



ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
САМАРҚАНД ДАВЛАТ ЧЕТ ТИЛЛАР ИНСТИТУТИ

ИНГЛИЗ ТИЛИ ФАКУЛЬТЕТИ
ИНГЛИЗ ТИЛИ ГРАММАТИКАСИ ВА ТАРИХИ КАФЕДРАСИ



«ТИЛ КЎНИКМАЛАРИ ИНТЕГРАЦИЯЦИ»
фанидан
1 курс талабалари учун

ЎҚУВ-УСЛУБИЙ МАЖМУА

Тузувчилар: катта ўқит.Исматова М.Ш.
катта ўқит.Носирова Р.А.



Самарқанд – 2016

Исматова М.Ш., Носирова Р.А. “Тил кўникмалари интеграцияси” фанидан 1 курс талабалари учун ўқув-услубий мажмуа. Самарқанд: СамДЧТИ, 2016, 213 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 тайёрланган. Талаба 1-курсада ўрганиладиган мавзулар доирасида эшитиш ва сўзлаш нутқини бойитиш; ўрганилаётган чет тили модулларининг мулоқотдаги хусусиятларини фарқлаш ва ишлата билиш кўникмаларини ривожлантириш; талабаларнинг дарсада билим маҳоратларидан тўғри фойдалана олиш, ўрганилаётган тилнинг интеграллашган сатҳларида мавжуд ўзига хос хусусиятлар ҳақида муайян тушунча ва тасаввурга эга бўлиши кўзда тутилган. Ўқув-услубий мажмуа хорижий тил ва адабиёт йўналишида таҳсил олувчи 1 босқич талабалари учун жами 152 соат амалий машғулот 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.Рўзиқулов Ф.Ш.
Филология фанлари номзоди, доц.Ашуров Ш.С.

М У Н Д А Р И Ж А

1. Аннотация
2. Кириш
3. Силлабус (Ишчи фан дастури)
4. Амалий машғулотлар материаллари
5. Мустақил таълим материаллари
6. Луғат/глоссарий (таянч сўзлар)
7. Фойдаланилган адабиётлар рўйхати

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 қиритилган. 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.

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САМАРҚАНД ДАВЛАТ ЧЕТ ТИЛЛАР ИНСТИТУТИ

ИНГЛИЗ ТИЛИ ГРАММАТИКАСИ ВА ТАРИХИ КАФЕДРАСИ

Рўйхатга олинди:
2016й « ____ » _____

“ТАСДИҚЛАЙМАН”
Ўқув ишлари бўйича проректор
“ ____ ” _____ 2016 й

ТИЛ КЎНИКМАЛАРИ ИНТЕГРАЦИЯСИ
фани бўйича

С И Л Л А Б У С
(1-курс)

Билим соҳаси:	100 000 - Гуманитар соҳа
Таълим соҳаси:	110 000 - Педагогика
Таълим йўналиши:	5111400 - Хорижий тил ва адабиёти (инглиз тили)

Семестр:	1-2
Умумий соат:	272 соат

Шу жумладан :

Амалий машғулот -	152 соат
Мустақил таълим -	120 соат

САМАРҚАНД – 2016

Курс координатори : катта ўқит. Носирова Раъно.

Ўқитувчилар: 1. Қобилова Н.
2. Мамажонов Д.

Манзил: “Инглиз тили грамматикаси ва тарихи” кафедраси, “Инглиз тили “ факультети, Самарканд
шаҳар , Бустонсарой кучаси 93 уй.

Қабул вақти:

Душанба: 14:00-16:00

Чоршанба: 13:00-15:00

E-mail: Rano9066080@mail.ru

Телефон : (90) 6040050

Курс мақсади:

“Тил кўникмалари интеграцияси” фани учта модулдан иборат.

Оғзаки нутқ амалиёти (Тинглаш ва гапириш) модули талабаларга 1-2 семестрлар давомида ўқитилади. Мазкур модул талабаларнинг эшитиш ва гапириш билимларини ошириш билан бирга оғзаки нутқини ривожлантириш ва ўрганилган материаллардаги янги лексикани мулоқотда тўғри қўллашни, мулоқот жараёнида ўз фикрини тингловчига тўғри еткази олишни, сўзлашиш, тинглаб тушуниш, ўқиш ва ёзиш бўйича кўникмаларни баравар ривожлантиришга хизмат қилади.

-тинглаб тушуниш, сўзлашиш, ўқиш ва ёзиш кўникмаларини ахборот қабул қилиш ва етказиш учун амалда қўллаш олиш;

- белгиланган мавзулар бўйича суҳбат олиб бориш, кичик ролларни ўйнаш, муҳокама уюштириш, шерикликда ёки кичик гуруҳларга бўлинган ҳолда ишлаш;

- мавзуси қисман таниш ва тилнинг мураккаблик даражасига кўра танланган материалларни, шунингдек аутентик материалларни ўқиш, тинглаб тушуниш, улардан амалда фойдаланиш;

- презентациялар орқали ўз фикрларини аниқ баён қилиш;

- тили ўрганилаётган мамлакат маданияти ва ўз маданиятларини қиёслаш ва таққослаш малакасини ошириш;

-Ўзга маданиятга нисбатан бағрикенглик хислатларини намоён қилиш;

-Тинглаб тушуниш, сўзлашиш, ўқиш ва ёзиш кўникмаларини уйғунлаштирган ҳолда турли мавзуларга доир лойиҳа ишларини бажариш орқали ривожлантириш.

Оғзаки нутқ амалиёти (тинглаш ва гапириш) модули 1-4 семестрлар давомида ўқитилади. Мазкур модулнинг мақсади:

- турли жанрдаги (теле янгиликлар, ҳикоялар, телерекламалар, эълонлар ва шу каби) матнларни тушуниш ва муҳокама қилиш учун тинглаш;

- тинглаб тушунишни осонлаштириш учун талаба турли стратегияларни қўллаш олиши, жумладан матннинг асосий ғоясини тушуниш, контекстдаги таянч сўзларни англаш олиши;

-радио янгиликлар, теле дастурлар ва адабий чет тилида таниш мавзудаги фильмларнинг асосий мазмунини тушуниши;

- сўзлашувчининг кайфияти, оҳанги ва муносабатини англаш олиши;

- таниш ва ўзини қизиқтирган мавзуларда соддароқ гаплар воситасида юзма юз мулоқотга эркин кириша олиши, мулоқотни самарали давом эттириши ва тугаллаши;

- норасмий муҳокамаларда ўз нуктаи назарини ва фикрини бемалол баён эта олиши, бошқаларнинг фикрини сўраши, ҳиссиётлари ва муносабатини тасвирлаган ҳолда кўрган кечирганларини батафсил баён қила олиш кўникма ва малакаларга эга бўладилар.

Мустақил тил кўникмалари модули 1 семестр давомида ўқитилади. Бу фаннинг асосий мақсади:

- олий таълим муассасасида таълим олишнинг ўзига хос жиҳатлари;
- ўз шахсий хусусиятларидан келиб чиқиб, ўқиш ва ўрганиш усуллари мустақил танлаш;
таълим олишда рефлексиянинг аҳамиятини тушуниш;
- ўз ўзини баҳолаш, билимларини такомиллаштириш учун мақсад ва келгуси режаларни туза олиши;
Олий таълим тизимидаги ўқув жараёнига ўз вақтини тўғри режалаштириш, стресс билан курашиш, вазифаларни ўз вақтида бажариш ва имтиҳонларга тайёргарлик кўриш;
- таълим олиш, шунингдек, келгуси касбий фаолияти билан боғлиқ малака ва кўникмаларни мунтазам такомиллаштириб бориш йўллари ўрганади.

Курснинг вебсайти :

[www. moodle.samdchti.uz](http://www.moodle.samdchti.uz) - курс бўйича амалий машғулотлар материалларини, қўшимча маълумотларни, топшириқларни юклаб олиш мумкин.

Бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги:

Ушбу фан “Ўқиш ва ёзиш амалиёти”, “Тил аспекти амалиёти” каби фанлар билан узвий боғлиқ. Юқорида саналган фанлар билан мантикий кетма-кетлик тамойилига амал қилинган ҳолда ўқитилади

Дарслик:

1. Cambridge English Skills Real Listening and Speaking 2 with Answers and Audio CD: Level 2
2. Diana L.Fried Booth. Project Work.

Қўшимча адабиётлар:

1. Materials Evaluation and Design for Language Teaching (Edinburgh Textbooks in Applied Linguistics)
2. Woodward, T. (2001). *Planning Lessons and Courses*. Cambridge, CUP
3. Tanner, R & C.Green (1998). *Tasks for Teacher Education: a Reflective Approach*. Longman
4. Cottrell, S. (1999) *The Study Skills Handbook*. Hampshire: Palgrave
5. Thornbury, S. (1999) *How to teach grammar*. Longman Pearson
6. Thornbury, S. (2002) *How to teach vocabulary*. Longman Pearson.

Давомат:

Талаба баҳоланиши учун амалий машғулотларнинг 70 %да қатнашиши шарт. Дарсда қатнашмаса талабага ноль балл қўйилади. Талаба ҳамма вазифаларни бажаришга шахсан ўзи масъул. Агар талаба дарсга қатнаша олмаса, олдиндан ўқитувчисини огоҳлантириши ва қолдирилган дарсни ўзлаштириши лозим. Амалий машғулотларга сабабли ва сабабсиз қатнашмаганлиги (касаллик, шахсий муаммо ва ҳ.к.) учун талабанинг ўзи масъул.

Тайёргарлик:

Мазкур фанни яхши ўзлаштириши учун талаба дарсга янги мавзунинг олдиндан тайёрлаб келиши кўзда тутилади. Бу дарсликни олдиндан ўқиш, машқларни мустақил бажариш ва машғулотга мувофиқлаш учун саволлар тайёрлаб келишни ўз ичига олади. Ҳар бир талаба ихтиёрий равишда аудиторияда мавзунинг калит саволларини намойиш қилиш учун сўралади.

Баҳолаш мезонлари:

Жорий назорат (1 ва 2)40%

Оралик назорат30%

Якуний назорат.....30%

Охири муддат :

Якуний назоратгача талаба 39 баллдан кам бўлмаса, унга назоратлардан биттасини қайта топширишга рухсат берилади.

