- c.
- d.
- e.
- f.

Task 3

Is the main idea developed by details, an explanation, or an example? Is it a concluding sentence? Circle yes or no. If there is no concluding sentence, write one.

I will never eat dinner at The Little French Bistro again. The restaurant is not very clean. You can see dust in the corners and on the shelves. The food is expensive, but the portions are small. I never feel full after I've finished eating. In addition, the waiters are not very friendly. For these reasons, I will not visit that restaurant again.



- d. means of support:
- concluding sentence? yes / no
-

Lesson 5

Family values

Task 1

a) Complete the sentences with a word from the box.

birth	birthday	born
-------	----------	------

- 1 Where were you _____?
- 2 When is your _____?
- 3 She gave _____ to a beautiful healthy boy.
- 4 (*On an official form*) Date of _____
- 5 Congratulations on the _____ of little Albert.
- 6 What are you doing for your _____ this year?

a) Complete the sentences with the words from the box

get married	marry	married	got married
been married	wedding	marriage	

- 1 A Are you _____?
B No, I'm single. But I'd like to _____ some day.
- 2 Darling, I love you. Will you _____ me?
- 3 How many times has she _____?
- 4 We're engaged, and we're going to _____ next autumn.
- 5 My wife and I have _____ for twenty-five years.
- 6 We had a lovely _____ in a small country church.
- 7 Did you hear? James and Henrietta _____ last week.
- 8 Their _____ was always stormy, and it ended in divorce.

b) Complete the sentences with the words from the box

dying	dead	died	death	die
-------	------	------	-------	-----

- Shakespeare _____ in 1616.
- Julius Caesar was stabbed to _____ by his best friend, Brutus.
- A Is old Bertie Harrison still alive?
B I'm sure he's _____. Didn't he _____ a few years ago?
- Her father's _____ came as a great shock. He _____ of a heart attack.
- She screamed when she saw the _____ body lying on the floor.
- Our poor old cat is _____. We've had her for fifteen years. She just sleeps all day long.
- Every winter thousands of birds _____ in the cold weather.
- Those flowers have _____. Throw them away.

Task 2

Look at the photos. Match the sentences with the people.



- ☒ **b** I have to wear smart clothes.
- ☐ I always have to be home before 11.00 p.m.
- ☐ My dad usually has to work in the evenings.
- ☐ I don't have to get up at 6.30 a.m. anymore.
- ☐ My husband has to take our children to school every morning.
- ☐ My wife has to go to the hospital every week.
- ☐ I have to get good marks in my exams.
- ☐ My little sister doesn't have to help with the housework.
- ☐ I often have to travel abroad.