“Тил кўникмалари интеграцияси“ фани бўйича

СИЛЛАБУС- КАЛЕНДАРЬ РЕЖА

2016-2017 ўқув йили 1-босқич талабалари учун “Тил кўникмалари интеграцияси” (Оғзаки нутқ амалиёти) фанидан машғулотларнинг мавзулар ва соатлар бўйича

тақсимланиши:

Модул 1

1-семестр

Т/р	Ой номла ри	Машғул от турлари	Мавзу номи	Лойиҳа турлари	Ажратил ган соат
1	2	3	4	5	6
1	Сентябрь	амалий	Uzbekistan and the world. Introduction to the course: Course syllabus, assessment specification.	<i>“Welcome to Uzbekistan” (guidebook for visitors) or “Discover Uzbekistan” (tourism fair)</i>	2
2		амалий	Uzbekistan and the world: Immigration		2
3		амалий	Uzbekistan and the world: Diversity (multinational and multicultural communities)		2
4		амалий	Uzbekistan and the world Project presentation	<i>Project submission and discussion</i>	2
5	Октябрь	амалий	Work and business: Job interviews, applying for a job	<i>“Street interviews” (oral report based on the survey results on gender issues in work) or “Business etiquette” (handbook for businessman)</i>	2
6		амалий	Work and business: Teaching profession, decision-making (influence of family, childhood dreams)		2
7		амалий	Work and business: Gender issues in work, unemployment		2
8		амалий	Work and business: Project presentation	<i>Project submission and discussion</i>	2

9	Ноябрь	амалий	MIDTERM WEEK		2
10		амалий	Environment: Environmental problems (pollution, Aral Sea, global warming) , natural disasters: (flood, earthquake)	<i>“ Our planet”(conference on environmental issues) or “ Environmental pollution” (poster presentation)</i>	2
11		амалий	Environment: Human impact on nature, climate.		2
12		амалий	Environment: Endangered animals and plants, protecting the environment Project presentation	<i>Project submission and discussion</i>	2
13	Декабрь	амалий	Relations: Men and women, Love	<i>“Divorce” (Drama dealing with the reasons for divorce) or “Politeness in different cultures”(illustrated presentation)</i>	2
14		амалий	Relations: , marriage and divorce, arranged marriages		2
15		амалий	Relations: Friendship, internet dating		2
16		амалий	Relations: teacher and students, neighbours Project presentation	<i>Project submission and discussion</i>	2
17	Январь	амалий	Cross- cultural communication: Verbal and non-verbal communication	<i>Gestures (poster presentation) or Culture shock (guide book for exchange students)</i>	2
18		амалий	Cross- cultural communication: Culture shock, Cultural misunderstanding, cultural awareness		2
19		амалий	REVIEW FINAL TEST		2

2- семестр

T/p	Ой номла ри	Машғул от турлари	Мавзу номи	Лойиҳа турлари	Ажратил ган соат
1	2	3	4	5	6
1	Февраль	амалий	Mass media: Press, ethics of journalism	<i>“The internet after 10 days” (radio programme) or “ Our newspaper” (small group newspaper)</i>	2
2		амалий	Mass media: Internet, tabloids		2
3		амалий	Mass media: The language of media, censorship		2
4		амалий	Project presentation	<i>Project submission and discussion</i>	2
5	Март	амалий	Ethical issues in medicine, science and technology: Genetically modified food, nuclear power	<i>“ Plastic surgery” (poster presentation) or “Genetically modified food” (scientific conference)</i>	2
6		амалий	Ethical issues in medicine, science and technology: Cloning, animal experimenting		2
7		амалий	Ethical issues in medicine, science and technology: alternative energy sources		2
8		амалий	Project presentation	<i>Project submission and discussion</i>	2
9	Апрель	амалий	MIDTERM		2
10		амалий	Education: ethical issues, Psychological and philosophical issues	<i>“ The university of my dreams” (educational fair) or “ School uniform” (poster presentation)</i>	2
11		амалий	Education: why some children learn quickly or slowly, inclusion		2
12		амалий	Education: Models of education, future of education		2
13	Май	амалий	Project presentation	<i>Project submission and</i>	2

				<i>discussion</i>	
14		амалий	Social issues : Community responsibilities, role of woman in society	<i>“Community service” (helping elderly people ,visiting orphanages – video report) or “ Low and justice” (debate about the low on shoplifting – talk show)</i>	2
15		амалий	Social issues : crime, punishment, vandalism		2
16		амалий	Social issues : disabled people, role of women in society		2
17		амалий	Social issues : charity, orphans		2
18	Июнь	амалий	Project presentation	<i>Project submission and discussion</i>	2
19		амалий	FINAL TASK		2

Гапириш ва тинглаш модули

1 семестр

T/p	Ой номи	Машғулот турлари	Мавзу номи	Текст турлари		Ажратилган соат
1	2	3	4	5		6
				speaking	listening	
1		амалий	Introduction to the course: Course syllabus, assessment specs			2
2	Сентябрь	амалий	Uzbekistan and the world	<i>Interpreting</i>	<i>Interviews</i>	2
3		амалий	Uzbekistan and the world	<i>Talking about past and present reactions</i>	<i>TV news</i>	2
4		амалий	Uzbekistan and the world	<i>Discussing opinions, Comparing</i>	<i>Listening for main idea</i>	2
5	Октябрь	амалий	Work and business	<i>Comparing and justifying choices and ideas</i>	<i>Distinguishing solutions</i>	2

6		амалий	Work and business	<i>Making guesses</i>	<i>Listening for specific information</i>	2
7		амалий	Work and business	<i>Discussing consequences</i>	<i>Lectures on topics of professional interest</i>	2
8		амалий	Work and business	<i>Talking about different types of jobs</i>	<i>Telephone conversations</i>	2
9	Ноябрь	амалий	MIDTERM			2
10		амалий	Environment	<i>Accounting for and sustaining opinions in discussions by providing relevant explanations, arguments and comments</i>	TV news	2
11		амалий	Environment	<i>Comparing problems; feelings</i>	<i>Radio news</i>	2
12		амалий	Environment	<i>Talking about complains</i>	<i>Listening for specific information</i>	2
13	Декабрь	амалий	Relationship	<i>Checking and confirming information, following up interesting replies</i>	<i>TV talk shows</i>	2
14		амалий	Relationship	<i>Comparing reactions</i>	<i>Feature films</i>	2
15		амалий	Relationship	<i>Contributing as main speaker to a debate</i>	<i>Feature films</i>	2
16		амалий	Relationship	<i>Making decisions, giving reasons</i>	<i>Feature films</i>	2
17	Январь	амалий	Cross-cultural communication	<i>Describing verbal and non-verbal communication</i>	<i>Listening and taking notes</i>	2
18		амалий	Cross-cultural communication	<i>Presenting cultural misunderstanding</i>	<i>Identifying the difference in conversations</i>	2
19		амалий	REVIEW. FINAL TEST			

2 семестр

T/p	Ой номла ри	Машғуло т турлари	Мавзу номи	Стратегиялар ва матн турлари		Ажрати лган соат
1	2	3	4	5		6
				speaking	listening	
1	Февраль	амалий	Mass-media	<i>Describing media types and preferences</i>	<i>Understanding the gist</i>	2
2		амалий	Mass-media	<i>Making reports</i>	<i>Summarising in English and the native language from a listening input</i>	2
3		амалий	Mass-media	<i>conveying emotions using appropriate intonation and stress</i>	<i>summarising in English and the native language from a listening input</i>	2
4		амалий	Mass-media	<i>summaries of short extracts from news items</i>	<i>Podcasts</i>	2
5	Март	амалий	Ethical issues in medicine science and technology	<i>carrying out a prepared interview</i>	<i>TV documentaries</i>	2
6		амалий	Ethical issues in medicine science and technology	<i>Describing and discussing problems</i>	<i>TV documentaries</i>	2
7		амалий	Ethical issues in medicine science and technology	<i>Asking for explanations</i>	<i>Listening and taking notes</i>	2
8		амалий	Ethical issues in medicine science and technology	<i>Evaluating views Describing values</i>	<i>listening for specific information</i>	2
9	Апр	амалий	MIDTERM			2

10		амалий	Education	<i>Describing personal experiences</i>	<i>Public announcements</i>	2
11		амалий	Education	<i>Comparing and giving advice</i>	<i>Conversations</i>	2
12		амалий	Education	<i>Narrating and sharing comparisons</i>	<i>Audio books</i>	2
13	Май	амалий	Education	<i>Exchanging information on academic topics in a dialogue</i>	<i>Educational podcasts</i>	2
14		амалий	Social issues	<i>Expressing a viewpoint in a formal setting on a topical issue giving the advantages and disadvantages of various options</i>	<i>Listening for main idea</i>	2
15		амалий	Social issues	<i>Discussion of social issues(types of punishment)</i>	Talks, interviews	2
16		амалий	Social issues	<i>Talking about own community</i>	Songs	2
17	Июнь	амалий	Social issues	<i>Giving reasons</i>	Listening and taking notes	2
18		амалий	<i>Group Feedback</i>	<i>Group Feedback</i>	<i>Group Feedback</i>	2
19		амалий	FINAL TEST			2

Талабалар билимини баҳолаш турлари ва мезонлари

Жорий назорат – 40 балл

ЖБ 1 ва ЖБ 3: Аудиторияда бажариладиган машқ ва топшириқлар, уй вазифалари (портфолио, кундалик, проектлар, интервью ва ролли ўйинлар) (Модул 1);

ЖБ 2 ва ЖБ 4: Аудиторияда бажариладиган машқ ва топшириқлар, уй вазифалари (Модул 2);

Оралиқ назорат – 30 балл

Матнга асосланган вазифалардан иборат турли методлардан фойдаланиб тузилган тест (матнларга асосланган машқлар: матнни тўлдириш, хатоларни аниқлаш ва ҳ.к.) (Модул 1)

Матнга асосланган вазифалардан иборат турли тест методларидан фойдаланиб тузилган грамматик тестлар (Модул 2)

Якуний назорат – 30 балл

Модул 1 ва 2 учун матнга асосланган турли тест методларидан фойдаланиб тузилган тест;

Фойдаланиладиган адабиётлар:

1. Слободкина Н. А., Абдураимова Б. - A Practical English Grammar, «Ўзбекистон Миллий Энциклопедияси», Т., 2006
2. Бакиева Г.Х. ва бошқ. Get in Touch. –Т.: Филолог, 2004
3. McCarthy, M. and O'Dell, F. (1999) English Vocabulary in Use - Elementary. Cambridge: CUP
4. McCarthy, M. and O'Dell, F. (2004) English Phrasal Verbs in Use. Cambridge: CUP
5. Redman, S. (1997) English Vocabulary in Use – Pre-intermediate. Cambridge: CUP
6. Thomas, B.J. (1986) Intermediate Vocabulary. Harlow: Longman
7. Thomas, B.J. (1990) Elementary Vocabulary. Harlow: Longman
8. *Carter, R. & Hughes, R. (2000) Exploring Grammar in Context. Cambridge: CUP
9. Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP.
10. Murphy, R. (2004) English Grammar In Use. Cambridge: CUP
11. *Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP
12. *Quirk R. Et al. (1989) A Comprehensive Grammar of the English Language. Longman
13. Swan, M. (2005) Practical English Usage. Oxford: OUP
14. *Zaorob, M.L. & Chin, E. (2001) Games for Grammar Practice. Cambridge: CUP

TOPIC: Introduction to the course			
Course Type: practical		Time: 2 hours	
Semester: ☐ S1 ☒ S2		Number of Students: 12	
Lesson Outline (Steps)			
1. Warm-up activity 2. Introduction of the course 3. Syllabus requirement			
Lesson aims:			
Objectives:		Learning Outcomes:	
By the end of the lesson SS should		By the end of the lesson, SS will:	
1.			
Materials used:		Preparation (Aids and Equipment)	
Handouts from the Internet source	☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☒ visuals	☒ whiteboard ☒ markers ☒ blackboard ☐ flipchart ☐ scotch ☒ scissors ☐ other: _____	☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: _____
Type of Assessment			
☒ on going assessment ☒ participation ☐ quiz / test ☒ homework ☐ presentation ☐ peer editing ☐ project ☐ other: _____ ☐ other: _____		☒ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment	
Activity Type:		Lesson Length: (hours/days)	
☐ individual ☐ plenary discussion ☒ small group ☐ other _____ ☒ whole class (teacher-students)		In-Class Time: _2_ hours/1days Out-of-Class Time: 0 _____	
Teaching Model:		Students will be engaged in:	

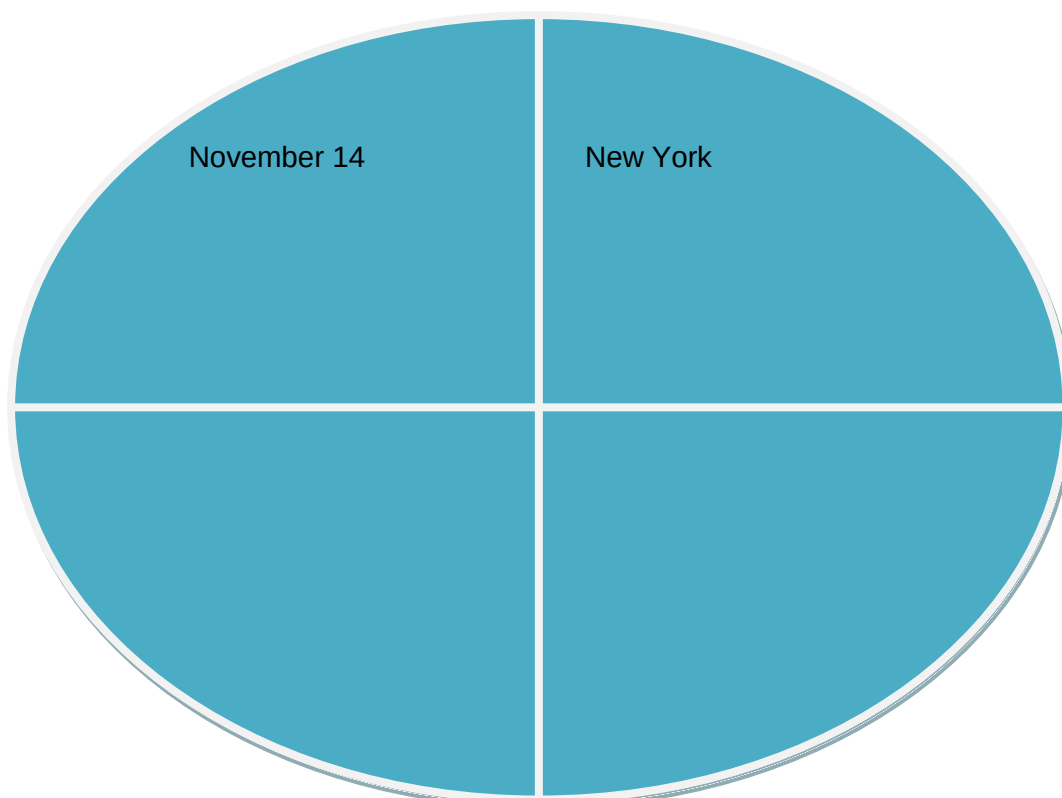
☐ concept attainment ☒ cooperative learning ☐ discovery learning ☐ direct instruction	☒ presentation ☐ problem-based instruction ☒ skill attainment	☒ independent activities ☒ cooperative learning ☐ peer tutoring ☐ designing visuals ☒ role-plays	☐ pairing ☒ whole group ☐ a project ☐ lecture ☐ other: _____
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Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Introduce yourself and establish common rules for the course. State that in order to work cooperatively and achieve positive academic results it is necessary to create a good working atmosphere. Have SS tell their names and an adjective describing them starting from the first letter of their name.	Follow T instruction
2.Main part (50 minutes)	Draw a 'teacher's pie' on the board and ask volunteers ask the questions guessing what kind of information is presented. Ask individual create their own 'pie' and have the rest of the class ask similar questions. Distribute Syllabus per each pair of students. Go through the course description together with the students, stopping and explaining each item. Distribute Worksheets with the questionnaire about <i>Learning Styles</i>. Ask SS answer the questions and count the scores. Have a small discussion of how knowing each	Ask questions to find out the information about the teacher. Create their own pies with certain life facts. Read through the syllabus, ask any relevant questions. Answer the questions individually and count their scores.

	learning style might help in acquiring a foreign language and what strategies can be worked out in this regard.	Discuss the importance of learning styles and the ways to enhance learning a foreign language.
1. Closure (___minutes)	Establish that this course is for developing and integrating all four language skills and stress the importance of constant revision of vocabulary and grammar structure.	Get read for the next discussion and lesson.
Reflection on Lesson Implementation		

Teacher's pie



TOPIC : Uzbekistan and the world (International organizations in Uzbekistan)			
Course Type: practical		Time: 2 hours	
Semester: ☒ S1 ☐ S2		Number of Students: 12	
Lesson Outline		Steps:	
4. Introduction a) Lead in and warm up about the topic 5. Body a) Reading activity b) Speaking task c) Fill-in the gaps exercise 6. Round up a) Reviewing the lesson b) Home task giving		1. Warm-up 2. Main part 3. Closing part	
Lesson aims: To improve speaking and reading skills			
Objectives:		Learning Outcomes:	
<i>By the end of the lesson SS should</i> - Develop their speaking fluency on the topic Uzbekistan in the word - Improve reading for specific information - Practice their listening skill by participating in discussion and responding to questions		<i>By the end of the lesson the SS will...</i> - Discuss the quality of a tourist city - Brainstorm the list of adjectives used to describe a city or town - Skim through the reading texts and find the information - Get acquainted with some geographical facts by answering geographical quiz	
Materials used:		Preparation (Aids and Equipment)	
Handout with the text (internet source) Strips of paper		☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☒ music ☐ video material ☐ power point presentation ☐ visuals	☒ whiteboard ☒ markers ☐ blackboard ☐ flipchart ☐ scotch ☐ scissors ☐ other: _____
		☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☒ tape-recorder ☐ other: _____	
Type of Assessment			

☒ on going assessment ☒ participation ☐ quiz / test ☒ homework ☐ presentation ☐ peer editing ☐ project ☐ other: _____ ☐ other: _____		☒ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment	
Activity Type:		Lesson Length: (hours/days)	
☐ individual discussion ☒ small group _____ ☒ whole class (teacher-students)		In-Class Time: _4_ hours/2days Out-of-Class Time: 0 _____	
Teaching Model:		Students will be engaged in:	
☒ concept attainment ☒ cooperative learning ☐ discovery learning ☐ direct instruction		☒ independent activities ☒ cooperative learning ☐ peer tutoring ☐ designing visuals ☐ role-plays	
☐ presentation ☐ problem-based instruction ☒ skill attainment		☐ pairing ☐ whole group ☐ a project ☐ lecture ☐ other: _____	
TOPIC: Uzbekistan and the world 2			
Course Type: practical		Time: 2 hours	
Semester: ☒ S1 ☐ S2		Number of Students: 12	
Lesson Outline		Steps:	
7. Introduction b) Lead in and warm up about the topic 8. Body d) Reading activity e) Speaking task f) Fill-in the gaps exercise 9. Round up c) Reviewing the lesson d) Home task giving		1. Warm-up 2. Main part 3. Closing part	
Lesson aims: To improve speaking and reading skills			
Objectives:		Learning Outcomes:	

<i>By the end of the lesson SS should</i> • Develop their speaking fluency on the topic Uzbekistan in the word • Improve reading for specific information • Practice their listening skill by participating in discussion and responding to questions		<i>By the end of the lesson the SS will...</i> • Discuss the quality of a tourist city • Brainstorm the list of adjectives used to describe a city or town • Skim through the reading texts and find the information • Get acquainted with some geographical facts by answering geographical quiz	
Materials used:		Preparation (Aids and Equipment)	
Handout with the text (internet source) Strips of paper	☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☒ music ☐ video material ☐ power point presentation ☐ visuals	☒ whiteboard ☒ markers ☐ blackboard ☐ flipchart ☐ scotch ☐ scissors ☐ other: _____	☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☒ tape-recorder ☐ other: _____
Type of Assessment			
☒ on going assessment ☒ participation ☒ homework ☐ peer editing ☐ other: _____		☐ quiz / test ☐ presentation ☐ project ☐ other: _____	
Activity Type:		Lesson Length: (hours/days)	
☐ individual discussion ☒ small group _____ ☒ whole class (teacher-students)		☐ plenary ☐ other In-Class Time: <u>4</u> hours/2days Out-of-Class Time: 0 _____	
Teaching Model:		Students will be engaged in:	
☒ concept attainment ☒ cooperative learning ☐ discovery learning ☐ direct instruction		☐ presentation ☐ problem-based instruction ☒ skill attainment	
		☒ independent activities ☒ cooperative learning ☐ peer tutoring ☐ designing visuals ☐ role-plays	
		☐ pairing ☐ whole group ☐ a project ☐ lecture ☐ other: _____	

Detailed Procedure of the Lesson
(Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	T introduces herself by placing the facts about personal information on the board. She then gives the instruction to the SS to ask the questions, so that the answers will be facts on the board. Syllabus and course details as well as the policy and grading system)	SS turn by turn ask the questions about the T. They use strips of paper to write their questions.

2.Main part (50 minutes)	Teacher writes the phrase “Uzbekistan and the world” on the board. Then she asks students to brainstorm and say the words and phrases about this topic. T writes the SS’ ideas on the board	SS brainstorm the topic and write the ideas on a separate piece of paper. After that, they share their ideas with the class.
Geography quiz- (10 mins)	divide students into pairs and distribute the quiz asking to count scores 2 per each right answer. After this the whole class checks how many right answers each got.	SS work in pairs and answer the questions and count the scores
Sepaking and brainstorming activity (10 mins)	Elicit from ss what hometowns they are from and write the names of the cities on the board. Ask them to brainstorm the adjectives they can use to describe their cities/towns. Distribute handouts and ask ss to think of their towns and fill in the table.	Ss name their cities and tell the adjectives.
Pre-reading activity (10mins)	Tell ss to share what they have written and compare the information with the others.	Fill in the necessary information in the table. Share with the class and note down similarities and differences.
Reading task (15 mins)	Ask student to develop criteria for a world’s famous city. What requirements should the city meet in order to be called world’s famous city. And name ten cities they think it is necessary to visit during lifetime and why.	student to develop criteria for a world’s famous city. What requirements should the city meet in order to be called world’s famous city. And name ten cities they think it is necessary to visit during lifetime and why.
Post reading discussion (10 mins)	Divide ss in pairs and ask them to read the texts and answer the questions, skimming through information. Ask the class, “What can be the influencing factors of any place that lead many tourists to visit the country? What interests the tourists?”	read the texts and answer the questions, skimming through information. Answer the question

Ancient wonder

1st Petra, Jordan

The location for a number of Hollywood films, including *Indiana Jones and the Last Crusade*, the city of Petra was built in rocky cliffs more than 2,000 years ago, and was once an important commercial city. Temples, palaces, and a huge amphitheatre were all cut out of the cliffs, whose amazing colours give the city its rose-red appearance. Historians believe that the citizens of Petra had to abandon it around 551 AD and this incredible archeological site was forgotten by the West, until a Swiss traveller 'rediscovered' it in 1812.



A viewer's opinion: 'It's very difficult to imagine how enormous and how splendid it is from photographs – you just have to see it in person. It'll blow your mind!'

2nd Machu Picchu, Peru 3rd The Pyramids, Egypt
4th The Great Wall of China 5th Angkor Wat, Cambodia

Romantic city

1st Venice, Italy

What could be more romantic than going down a Venetian canal in a gondola? No wonder Venice is the favourite of lovers all over the world. This unique city is located on 118 flat islands, and has over 200 canals and 400 bridges. Visit the Piazza San Marco, one of the most beautiful squares in the world with its 500-year-old buildings, and marvel at the Basilica of St Mark, and the Doge's Palace, the home of many of Venice's most famous paintings and sculptures.



A viewer's opinion: 'Imagine going back in time to a life without cars, where magnificent art and architecture were all around you – this is what you experience when you go to Venice.'