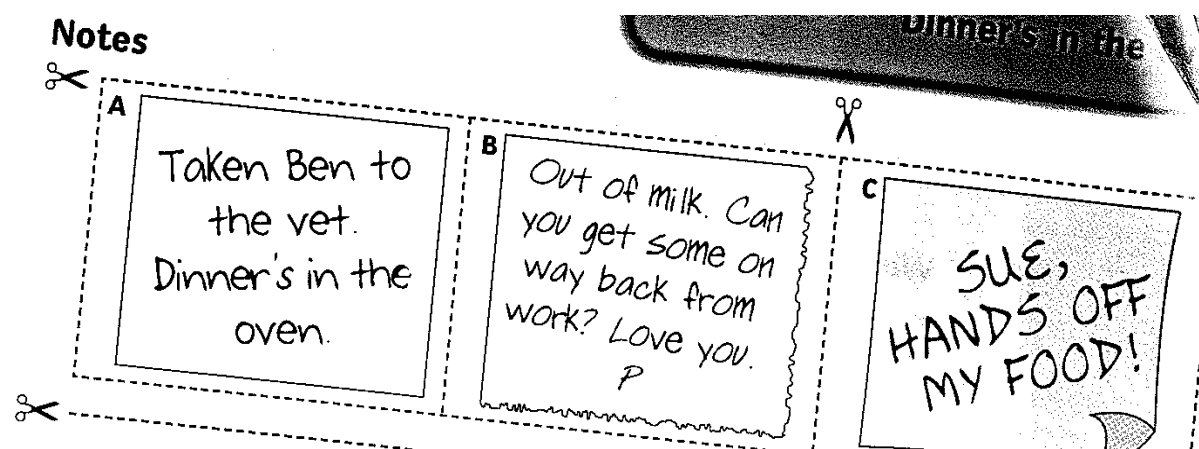
Task 2

Mark the strong introduction with a tick. Mark the weak introduction with a cross. Answer the following question: What could the writer do to make the weak introduction strong?

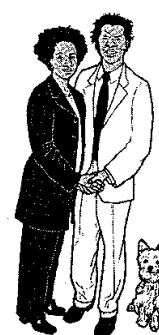
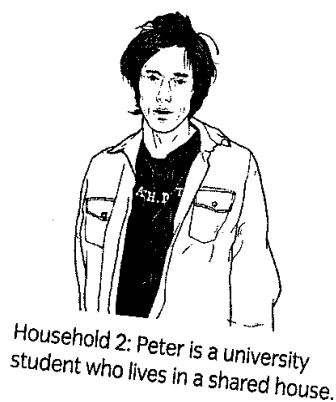
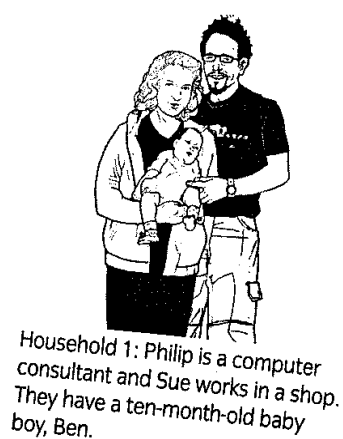
Family structure has changed a lot in the last fifty years in Asia. The decrease in the number of extended families and nuclear families has caused several social changes.

Task 3

- a) The given notes are from different households. Try to answer the questions for each note:
Who writes notes in your house? Who are the notes to? What are they about?