2nd Prague, Czech Republic 3rd Paris, France
4th Istanbul, Turkey 5th St Petersburg, Russia

Modern city

1st Las Vegas, USA

A surprising choice as your favourite city, Las Vegas means the 'meadows' in Spanish, but meadows are probably the only thing you can't find here. Even for those who aren't interested in gambling, Las Vegas is one of the most exciting cities in the world. 'The strip', in the centre of town, is five kilometres of the most extravagant hotels you will ever see, including replicas of the Eiffel Tower, the Egyptian Pyramids and ancient Roman Palaces. It uses almost 24,000 kilometres of neon lights! Famous for its 'quickie' weddings (both Elvis Presley and Richard Gere were married here) you can even arrange a 'drive through wedding' and be back in the casinos in an hour!



A viewer's opinion: 'There can be no other place like this on earth – it's like entering a cartoon world.'

2nd Sydney, Australia 3rd Hong Kong, China
4th New York, USA 5th Rio de Janeiro, Brazil

Beach

1st Koh Samui, Thailand

A tropical paradise located in the warm blue waters to the southeast of Thailand. Although it is the kingdom's second largest island after Phuket, it was unknown to tourists until a few years ago. Easy to reach from Bangkok, it is covered with coconut trees and brightly-coloured flowers and is surrounded by white sandy beaches and turquoise seas. Whether you want remote beaches, great shopping, first-class restaurants or an exciting night-life, you'll find it on Koh Samui.



A viewer's opinion: 'The most perfect paradise island in the Far East – such friendly people and good food! Everyone should go there before they die, but hopefully not at the same time!'

2nd Whithaven beach, Great Barrier Reef, Australia
3rd Cancún, Mexico 4th Boulder's Beach, South Africa
5th Bora Bora, French Polynesia

Choose a city or town and describe it

- It's in the west / southeast / centre. It's near the **border** with ...
It's on the river X. It's famous for ...
It's about 50 km from ...

- an industrial area
beautiful scenery nearby
sandy beaches
spectacular views
- a carnival, festival or other events
an underground system or trams
docks or a harbour
shopping malls or street markets

cosmopolitan crowded exciting historical industrial
noisy ugly old-fashioned peaceful polluted
popular with tourists romantic

- ### Choose a city or town and describe it

- It's in the west / southeast / centre. It's near the **border** with ...
It's on the river X. It's famous for ...
It's about 50 km from ...

- an industrial area
beautiful scenery nearby
sandy beaches
spectacular views
- a carnival, festival or other events
an underground system or trams
docks or a harbour
shopping malls or street markets

cosmopolitan crowded exciting **historical** industrial
noisy ugly **old-fashioned** peaceful polluted
popular with tourists romantic

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Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	T introduces herself by placing the facts about personal information on the board. She then gives the instruction to the SS to ask the questions, so that the answers will be facts on the board.	SS turn by turn ask the questions about the T. They use strips of paper to write their questions.
2.Main part (50 minutes)	Teacher writes the phrase “Uzbekistan and the world” on the board. Then she asks students to brainstorm and say the words and phrases about this topic. T writes the SS’ ideas on the board <u>Pre-reading activity</u>- T gives slips of paper with the unknown words from the text and asks students to match with the definitions. Max. 15 words. After the work is done T checks the comprehension of new words and explains any of the misunderstanding. <u>Reading activity</u>- T tells to the SS that they are going to read the text in chunks. She divides the class into 4 groups and hands in one part from the text. After that, T tells SS to change their groups and share the information from the text. <u>Speaking Activity</u>- T assigns each student the topic from her questionnaire and have them express their opinion. KWL chart filling- Teacher provides KWL chart for each student to fill in with the facts from the lesson.	SS brainstorm the topic and write the ideas on a separate piece of paper. After that, they share their ideas with the class. SS work in pairs and match the words with their definitions. After that, they check the words with the teacher. SS in groups read the text and work with the general comprehension. After reading SS change the groups and share the information with other members of the class. SS chose the topic from the teacher and prepare mini talk. SS fill in the chart with the facts from the lesson

3. Closure (__ minutes)	T summarizes the lesson by assigning homework and answering questions that SS might have.	SS ask questions about the topic and get the homework from the teacher
Reflection on Lesson Implementation		

Foreign relations



Embassy of Uzbekistan in Washington, D.C.

Uzbekistan joined the Commonwealth of Independent States in December 1991. However, it is opposed to reintegration and withdrew from the CIS collective security arrangement in 1999. Since that time, Uzbekistan has participated in the CIS peacekeeping force in Tajikistan and in UN-organized groups to help resolve the Tajikistan and Afghanistan conflicts, both of which it sees as posing threats to its own stability.

Previously close to Washington (which gave Uzbekistan half a billion dollars in aid in 2004, about a quarter of its military budget), the government of Uzbekistan has recently restricted American military use of the airbase at Karshi-Khanabad for air operations in neighboring Afghanistan. Uzbekistan was an active supporter of U.S. efforts against worldwide terrorism and joined the coalitions that have dealt with both Afghanistan and Iraq.

The relationship between Uzbekistan and the United States began to deteriorate after the so-called "colour revolutions" in Georgia and Ukraine (and to a lesser extent Kyrgyzstan). When the U.S. joined in a call for an independent international investigation of the bloody events at Andijon, the relationship took an additional nosedive, and President Islam Karimov changed the political alignment of the country to bring it closer to Russia and China, countries which chose not to criticise Uzbekistan's leaders for their alleged human rights violations.

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In late July 2005, the government of Uzbekistan ordered the United States to vacate an air base in Karshi-Kanabad (near Uzbekistan's border with Afghanistan) within 180 days. Karimov had

offered use of the base to the U.S. shortly after 9/11. It is also believed by some Uzbeks that the protests in Andijan were brought about by the U.K. and U.S. influences in the area of Andijan. This is another reason for the hostility between Uzbekistan and the West.

Uzbekistan is a member of the United Nations (UN) (since 2 March 1992), the Euro-Atlantic Partnership Council (EAPC), Partnership for Peace (PfP), and the Organisation for Security and Cooperation in Europe (OSCE). It belongs to the Organisation of the Islamic Conference (OIC) and the Economic Cooperation Organisation (ECO) (comprising the five Central Asian countries, Azerbaijan, Turkey, Iran, Afghanistan, and Pakistan). In 1999, Uzbekistan joined the GUAM alliance (Georgia, Ukraine, Azerbaijan and Moldova), which was formed in 1997 (making it GUUAM), but pulled out of the organization in 2005.

Uzbekistan is also a member of the Shanghai Cooperation Organisation (SCO) and hosts the SCO's Regional Anti-Terrorist Structure (RATS) in Tashkent. Uzbekistan joined the new Central Asian Cooperation Organisation (CACO) in 2002. The CACO consists of Uzbekistan, Tajikistan, Kazakhstan and Kyrgyzstan. It is a founding member of, and remains involved in, the Central Asian Union, formed with Kazakhstan and Kyrgyzstan, and joined in March 1998 by Tajikistan.

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In September 2006, UNESCO presented Islam Karimov an award for Uzbekistan's preservation of its rich culture and traditions. Despite criticism, this seems to be a sign of improving relationships between Uzbekistan and the West.

The month of October 2006 also saw a decrease in the isolation of Uzbekistan from the West. The EU announced that it was planning to send a delegation to Uzbekistan to talk about human rights and liberties, after a long period of hostile relations between the two. Although it is equivocal about whether the official or unofficial version of the Andijan Massacre is true, the EU is evidently willing to ease its economic sanctions against Uzbekistan. Nevertheless, it is generally assumed among Uzbekistan's population that the government will stand firm in maintaining its close ties with the Russian Federation and in its theory that the 2004–2005 protests in Uzbekistan were promoted by the USA and UK.

(taken from <http://en.wikipedia.org/wiki/Uzbekistan>)

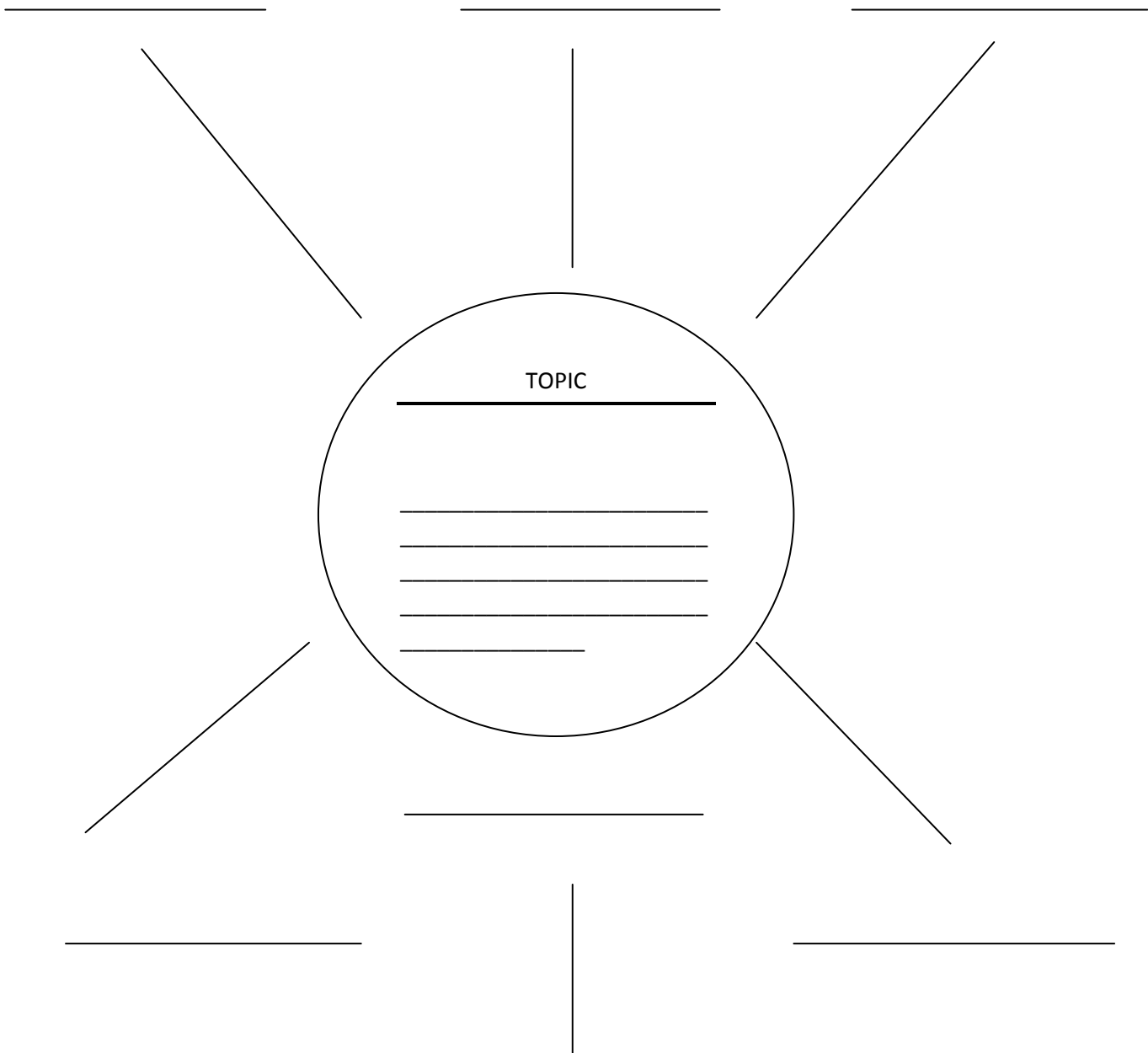
KWL Chart

What we know	What we want to know	What we learned

Name: _____

Date: _____

Brainstorming map



(adapted from LEARNS, a partnership of the Northwest Regional Educational Laboratory and the Bank Street College of Education)