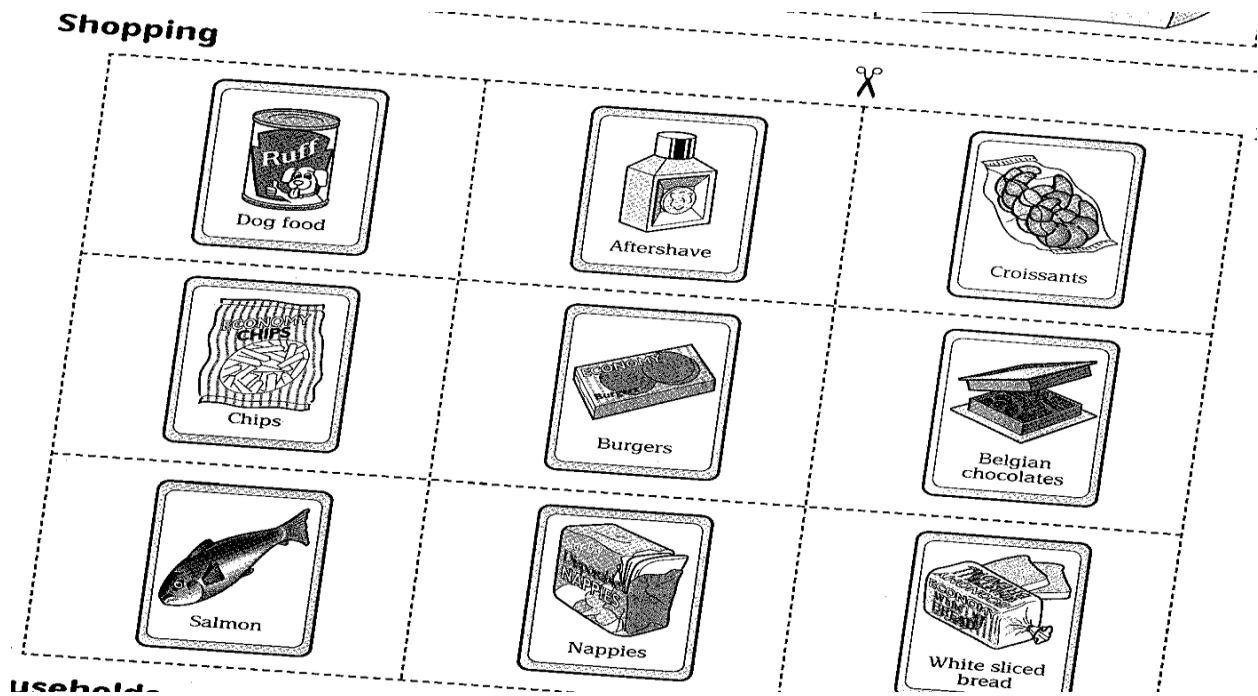
Households



From Writing Extra by Graham Palmer © Cambridge University Press 2004

PHOTOCOPIABLE

- b) Match a note and three items of shopping to each household. Justify your answer.



- Expand the notes into complete sentences (with the help of subject pronouns and auxiliary verbs)
- Do I understand the message? What does this note tell me about this household?
- Write a typical note and shopping list for a famous person for other groupmates to guess the famous person.
- Write the note that you would most like to receive from a member of your family.

Task 4

The pain and pleasure of being a teenager

Complete the interview with Alice and Barney with the correct form of *can*, *be allowed to*, or *have to*.

Interviewer What are some of the good things about being a teenager and not an adult?

Alice Well, we (1) _____ earn a living for a start.

Barney We (2) _____ go out with our friends, go shopping, go to the cinema.

I So what you're saying is, what's good is that you have no responsibilities?

A Yeah, we're pretty free. We (3) _____ do what we like, most of the time.

B But money's a problem. What's good is that you (4) _____ pay bills, but it also means we can't buy what we want.

A Yes, we never have enough money.

I What do you think it's like being an adult?

A Well, adults have to worry about bills so they (5) _____ earn a living. They don't have as much free time as we do. They're always busy. They (6) _____ do what they want, when they want.

I Who do you feel more sorry for, your mum or your dad?

B My mum. She looks after us kids, take us to school and swimming and dance, and she goes to work. And she (7) _____ cook, clean, and run the house.

A I feel more sorry for my dad. He (8) _____ travel a lot, so we go weeks without seeing him, *and* that's really tough on

B But the very worst thing about being a teenager is that we have to go to school.

I Is that so bad?

A Yes! The rules are so stupid! We have to wear a horrid uniform, that's bad enough – and we (9) _____ wear jeans. We have to wear smart trousers or a skirt.

I What's so bad? I (10) _____ wear a stupid cap when I was at school!

B And you (11) _____ do so much coursework.

A And you can't skip class and (12) you _____ use your mobile phone!

Task 5

Good writers use some short, simple sentences and some longer sentences. Rewrite the paragraph below and vary the length of the sentences. Make some longer, and change the word order in some. Combine some sentences with and, but, or, and so.

My name is June Taylor. My daughter Sara lives in Fairbanks, Alaska. I live in Fairbanks, Alaska. I am a working mother. I work as a camera-woman for a T.V. station in Fairbanks. My job is interesting. I enjoy it. I didn't always work. I didn't plan to work. I started to work ten years ago. This is my story.

I married Charles Taylor in 1966. We were very young. Charles was a salesman. He liked to move. We moved to a new city every year. We lived in Chicago. We lived in Detroit. We lived in Miami. We lived far from our families. Charles wanted a large family. I wanted a large family. I didn't plan to get a job. I planned to stay home with the children.

Sara was born in Miami. Charles was very happy. I was very happy. I stayed home with Sara. We moved to Alaska the next year. I didn't have a job. I had a hobby. I liked to take pictures of Sara. I learned to take very good pictures. I started to sell them. It wasn't a real job. I always worked at home.