TOPIC 2: Uzbekistan and the world (Globalization and change)			
Course Type: practical		Time: 2 hours	
Semester: ☒ S1 ☐ S2		Number of Students: 11-12	
Lesson Outline (Steps)			
10. Introduction (Home work checking) c) Transition to another topic 11. Body-Activities for comprehension and vocabulary expansion 12. Closure			
Lesson aims: to develop listening for detailed information, not taking skills, to convey the change with the help of Continuous forms.			
Objectives:		Learning Outcomes:	
<i>By the end of the lesson SS should</i> 2. Enrich vocabulary connected with cities, globalization 3. Improve listening and note taking skills 4. Improve reading skills		By the end of the lesson, SS will: - Read a text about Beijing - Listen to the speakers talk about the change in their cities - Present the information about different places in the world	
Materials used:		Preparation (Aids and Equipment)	
Cutting Edge. Advanced. Student's book.(2005) Sarah Cunningham & Peter Moor with J C Carr New Cutting Edge Intermediate. Student's book.(2005) Sarah Cunningham & Peter Moor	☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☐ visuals	☒ whiteboard ☒ markers ☐ blackboard ☐ flipchart ☐ scotch ☒ scissors ☐ other: - _____	☒ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: - _____
Type of Assessment			
☒ on going assessment ☒ participation ☐ quiz / test ☒ homework ☐ presentation ☐ peer editing ☐ project ☐ other: _____ ☐ other: _____		☒ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment	
Activity Type:		Lesson Length: (hours/days)	
☐ individual discussion ☒ small group _____ ☒ whole class (teacher-students)		In-Class Time: _4_ hours/2days Out-of-Class Time: 0 _____	

Teaching Model:		Students will be engaged in:	
☐ concept attainment	☒ presentation	☒ independent activities	☒ pairing
☒ cooperative learning	☐ problem-based instruction	☒ cooperative learning	☒ whole group
☐ discovery learning	☒ skill attainment	☐ peer tutoring	☐ a project
☐ direct instruction		☐ designing visuals	☐ lecture
		☒ role-plays	☐ other: _____

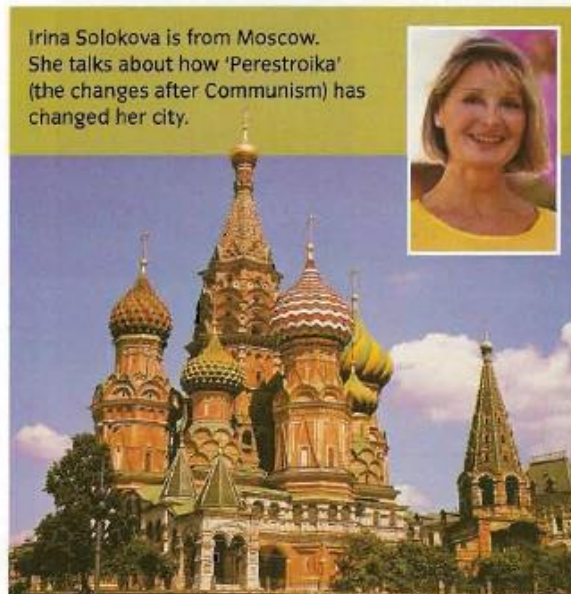
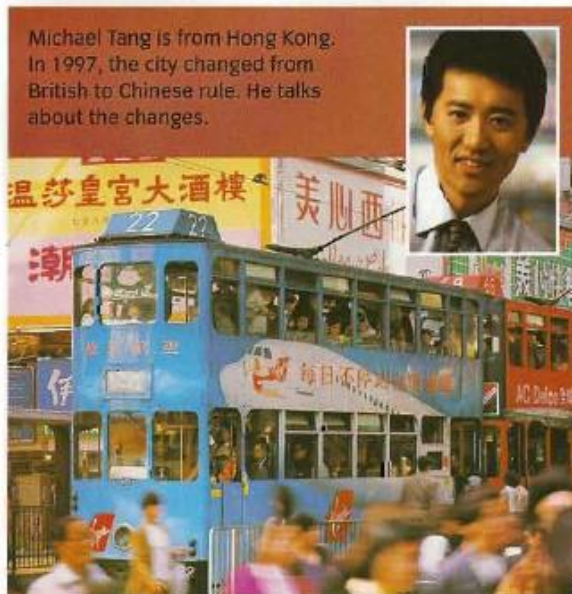
Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Home work checking (15 minutes)	Ask volunteer pairs present the information about the city/island they have found. Monitor and ask others in the class to take notes.	Present the information they have found online and answer questions.
2.Main part (50 minutes)	Tell that the world is changing rapidly and ask if ss noticed any change since Uzbekistan got independence. Elicit several answers.	Provide the changes they have noticed during these five years.
Listening activity Changes (20 minutes)	Distribute Handouts 1 to Ss and ask what they know about two cities on the pictures. Tell to Ss that they are going to listen to two people talking about the changes that happened in their cities and complete the following exercises.	Tell what they might know about the cities on the pictures. And get ready to listen to the speakers.
Pre-reading task Phrases to read and discuss+Voc (5 minutes)	Ask them to compare their city 5 years ago and now using the phrases for comparison.	Using the phrase create the sentences comparing their own cities.
Reading task A changing	Distribute the papers with the phrases, ask them to read one by one and guess what city it might be about. Help with unknown words if necessary and write them on the whiteboard. Pay attention to pronunciation.	Read the phrases and guess what kind of city they might describe. Write down new words in the note books.

city (15 minutes)	Distribute the Handout 2 and ask Ss to read the text finding sentences to prove the statements in an exercise are true	Read the text and find sentences necessary to complete the task.
4. Closure (5 minutes)	Summarize the lesson by reviewing facts and new words covered during the lesson. Give homework and say good bye. (till the next lesson)	Get homework and ask questions. Say good bye to the teacher. Arrange the chairs and leave the classroom.
Reflection on Lesson Implementation		

Language focus 2

Phrases for comparing



1 Look at the photos of Michael and Irina. What do you know about Moscow and Hong Kong?

2 **a** **T3.4** Listen to Michael and Irina. Mark the things in the box they mention, / for Irina and M for Michael.

economic problems	street names
tourists	language(s) spoken
how clean/dirty the city is	pace of life
new shops and buildings	traffic and driving
standard of living, prices, etc.	

b Which changes do both Michael and Irina mention? Do they feel generally happy or unhappy about these changes?

3 Choose the correct alternative. Then listen again and check.

Hong Kong

- a Daily life in Hong Kong feels very different from / more or less the same as how it was before.
- b Michael thinks Hong Kong seems more / less Chinese now.
- c The standard of living in Hong Kong is very similar / very different.
- d The streets look slightly / completely different from before.

Moscow

- e The streets of Moscow look slightly / completely different from the old days.
- f Irina thinks Moscow feels more / less Russian.
- g The traffic in Moscow is much worse than / more or less the same as before.
- h Prices in Moscow are very similar to / very different from before.

Analysis

1 Match the adjectives on the left with the prepositions on the right.

different	than
the same	to
worse	as
similar	from

2 Put the phrases in the best place on the line.

very different from
very similar to
exactly the same as
slightly different from
about the same as
completely different from

same	a	_____
	b	the same as
	c	_____
	d	_____
	e	similar to
	f	_____
	g	different from
	h	_____
different	i	_____

► Read Language summary D on page 146.

Reading and speaking

1 a) One by one, read the extracts below from a travel guide to a famous city. Can you guess which city it is?

- smartly dressed people clutching mobile phones
- road signs and advertising billboards are now in English
- a majestic political and architectural marvel
- a forest of construction cranes and bulldozers
- shopping malls and five-star hotels rise from the rubble
- The city is changing so rapidly it makes you dizzy.
- most youngsters disdain socialist sacrifice and are more interested in money, motorbikes, fashion, video games and rock music
- bicycles and ox carts were the main form of transport a decade ago but both are now prohibited on the new freeways and toll roads
- It may be something of a showcase, but what capital city isn't?

module 1 Going global

2 Read the text taken from the Lonely Planet guide to Beijing.

Which of the following statements do/do not reflect the author's views? In pairs, discuss why.

- a) Beijing has the same attraction today that it has always had for the people of China.
- b) These days, people in Beijing have the same aspirations as people anywhere else.
- c) It's hard to keep up with the pace of change in modern Beijing.
- d) Beijing has been completely ruined by modernization.
- e) Life in Beijing is more comfortable materially than it was in the 1980s.
- f) Beijing is an amazing place that all visitors will love.

3 Underline words and phrases in the text which show that the following sentences are true.

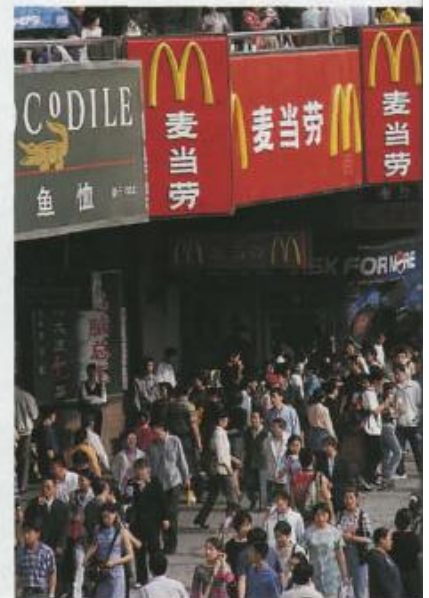
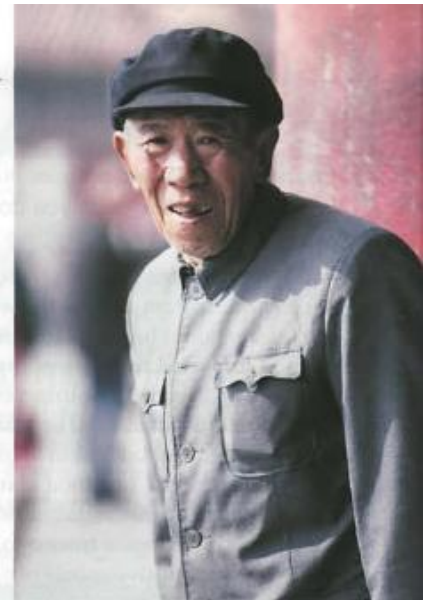
- a) Lots of people come to Beijing from the countryside to pursue their dreams.
- b) The capital is extremely attractive to these people.
- c) The differences between old and young people's attitudes are very obvious in Beijing.
- d) Old people are very enthusiastic about the Communist past.
- e) Many young people have no respect for Communist ideals.
- f) The builders are in a great hurry.
- g) Many new buildings are luxurious.
- h) Traditional homes have been replaced by big blocks of apartments.
- i) In the 1980s no-one expected to have such things as a TV set or a washing machine.
- j) A lot of people now have these things.
- k) People usually wear western clothes now.
- l) Near Beijing there are some extremely impressive things to see.

4 What are the main changes that have taken place in Beijing since the 1980s? Comment on the following:

- buildings
- material goods
- clothes
- transport
- attitudes

5 Discuss these questions in pairs.

- Do you think the changes described are mainly positive or mainly negative?
- Do they make you more or less interested in visiting Beijing?
- Are any of these changes happening in your city/country?
- Are there any other ways that globalisation has affected your city/country?
- What influences lie behind these changes?
- Have they had a good or bad effect on your city/country?



A changing city

1 For centuries, Beijing has been the promised land of China. Originally a walled bastion for emperors and officials, it remains a majestic political and architectural marvel. Today, people from the countryside still flock to the city in search of the elusive pot of gold at the end of the rainbow. The government encourages them to go home, but the lure of the capital proves too enticing. Meanwhile, down the road by the Friendship Store, smartly dressed customers clutching mobile phones head for the nearest banquet or disco.

2 Perhaps nowhere else in China more than in Beijing is the generation gap more visible. Appalled by the current drive to 'modernise', many older people still wax euphoric about Chairman Mao and the years of sacrifice for the socialist revolution. But most youngsters disdain socialist sacrifice and are more interested - like youngsters everywhere - in money, motorbikes, fashion, video games and rock music (though not necessarily in that order).

3 Foreigners seem to enjoy Beijing since the city offers so much to see and do. Things have changed drastically in the last ten years or so. The Beijing of today is a forest of construction cranes, bulldozers and 24-hour work crews scrambling to build the new China. Plush shopping malls and five-star hotels rise from the rubble. A good number of the road signs and advertising billboards are now in English. Whatever one says about Beijing today, it probably won't be true tomorrow. The city is



changing so rapidly it makes you dizzy. Travellers of the 1980s remember Beijing as a city of narrow lanes with single-story homes built around courtyards. These have given way to the high-rise housing estates of the 1990s. TV sets and washing machines - unimaginable luxuries in the 1980s - are now commonplace. Whereas bicycles and ox carts were the main form of transport a decade ago, both are prohibited on the new freeways and toll roads that now encompass the city. Whereas not so long ago every one wore the Chairman Mao suit, now jeans and T-shirts, leather jackets and suits are the norm.

4 Whatever impression you come away with, Beijing is one of the most fascinating places in China. It may be something of a showcase, but what capital city isn't? Within its environs you will find some of China's most stunning sights - the Forbidden City, the Summer Palace and the Great Wall, to name just a few. The city itself offers so much of interest that the main complaint of most visitors is that they simply run out of time before seeing it all.



The vocabulary from the text

1. Aspiration- стремление; сильное желание strong desire
2. Keep up with- успевать, быть наравне
3. Pursue- преследовать (цель) ; следовать намеченному курсу , go with a set direction
4. Flock- стекаться; приходить толпой, собираться толпами get crowded
5. Elusive- неуловимый, ускользающий
6. Lure- соблазн, temptation
7. Enticing- заманчивый, привлекательный, притягательный, соблазнительный attractive, appealing
8. Clutch- схватить; зажать -seize
9. Appalled- потрясённый, шокированный, повергнутый в ужас shocked
10. Wax
11. Disdain- презирать, относиться с презрением; не уважать look down upon
12. Bulldozer- бульдозер
13. Scramble- пробираться; протискиваться с трудом go through with difficulty
14. Plush- плюшевый; плюсовый, роскошный, шикарный
15. Rubble- бут, бутовый камень, булыжник piece of stone and brick
16. Dizzy- испытывающий / чувствующий головокружение
17. Showcase- витрина; выставочный стенд stand exhibition windows
18. Environs- окрестности (города, местности) the place near or around a city or another place

TOPIC : Work and business 1			
Course Type: practical		Time: 2 hours	
Semester: ☒ S1 ☐ S2		Number of Students: 12/13	
Lesson Outline (Steps)			
13. Introduction d) Lead in and warm up about the topic 14. Body 15. Closure			
Lesson aims: to introduce topic work and business and develop SS vocabulary and speaking skills			
Objectives:		Learning Outcomes:	
<i>By the end of the lesson SS should</i> 5. Develop fluency by speaking on the topic famous brands 6. Improve critical thinking skills by analyzing situations		By the end of the lesson, SS will: • Read the text and make predictions • Take the test • Speak on the topic of starting a new business • Make mini presentation about successful companies around the world	
Materials used:		Preparation (Aids and Equipment)	
Oxford English for Careers By Martyn Hobbs and Julia Starr Keddle OUP(2006) New Cutting Edge Intermediate (2005) Reading Extra(2004)		☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☒ visuals	☒ whiteboard ☒ markers ☒ blackboard ☐ flipchart ☐ scotch ☒ scissors ☐ other: _____
Type of Assessment			
☒ on going assessment ☒ participation ☐ quiz / test ☒ homework ☐ presentation ☐ peer editing ☐ project ☐ other: _____ ☐ other: _____		☒ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment	
Activity Type:		Lesson Length: (hours/days)	
☐ individual discussion ☐ plenary ☒ small group ☐ other _____ ☒ whole class (teacher-students)		In-Class Time: _4_ hours/2days Out-of-Class Time: 0 _____	

Teaching Model:		Students will be engaged in:	
☐ concept attainment	☐ presentation	☒ independent activities	☐ pairing
☒ cooperative learning	☐ problem-based instruction	☒ cooperative learning	☒ whole group
☐ discovery learning	☒ skill attainment	☐ peer tutoring	☐ a project
☐ direct instruction		☐ designing visuals	☐ lecture
		☐ role-plays	☐ other: _____

Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Ask volunteers make mini presentations about the company they have researched online. Have other Ss take notes and ask common questions about the famous brands.	Present the information found in the sources.
2.Main part (50 minutes)	Establish that to set up such company people need to be successful. Distribute handout 1 and guide ss to pre-reading questions. Discuss as a class what success is. Ask students to do the test with their partners and keep notes on the answer in their notebook, monitor the process. Tell them to do the exercise 4 in the handout. Play the recording to check the stressed syllables. Distribute the Assessment and ask students to find out their results. Elicit several ideas if they agree or disagree. Distribute Handout 2 (the business environment) and ask students to do the tasks in it.	Follow the T instructions and complete the tasks Do the test with their partners and keep notes on the answer in their notebook Complete the tasks and find out the results.
Start your own business		

	Discuss the results together. Reading activity and discussion.	Discuss as a whole class
5. Closure (__minute s)	Give ss homework to read the text and answer the questions.	Get homework and ask any relevant questions.
Reflection on Lesson Implementation		

Success

- ▶ Future forms
- ▶ Future clauses with *if*, *when*, etc.
- ▶ Reading and vocabulary: *Have you got what it takes?*
- ▶ Pronunciation: Stressed syllables, Sounding polite
- ▶ Vocabulary: Work
- ▶ Listening and speaking: Doing something different
- ▶ Task: Choose the best candidate
- ▶ Writing: A covering letter
- ▶ Real life: A formal telephone call
- ▶ Song: *Manic Monday*

Reading and vocabulary

1 Work in small groups. What does success mean to you? Which of these are the most/least important?

- a good love life
- friends and fun
- a happy family life
- plenty of money
- a nice home
- a successful career
- something else

2 a Look at the 'psychometric test' (a test designed to assess your personality) and read the questions quickly. Which of the areas in exercise 1 is the questionnaire mainly about?

b Check these words and phrases in your mini-dictionary.

to concentrate on something	to distract someone
to be jealous	to run a training course
a steady job	variety
to be wise	a workaholic

c Work in pairs and do the test. Ask and answer the questions, and keep a note of your partner's answers. If you haven't got a job yet, imagine how you would react. Give reasons for your answer to each question.

3 Look at page 140 and work out your partner's score. Then read the assessment together. Discuss the following questions.

- Do you think your assessment is fair?
- Do you think this is a good test to assess personality?
- Which are the most/least useful questions? Why?



Have you

- 1** Do you find it easy to concentrate on one subject?
a Not at all, I like to think about a variety of things.
b I try hard but sometimes it's difficult.
c Yes, I have no problem doing this.
- 2** Do your leisure interests ever distract you from your work?
a No, never. **b** Sometimes. **c** Yes, often.
- 3** You are planning a weekend with your family and friends. On Friday afternoon something urgent comes up. What is your reaction?
a You try to find someone else to do it for you.
b You forget your weekend and get on with what you have to do.
c You decide it will have to wait as you already have plans for the weekend.
- 4** You get a new job and discover that the local college is running a training course that will be very useful in your work. How do you react?
a You're not very interested in doing it.
b You decide to do the course even if you have to pay for it yourself.
c You will go, but only if your new company pays for it.
- 5** Where do you see yourself in five years' time?
a You'll probably be in the same position as now.
b You hope you'll be in a better position.
c You intend to advance your career considerably in the next five years.



got what it takes?

- 6 Do you talk about your job/studies outside work/college?
 - a Sometimes.
 - b Very frequently.
 - c No, I 'switch off' from work as soon as I can at the end of the day.
- 7 Do you think intelligence leads to success?
 - a Intelligence alone does not lead to success.
 - b Yes, you have to be intelligent to be successful in life.
 - c It's a big part of success.
- 8 One of your colleagues gets promoted. How do you feel?
 - a You're a bit jealous.
 - b You're pleased for your colleague.
 - c You're upset. You want to find out why it wasn't you and what went wrong.
- 9 Do you believe in the saying 'practice makes perfect'?
 - a No, nobody's perfect.
 - b Yes, the harder you work at things, the better you become.
 - c People don't have enough time to practise things these days.
- 10 Is it useful to look back at the past?
 - a No, you can't change what has happened.
 - b Yes, it's very important to look back and analyse our mistakes so that we don't repeat them.
 - c Maybe sometimes, but everyone can be wise about the past.
- 11 What do you think about hard work?
 - a It's the way to get what you want.
 - b It's okay if you are paid well for it.
 - c It's very tiring.
- 12 Where does your motivation come from?
 - a From your family.
 - b From your boss.
 - c From inside yourself.

4 Complete the table with words from the test and the assessment on page 140.

Noun	Adjective
success	successful
jealousy	a
b	intelligent
importance	c
d	happy
e	ambitious
f	determined
g	imaginative
confidence	h
i	possible

Pronunciation

- 1 Mark the stressed syllable on the words in exercise 4.

• •
 success successful
- 2 **TS.1** Listen and check. Which words change their stress pattern?
- 3 Practise saying the words, paying attention to the stressed syllables.

1 The business environment

Start up

- 1 Do the questionnaire. Put a tick (✓) for 'yes' or a cross (X) for 'no'.

What's your style? What kind of person are you? What's the right job for you? Find out with this questionnaire.

1 I enjoy teamwork. ☐	2 I am good at problem-solving. ☐	3 I like using technology. ☐	4 I like being independent. ☐
5 I am good at research. ☐	6 I like dealing with people. ☐	7 I don't like working under pressure. ☐	8 I like travelling and meeting new people. ☐
9 I am good at dealing with money. ☐	10 I am not very good at organizing information. ☐	11 I like being creative. ☐	12 I don't mind doing routine activities. ☐

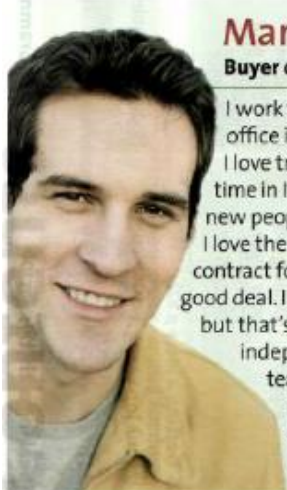
- 2 Compare your answers with your partner.

EXAMPLE

A I enjoy teamwork. What about you?

B No, I don't actually. I like being independent.

- 3 Read the texts below about Chloe and Markus, and answer the questionnaire for them. Put a question mark (?) when there isn't enough information.