Charles suddenly became very sick in 1972. He had cancer. He died after six months. I had no money. I had no job. I had no education. I had no friends. Then a T.V. station in Fairbanks saw my pictures. They asked me to work for them. I am very lucky to have the job. I can earn enough money for Sara and me. We are independent. I don't worry about the future any more.

Lesson6.

Education

Ask the students to choose another fictional character and, in role, write their excuse note. Later ask the students to swap excuses and guess which fictional character wrote the note.

Lesson 7.

Education

Ask the students to write their own letter applying for a place on an educational course.

Lesson 8.

Education

Ask the students to write an advertisement for a virtual school for a magazine for young people.

Lesson 10.
City and Country Life

Write an article for your class magazine outlining the advantages and disadvantages of keeping animals in zoos. First, make a list of points before and against, as you did in the last exercise. Remember to plan your introduction and conclusion, too.

Lesson 11.
City and Country Life

Ask the students to write a description of the city or a town they have recently visited.

Lesson 12.
Leisure and Sports

Ask the students to choose a sport or leisure activity which they like. They must write a letter to the local government saying why it is important that the sports/leisure centre should include facilities for that sport or activity.

Look at the information below about the
Mega Sports Centre, then use the plan and
the pictures in the Photo File section to
complete the advertisement for the centre.
(50 - 60 words)

MEGA SPORTS CENTRE

Now OPEN!

The best sports centre in town.

opposite the Grand Hotel on King Street

- friendly, experienced staff
- ten-pin bowling
- 2 basketball courts
- games room (5 snooker tables, 3 table tennis tables, dartboard)
- 2 swimming pools
- the Mega Café

For more information, you can call us on 8825442.

Lesson 13. Leisure and Sports

You have seen this advertisement in a magazine and you are interested in staying in the place.

CALIFORNIA BED AND BREAKFAST

Redwood House B&B. Single or double. Country setting in San Francisco Bay near Mount St. Helena. Fireplace and TV in all bedrooms. Most bathrooms with jacuzzi and shower. Breakfast served in our sunroom or in the guests' room. \$200 per night plus tax. info@redwood.com



- 1 Plan your answer.
- 2 Write your email in approximately 200 words.
- 3 Read your answer with the list of questions in Check. Make any necessary changes.