 Markus Buyer of luxury leather goods I work for a department store. My office is in New York, but I travel a lot. I love travelling and I spend a lot of time in Italy and Morocco. I enjoy meeting new people and seeing the new styles. I love the challenge of getting a good contract for my company, negotiating a good deal. I spend a lot of time on my own, but that's not a problem as I enjoy being independent. In fact, I'm not a great team worker. I don't really like the routine paperwork when I get back to the office – but it needs to be done!	 Chloe Exhibition organizer I really enjoy my job. I love working under pressure and I like dealing with people. The other thing I really enjoy is problem-solving. And when you organize an exhibition, there are always lots of problems to sort out! I enjoy working as a team, but I hate dealing with money. I wasn't good at maths at school, but it's a part of the job, and I have to do it. Sometimes I work in the office, but I'm really not an office sort of person. I hate the routine!
---	--

2 The company

Start up

Work in pairs. You want to set up a company to develop and produce a new type of MP3 player. What different people do you need to employ? Make a list.

EXAMPLE

*You need people to buy raw materials.
You need people to sell the product.*

Vocabulary

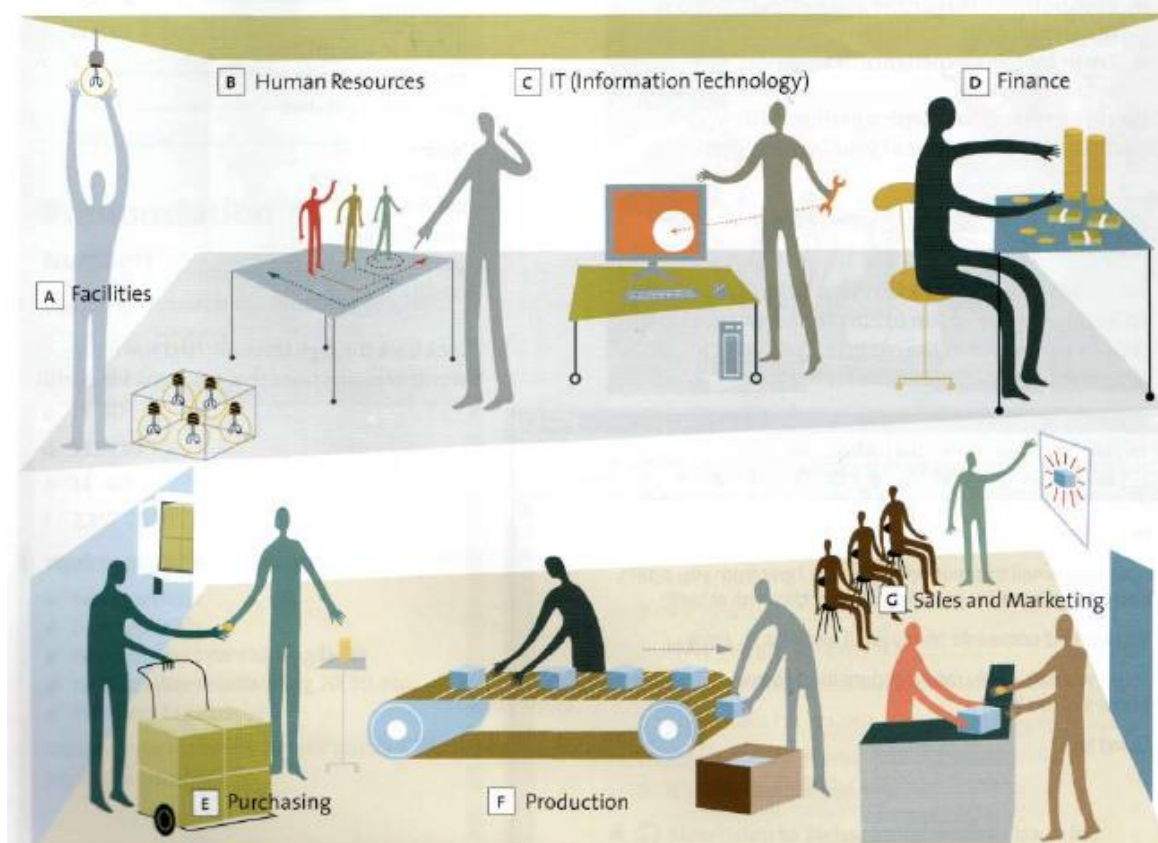
- 1 Work in pairs. Discuss what you think these people and departments do.

EXAMPLE

I think the Purchasing department buys things the company needs.

- 2 Match the departments (A–G) and descriptions (1–7).

- 1 It deals with billing, salaries, taxes, investment, and budgets. D
- 2 It is responsible for advertising and market research. It organizes the selling of the products. _____
- 3 It produces the finished products. _____
- 4 It deals with staff and is responsible for recruiting and training. _____
- 5 It organizes the maintenance of the buildings, including office space. _____
- 6 It is responsible for the computer systems, and trains staff in computer use. _____
- 7 It is responsible for buying the materials the company needs to make its products. _____



TOPIC4 : Work and business 2			
Course Type: practical		Time: 2 hours	
Semester: ☒ S1 ☐ S2		Number of Students: 12	
Lesson Outline (Steps)			
16. Introduction e) Lead in and warm up about the topic 17. Body 18. Closure			
Lesson aims: to increase vocabulary related to work and business			
Objectives:		Learning Outcomes:	
<i>By the end of the lesson SS should</i> 7. Enrich vocabulary connected with work and business 8. Improve reading for gist skills 9. Improve speaking fluency by presenting information and proposing business plan		By the end of the lesson, SS will: • Read the text <i>Survival of the fittest</i> • Practice new vocabulary in use • Role play different dialogues situation	
Materials used:		Preparation (Aids and Equipment)	
Handouts from the following books: 1. Opportunities Intermediate Michael Harris David Mower, Anna Sikorzynska 2. Idioms organizer (2002) John Wright Thomson & Heinle		☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☐ visuals ☒ whiteboard ☒ markers ☐ blackboard ☐ flipchart ☐ scotch ☐ scissors ☐ other: - _____ ☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: - _____	
Type of Assessment			
☒ on going assessment ☒ participation ☒ homework ☐ peer editing ☐ other: _____ ☐ quiz / test ☐ presentation ☐ project ☐ other: _____		☒ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment	
Activity Type:		Lesson Length: (hours/days)	
☐ individual discussion ☒ small group ☐ plenary ☐ other _____		In-Class Time: _2hours/1 day Out-of-Class Time: 0 _____	

☒ whole class (teacher-students)			
Teaching Model:		Students will be engaged in:	
☐ concept attainment	☒ presentation	☒ independent activities	☐ pairing
☒ cooperative learning	☐ problem-based instruction	☒ cooperative learning	☒ whole group
☐ discovery learning	☒ skill attainment	☐ peer tutoring	☐ a project
☐ direct instruction		☐ designing visuals	☐ lecture
		☒ role-plays	☐ other: _____

Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Homework checking Elicit answers for the exercises in the handout	
2.Main part (50 minutes)		
Idioms discovery (15 mins)	Distribute handout 1 (Bob's day at work) and have ss read the dialogue and find out the meaning of idioms in bold. Work on any unknown words that it can contain.	
Dialogues (15 mins)	Tell students now to read all the idioms definition and see how they can be used in different situations.	
	Divide ss into pairs and ask them to choose several idioms and compose small dialogue on the topic "Work" and present it as role-play	
Matching task	Ask volunteers to show what they have	

(10 mins) Pre-reading (5 mins) Reading for gist (15 mins)	prepared. Brainstorm the list of jobs they know and establish that there are also some interesting unusual jobs people might do. Distribute handout 2 (matching task) and ask pairs to find definition for each job. Allow 5 minutes for miming these unusual jobs. Ask students <i>What jobs have become more important in the last 10 years?</i> Discuss the question and allow for some opinions to be expressed. Distribute handout 3 (reading text) and ask student to read and find the necessary information to fill in the gaps in the text. Check with the whole class and ask follow up questions.	
6. Closure (5minutes)	Distribute handout 4 (personality test) and ask students to do it and report what they will know at the next lesson.	
Reflection on Lesson Implementation		

BOB'S DAY AT WORK

Bob works as a manager in a furniture store. Peter, his boss, is not happy about sales. Bob's new advertising campaign hasn't helped. Peter decides to fire him.

Peter: Bob, I hate to **break the news**, but our sales were down again last month.

Bob: Down again, Peter?

Peter: Yeah. These days, everybody's shopping at our competition, Honest Abe's Furniture Store.

Bob: But everything in there **costs an arm and a leg!**

Peter: That's true. They do charge **top dollar**.

Bob: And their salespeople are very strange. They really **give me the creeps!**

Peter: Well, they must be doing something right over there. Meanwhile, we're **about to go belly-up**.

Bob: I'm sorry to hear that. I thought my new advertising campaign would **save the day**.

Peter: **Let's face it:** your advertising campaign was a **real flop**.

Bob: Well then I'll **go back to the drawing board**.

Peter: It's too late for that. You're fired!

Bob: What? You're **giving me the ax?**

Peter: Yes. I've already found a new manager. She's as **sharp as a tack**.

Bob: Can't we even **talk this over?** **After all**, I've been working here for 10 years!

Peter: There's **no point in** arguing, Bob. I've already **made up my mind**.

Bob: Oh well, **at least** I won't have to **put up with** your nonsense anymore! Good-bye to you and good-bye to this **dead-end job**.

Peter: Please leave before I **lose my temper!**

IDIOMS – LESSON 1

about to – ready to; on the verge of

EXAMPLE 1: It's a good thing Bob left the furniture store when he did. Peter was so angry, he was **about to** throw a dining room chair at him.

EXAMPLE 2: I'm glad you're finally home. I was just **about to** have dinner without you.

after all – despite everything; when everything has been considered; the fact is

EXAMPLE 1: You'd better invite Ed to your party. **After all**, he's a good friend.

EXAMPLE 2: It doesn't matter what your boss thinks of you. **After all**, you're going to quit your job anyway.

at least – anyway; the *good* thing is that...

EXAMPLE 1: We've run out of coffee, but **at least** we still have tea.

EXAMPLE 2: Tracy can't afford to buy a car, but **at least** she has a good bicycle.

NOTE: The second definition of this phrase is "no less than": There were **at least** 300 people waiting in line to buy concert tickets.

(to) break the news – to make something known EXAMPLE 1: Samantha and Michael are getting married, but they haven't yet broken the news to their parents. EXAMPLE 2: You'd better break the news to your father carefully. After all, you don't want him to have a heart attack!
(to) cost an arm and a leg – to be very expensive EXAMPLE 1: A college education in America costs an arm and a leg. EXAMPLE 2: All of the furniture at Honest Abe's costs an arm and a leg!
dead-end job – a job that won't lead to anything else EXAMPLE 1: Diane realized that working as a cashier was a dead-end job. EXAMPLE 2: Jim worked many dead-end jobs before finally deciding to start his own business.
(let's) face it – accept a difficult reality EXAMPLE 1: Let's face it, if Ted spent more time studying, he wouldn't be failing so many of his classes! EXAMPLE 2: Let's face it, if you don't have a college degree, it can be difficult to find a high-paying job.
(to) give one the creeps – to create a feeling of disgust or horror EXAMPLE 1: Ted's friend Matt has seven earrings in each ear and an "I Love Mom" tattoo on his arm. He really gives Nicole the creeps. EXAMPLE 2: There was a strange man following me around the grocery store. He was giving me the creeps!
(to) go back to the drawing board – to start a task over because the last try failed; to start again from the beginning EXAMPLE 1: Frank's new business failed, so he had to go back to the drawing board. EXAMPLE 2: The president didn't agree with our new ideas for the company, so we had to go back to the drawing board.
(to) go belly-up – to go bankrupt EXAMPLE 1: Many people lost their jobs when Enron went belly-up. EXAMPLE 2: My company lost \$3 million last year. We might go belly-up.
(to) give someone the ax – to fire someone EXAMPLE 1: Mary used to talk to her friends on the phone all day at work, until one day her boss finally gave her the ax. EXAMPLE 2: Poor Paul! He was given the ax two days before Christmas.