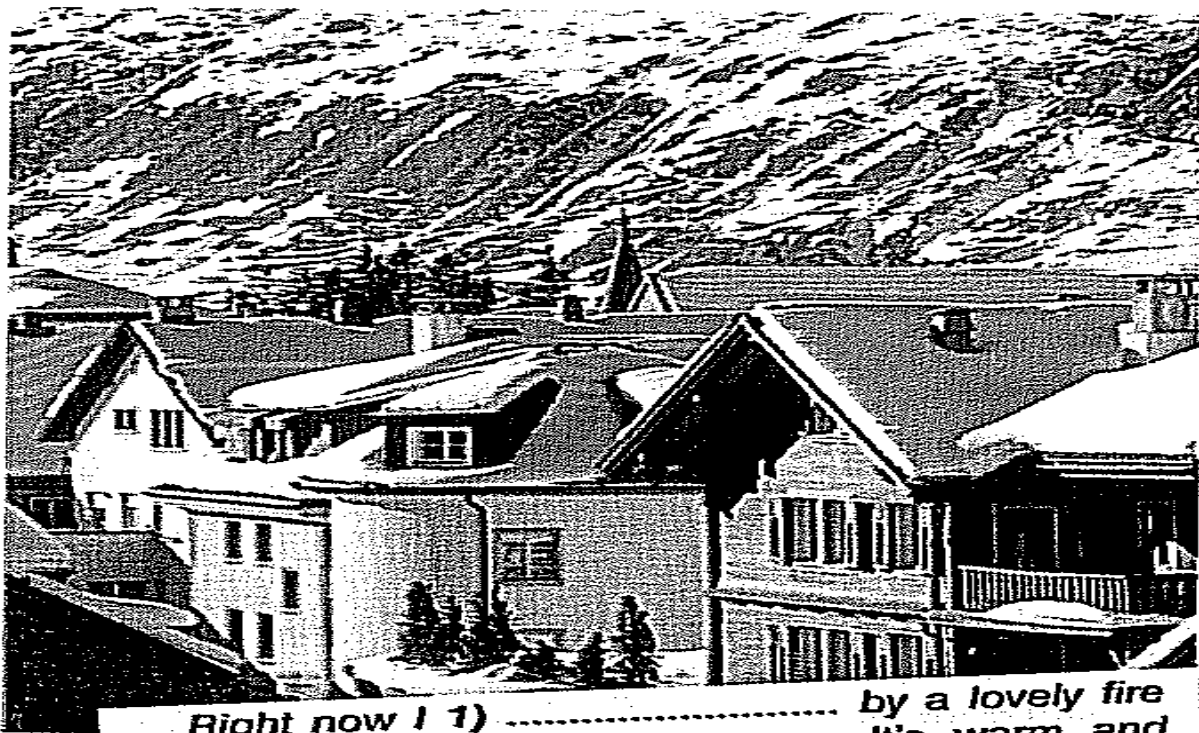
Lesson 14.
Leisure and Sports

Underline the correct verb.

- 1 People on holiday **visit/play** in ancient places.
- 2 You can go **climbing/snorkelling** in the sea.
- 3 People **buy/take** souvenirs at a market.
- 4 People **get/take** photographs of temples.
- 5 You can **go/do** skiing in the mountains.
- 6 You can **watch/look** beautiful sunsets.
- 7 People can **ask/order** food in a restaurant.
- 8 You can **stay/leave** at a hotel.

Use the correct form of the verbs in the list to fill in the part of the letter below.

ski, write, sit, learn, fall, sing



Right now I 1) by a lovely fire
and I 2) to you. It's warm and
friendly in here, and some people 3)
..... beside the piano. Jack and I 4)
..... to ski. Jack is outside now. He 5)
..... Well, actually, right now he 6)
..... over ...

Lesson 15.
Leisure and Sports

7 Write your summary in about 200 words. You can complete this outline to help you.

We have been thrilled by since
They allow us to be In the early 1930s there
were and ones which
However, in the 1950s while the British
..... Since then two films
Most critics agree that *Psycho* is although
one critic It is about *The Blair
Witch Project* is about According to one critic,
.....

Read your summary. Have you included these points?

- what happens in horror films and why we like them
- how the horror films in the 1950s were different from those in the 1930s
- in what way *Psycho* was different
- what *Psycho* and *The Blair Witch Project* were about
- why *The Blair Witch Project* was effective.

Will you be able to understand your summary at a later date?

Lesson 17.
Technology and Communication

Ask the students to write a report.

Check to make sure:

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

Make any changes that are necessary to your answer.

Lesson18.**Technology and Communication**

Ask the students to write a draft of their review in about 200 words.

Think of the type of mistakes you make when you are writing. Which of these do you make most often ✓ and which do you make least often X?

verb tenses/forms (e.g. *he has gone* *went there yesterday*) ☐

articles (*a/the*) ☐

punctuation ☐

word order ☐

paragraphs ☐

spelling ☐

noun or verb endings (*I think* → *he thinks*) ☐

linking expressions ☐

register (the right style for the context) ☐

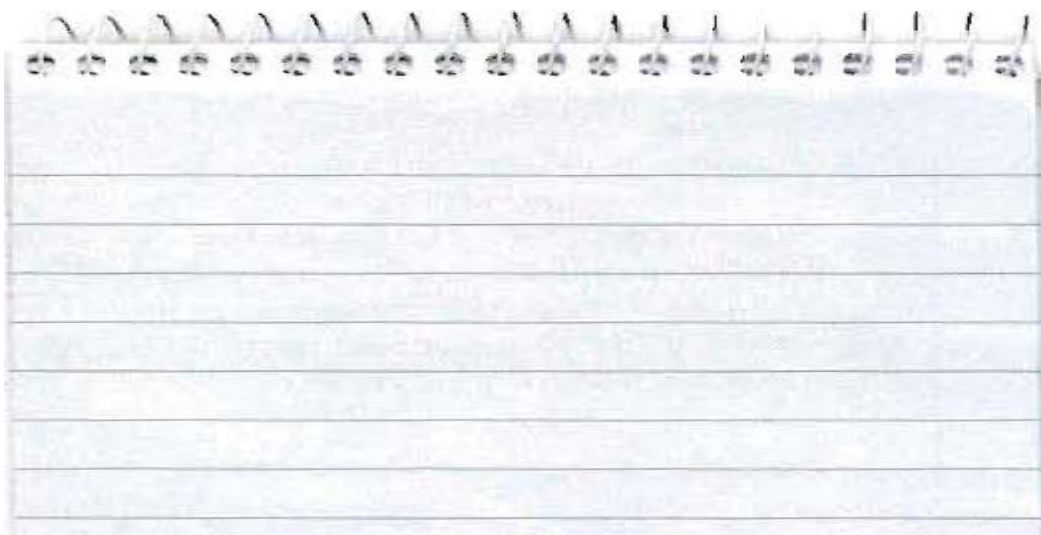
Read your draft and check what types of mistakes you have made. Then think about these questions.

- Will your review catch the reader's attention?
- Is the plot summary sufficiently brief but clear?
- Have you included negative as well as positive points?
- Have you used evaluative adjectives and adverbs?
- Have you given your personal recommendation?

Make any changes that are necessary to your draft.

Lesson19.**Technology and Communication**

Ask the students to make a draft of your notes here.



Now reread your notes and underline the correct alternative in these sentences. Make any changes that are necessary to your notes.

- The notes are *clear* / *not clear*.
- There *are some* / *aren't any* unnecessary words.
- I *understand* / *don't understand* my abbreviations.
- There are *some* / *no* parts that could be made clearer by highlighting.

Lesson20.

Newspapers, daily headlines

Ask the students to do the following task:

Study the Notes on the first page of this unit and then write a first and a final paragraph for the newspaper report below. Before you begin think about the following questions:

Paragraph one

How many fans were injured?

Where was the match?

When was it?

Which teams were playing?

Paragraph three

Did a spokesman make any comment?

Were any lessons learnt for future matches?

VOCABULARY

surged forward

moved forward in waves

a barrier

something that controls movement

trapped

unable to escape

trampled underfoot

crushed under people's feet

a fleet of ambulances

a number of ambulances

working together

in a critical condition

very seriously hurt

TWENTY INJURED AT FOOTBALL MATCH

Paragraph one

.....

Paragraph two

The accident happened when United scored their first goal. As fans surged forward, a barrier collapsed, and people were trapped and trampled underfoot. A fleet of ambulances took the injured to a local hospital, and twenty people have been detained. Two of these are in a critical condition.

Paragraph three

.....

Lesson21

Music and Show business

Ask the students to write a draft of their letter in about 250 words and to do the following task:

Read your letter and check to make sure:

- you have explained the situation (i.e. that you had made a group booking)
- you make it clear what you were promised and in what way the promises were broken
- you have said what happened when you complained
- you have said what you want to happen as a result and why
- you are polite and firm but not aggressive
- your spelling is correct.

Make any changes that are necessary.

GLOSSARY

EDUCATION

Educational Institutions

kindergarten = pre-school education

primary school

secondary school

college = further education

higher education = university education = tertiary education

post-graduate school = university for students studying beyond degree level

School Subjects

maths

language

literature

science

physics

biology

chemistry

natural science

geography

religious studies

history

information technology (IT)

physical education (PE)

cookery = domestic / food science

handicrafts

art

music

Useful Language & Collocations

lab work = laboratory experiments

dissection = cutting up animals for scientific research

scheduled lessons = lessons which are planned and written into a school curriculum

algebra = formulas and equations in mathematics

to give out or assign homework / to do or complete homework

to complete high school / to graduate high school

to do, to participate or to take part in school activities or sport

tracing = copying, outlining in pencil

tone deaf = without an ear for music = unable to appreciate or hear different music and notes

University Courses

BA / BSc = Bachelor of Arts Degree / Bachelor of Science Degree

MA / MSc = Masters of Arts / Masters of Science

PhD = Doctorate

Other Courses

Certificate = a lower level qualification often offered at colleges rather than universities. This is also the word used for documentation received for completing any type of course or degree (she received her certificate for her BA degree).

Diploma

Online Course

Distance Learning Course

Vocational course = a course which teaches you skills for a specific job, for example engineering.

Non-vocational course = a course which is not related to a job but to a general subject instead, such as Biology.

Useful Verbs & Nouns for University

to graduate from a university = complete a degree course / to finish university

to enroll on a degree course = put your name down for a degree course

to major in physics = to choose physics as your main subject at university

to attend a lecture = to go to listen to a speaker at university often with a large audience in a lecture theatre

to attend a tutorial = to go to a meeting with a professor usually in small group held in his/her office
deliver a lecture = to give a talk or presentation
to lecture in media studies = to talk about media studies or to teach media studies at university
the faculty of business = a department specialising in business at university
to read history = to study history
to do or complete coursework = doing project work or assignments as part of your course
undergraduate (n) = someone currently doing their first degree
graduate (n) = someone who has completed a degree course
note-taking = being able to take notes in a lecture while the lecturer is talking
keeping up with the work load = being able to maintain the level of studying required
fall behind with studies = fail to keep pace with the school / university work

University Work

presentations

lectures

tutorials

thesis

dissertation

hypothesis

assignment

project work

research

Other Useful Vocabulary for Education

literate = to be able to read and write

illiterate = unable to read and write

the literacy rate = the percentage of people in a country or region able to read and write

comprehensive education = a well-rounded, broad education covering a variety of subjects

scholarship = an award of either free or supported education for high achievers

student loan = money taken by a student to pay for their education which they must pay back after graduating

pay off a student loan = to repay money borrowed for university education

intensive course = a course which runs over a short period of time but contains a lot of information and training

play truant / truancy = not attending school / being absent from school without permission

gap year = to take a year out between high school and university

CITY AND COUNTRY LIFE

Boarded up shops: shops that are no longer doing business

Chain stores: well – known brands with shops in multiple cities

To close down: to stop doing business

Fashionable boutiques: fashionable clothes shops

To get around: to travel around

High – rise flats: multi – story apartments

Inner – city: the central part of a city where people live and where conditions are often poor

In the suburbs: the outer area of large towns and cities where people live

Lively bars/restaurants: bars and restaurants with a good atmosphere

Local facilities: local buildings or services serving the public

Multi – story park cars: car parks on several floors.

Office – block: a large building that contains offices

Out of town shopping centre/retail park: large shopping centres outside of the town or city

Pavement café: cafes with tables outside on the pavement

Places of interest: buildings that have a particular interest for visitors

Poor housing: housing that is not in good condition

Public spaces: areas in a town or city that are open to the public

Public transport system: public vehicles such as buses and trains that operate at regular times on fixed routes

Residential area: an area where people live

Traffic congestion: heavy traffic making it is difficult to move around the town or city

TECHNOLOGY AND COMMUNICATION

word	example
technology	one of the disadvantages for consumers of modern technology is that it rapidly becomes obsolete
technological	simple as it is, I believe that cell phone is the most significant technological innovation
technophobe	there are a minority of people who remain technophobes and do not have mobile phones or even know how to text
technophile	others, of course, are technophiles and will buy the latest gadget whether they need it or not
computer technology/ ICT	nowadays one of the core subjects on any school's curriculum is ICT and it is essential for school leavers to be computer literate
information technology/IT	while computers have many possible applications, their greatest use is to allow us to exchange information - hence the name information technology
digital native	young people have an advantage by being digital natives and having grown up with laptops and mobile phones
computer literate	it is now almost impossible to work in an office, if you are not computer literate
the computer age	in fact, we could now be said to live in the computer age

word	other word forms	
change		it goes without saying that the computer revolution has changed all our lives
affect	effect	generally speaking, most technology has had a beneficial effect on our lives
influence	influential	few inventions have had a greater influence on mankind than the computer
impact		it remains to be seen what the long-term impact of this technology will be

word	phrase/example	phrase/example
connection	have an internet connection	
online	go online	shop online
e-books	e-commerce	e-ticket
digital	digital camera	digital technology
cyber	cyber-crime	cyberspace
access to	have access to the internet	access a document
game	be addicted to computer games	
application	the application of IT	

adjective	example
cutting-edge	one such cutting-edge innovation is the concept of the cloud
state-of-the-art	it is not always, however, necessary to have the latest state-of-the-art technology
modern	modern technology has changed the way in which we lead our lives and communicate with one another
labour-saving	perhaps the most influential inventions are relatively simple labour-saving devices such as the vacuum cleaner
advanced	more advanced technology is not always the best
high	an example of this is how some high tech solutions are less reliable than the technology they replaced
outdated	the pace of change in the computer industry means that hardware can become outdated or even obsolete within the space of 2 years

word	other word forms	phrase
innovation	innovative	the cloud is one of the latest innovations in computer technology
advance		one major advance is in the use of computers in transport regulation
develop	development	it is not easy to predict how this technology is going to develop
progress		the 21st century has already seen considerable progress in computer technology
revolution	revolutionary/ revolutionise	it is undeniable that computers have revolutionised our lives
breakthrough		one of the greatest technological breakthroughs ever made was the microchip

NEWSPAPERS AND HEADLINES

Tabloids: gossip newspapers

Broadsheets: newspapers printed on large sheets which are usually considered more serious

Daily/weekly/monthly newspapers: papers printed once a day/once a week/once a month

Quarterly newspapers: newspapers printed once every three months

Heavy newspapers: a newspaper with a serious content

Gutter press: newspapers which focus on sensational journalism, often about the lives of famous people

Periodical: newspaper or magazine published at regular intervals

Local/regional newspaper: a newspaper which contains news from a particular area

National newspaper: a newspaper which contains news from the whole country

Headlines: heading or title appearing at the top of a page or article

Columns: news that is printed in vertical columns rather than taking a whole page

Weather report: a section in the newspaper for weather forecasts

Business section: a section in the newspaper with business news

International/world news section: a section in the newspaper which focuses on news from abroad

Caption: an explanation or title matching a picture or cartoon

Letter to the editor: a section in the newspaper for people to express their views to the editor of the newspaper

TV guide: a section in the newspaper with a guide for TV programs for the coming day or week

Edition: a particular version of a text

Eye – catching: a picture or layout which catches a persons eye

In – depth: with many details

Issue: 1. an important topic for a debate; 2. A copy of a newspaper

Back issue: an old newspaper edition

Subject matter: the topic dealt with in an article

MUSIC

Artist: a professional singer, musician or songwriter

Beat: the regular pulse in music that dancers move to and audiences clap to

Classical music: European orchestral and keyboard music that is written by composers

Country music: a genre of American music with origins in the rural folk of Europe

Folk music: traditional music from a particular region or country

Genre: a kind of style of music, movie, TV show, painting, etc.

Lyrics: the words of a song

Melody: a tune or the notes of a song

Recording: a piece of music that is recorded in a studio or at a concert

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13. Liz Driscall Real Reading 3 with answers Cambridge University Press 2008
14. Liz Driscall Real Reading 4 with answers Cambridge University Press 2008
15. Newspapers and magazines (e.g. English Teaching professional, Modern English
16. Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic, etc.)

INTERNET RESOURCES

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2. www.online-literature.com
3. www.literature.org/
4. www.pearsonlongman.com/ae/
5. www.developreading.com
6. www.teachingenglish.org.uk
7. www.onestopenglish.com
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9. www.elgazette.com
10. www.tesol.org
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