(to) lose one's temper – to become very angry EXAMPLE 1: Bob always loses his temper when his kids start talking on the telephone during dinner. EXAMPLE 2: When Ted handed in his essay two weeks late, his teacher really lost her temper.
(to) make up one's mind – to reach a decision; to decide EXAMPLE 1: Stephanie couldn't make up her mind whether to attend Harvard or Stanford. Finally, she chose Stanford. EXAMPLE 2: Do you want an omelette or fried eggs? You'll need to make up your mind quickly because the waitress is coming.
no point in – no reason to; it's not worth (doing something) EXAMPLE 1: There's no point in worrying about things you can't change. EXAMPLE 2: There's no point in going on a picnic if it's going to rain.
(to) put up with – to endure without complaint EXAMPLE 1: For many years, Barbara put up with her husband's annoying behavior. Finally, she decided to leave him. EXAMPLE 2: I don't know how Len puts up with his mean boss every day.
real flop or flop – a failure EXAMPLE 1: The Broadway play closed after just 4 days – it was a real flop! EXAMPLE 2: The company was in trouble after its new product flopped.
(to) save the day – to prevent a disaster or misfortune EXAMPLE 1: The Christmas tree was on fire, but Ted threw water on it and saved the day. EXAMPLE 2: We forgot to buy champagne for our New Year's party, but Sonia brought some and really saved the day!
(as) sharp as a tack – very intelligent EXAMPLE 1: Jay scored 100% on his science test. He's as sharp as a tack. EXAMPLE 2: Anna got a scholarship to Yale. She's as sharp as a tack.
(to) talk over – to discuss EXAMPLE 1: Dave and I spent hours talking over the details of the plan. EXAMPLE 2: Before you make any big decisions, give me a call and we'll talk things over.
top dollar – the highest end of a price range; a lot of money EXAMPLE 1: Nicole paid top dollar for a shirt at Banana Republic. EXAMPLE 2: Wait until those jeans go on sale. Why pay top dollar?



28 Job Trends

SKILLS FOCUS

Before you start

1 In pairs, discuss these questions. The Key Words may help you.

- 1 What job areas have become more important in the last twenty years?
- 2 What jobs have become less important?
- 3 What skills and qualities are useful to get a good job nowadays?

KEY WORDS

Job areas: agriculture, coal mining, information technology, the media, professional services, shipbuilding, steel

Skills: communication skills, computer skills, driving, language skills, organisational ability, typing

Qualities: co-operation, creativity, cultural awareness, flexibility, initiative, motivation

Reading

2 Study the Reading Strategies.

READING STRATEGIES:

Texts with sentence gaps

- First, read the text to get the general idea.
- Read each paragraph with a sentence gap again and identify the topic of the paragraph, e.g. gap 1 = dealing with change.
- Read the sentences before and after the gaps. Look for clues about the missing sentence, e.g. gap 1 = the answer to a question.
- Then, look at the missing sentences and underline the linking words, e.g. *first of all*.
- For each gap, find a sentence that matches the topic of the paragraph and links with the sentences before and after it, e.g. gap 1 = d.

SURVIVAL OF THE FITTEST

'Between now and the 21st century citizens of the world's richest and most technologically advanced nations will find it increasingly difficult to keep up with the demand for change. For them, the future will arrive too soon.' So begins Alvin Toffler's book *Future Shock*, written back in 1970.

Now people are beginning to pay attention to Toffler's prediction, because the speed of change is accelerating rapidly. It is sometimes difficult to work out the patterns of change. What should you do? (1) _____. Take a deep breath and try to get a sense of the good things the future has to offer.

You don't need to be a genius to predict the job areas which will be most affected by technological change. Agriculture, textiles, coal mining and heavy industry are all doing badly. (2) _____.

Without doubt, the number of jobs in information technology will rise dramatically. There are currently over 100 million computers in the world and by 2020 the number will be around one billion. (3) _____.

There are also many other important changes taking place in the workplace. First, the job market is getting more and more competitive and the idea of a 'job for life' has already become old-fashioned. (4) _____. According to Mark Hastings of the Institute of Management, in the future people will organise their working life around a variety of contracts, instead of working just for one company.

In the same way, companies will change; they will be organised more democratically. People will move sideways to do different jobs, rather than moving up the 'company ladder' as before. Many more people will work for small, dynamic companies which can react quickly to changes in the market. Other people will give up working for a boss and become self-employed. All this means that companies will require people who are flexible and responsible. (5) _____.

Good communication skills will be essential. According to Dr Laurence Lyons of the Future Work Forum, women will initially have an advantage in this area. James Traeger, of the training agency *Menswork*, explains that many men will have to be retrained. 'It's not about making men more like women, but helping men to communicate as well.'

We are undoubtedly moving towards a global economy. English will probably remain the international business language, so learning Russian or Chinese is not a priority. (6) _____. Above all, a manager will need to feel comfortable working with people from other cultures and coping with cultural differences.

New technology is the driving force behind the rapidly changing workplace, so don't get left behind. You don't need to become a computer expert, but you must consider improving your computer skills. Work with more than one program in case you have to use them at work, and try to read about all the latest technology.

Undoubtedly, all this new technology is changing the way we work and offering many alternative ways of working. Rather than go into an office, a lot of people are connected to the Internet and now work from home. Working like this may give you the flexibility you want – to live where you want, to continue your studies and to have a lot more free time. That must be good news.

Adapted from an article by Valerie Miles from *Speak Up* magazine



Vocabulary: Collocations

6 Use the table below to classify these words from the text that often go together.

accelerate rapidly, become old-fashioned, become self-employed, do badly, feel comfortable, find (something) difficult, have an advantage, have free time, pay attention, react quickly, rise dramatically, take a deep breath

verb + noun	verb + adverb	verb + adjective
have an advantage	accelerate rapidly	become old-fashioned

Follow the stages in the Strategies box to find the correct sentences (a-f) for each gap (1-6) in the text.

- On the other hand, business and professional services, the media, information technology, and the biosciences are doing really well.
- Because of this, computer programmers and systems analysts will be in much greater demand.
- However, understanding other people, their minds, culture and history will be vital.
- First of all, don't panic.
- They will also need people who can work co-operatively and get on well in a team.
- Because of this, workers will have to be more flexible.

3 Read the article again and answer these questions.

- What is 'future shock' and how does it affect people?
- What are the job areas of the future?
- How will careers change?
- How will companies change?
- What skills and personal qualities will people need?
- What personal benefits will the new situation bring?

4 Write down some of the predictions made by the journalist. Use your own words where possible.

Example The journalist said that, in the future, sectors like farming, mining and heavy industry would probably lose jobs. She ...

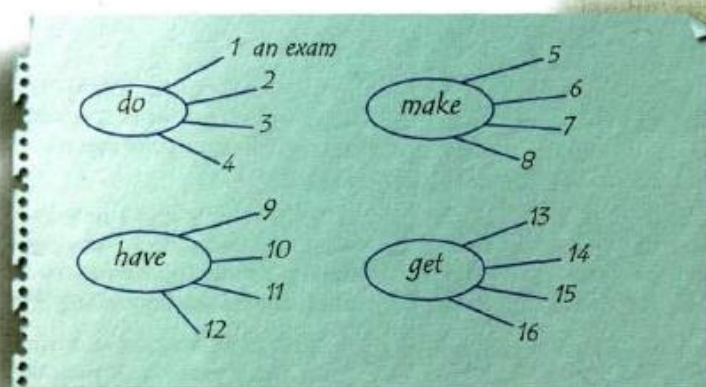
5 In pairs, discuss what things you can do to improve your future career prospects.

7 Complete the sentences below with the correct form of expressions from Exercise 6.

- I never really _____ speaking in a foreign language.
- If you look at the unemployment figures, they _____ in the 1980s.
- We get so much homework that I don't _____ to relax.
- I'd like to _____ one day and not work for a boss.
- Rally drivers have to _____ to avoid accidents.
- I _____ maths _____. I always _____ in maths exams.

8 Complete the vocabulary networks with words from this list:

bored, my own business, an accident, a career, an exam, an excuse, somebody a favour, a good time, home, your homework, married, a mistake, money, promotion, a suggestion, your best



9 In pairs, take turns to say sentences about yourself. Use the verb collocations from Exercise 8.

Example I'd like to have my own business one day.

QUOTE...UNQUOTE

'The best advice given to the young is: Find out what you like doing best and get someone to pay you for doing it.'

Katherine Whitehorn, British journalist



25 Your Choice

GRAMMAR FOCUS

Before you start

- 1 Choose three adjectives from the Key Words that describe you best.

KEY WORDS

careful, creative, confident, emotional, flexible, generous, helpful, logical, motivated, organised, patient, reliable

- 2 Read the questionnaire. Decide what you would do in these situations.
- 3 Read the key to the answers on page 111. Does the description fit your personality? Would you like to do the kind of jobs that the key suggests for you?

REPORTED REQUESTS AND ORDERS

Presentation

- 4 Look at the reported requests and orders from the questionnaire. Fill in the table with the people's actual words. There is usually more than one option.

Everybody's good at something!

Do this personality test and find the right career for you.

1

A friend is having problems with a school project. She asks you to help her. What would you do?

- a) Help her after school. Tell her to phone you if she has any more problems.
- b) Give her a plan of how you would do the project. Tell her the names of books where she can find information.
- c) Suggest ways of making her project attractive and interesting.
- d) Ask her to organise a work timetable so she finishes the project on time.



2

You are working for a charity in a village in Colombia. Your boss tells your team to repair an old bridge across a river. What would you do?

- a) Ask the villagers what they want. Ask them to give you advice.
- b) Choose a specific job that you think you could do well, such as collecting wood. Then plan how you could do the job efficiently.
- c) Try to improve the design of the bridge. Look at the river and see if there is a better place to build the bridge.
- d) Ask everybody in your team to do specific jobs. Make sure they know what to do. Choose one of the hardest jobs yourself to set an example.

3

You are on a school trip when the coach has an accident. No one is hurt, but you are stuck on a forest road with no traffic. It is getting dark and it has started to snow. What would you do?

- a) Talk to anybody who looks afraid or worried. Tell them not to worry.
- b) Keep calm. You know that the situation is not really dangerous and somebody is going to get help.
- c) Tell your friends a story, while you are waiting for help.
- d) Take control of the situation. Tell everybody not to panic. Ask a small group to go to the nearest village to get help. Tell everybody on the bus to put on more clothes to keep warm.

4

Last week your teacher asked your class to perform a short play for the school. So far, nothing has been done and there are only ten days before the performance. What would you do?

- a) Offer to take part and ask others to do the same. Help people to learn their lines.
- b) Organise some of the practical things, such as costumes, scenery and sound effects.
- c) Think of ideas for the play. Write the dialogue and show it to the class.
- d) Offer to direct the performance. Choose people for different roles.



TOPIC : Jobs and career 1			
Course Type: practical		Time: 2 hours	
Semester: ☒ S1 ☐ S2		Number of Students: 12	
Lesson Outline (Steps)			
19. Introduction (mini quiz) f) Checking homework 20. Body 21. Closure Home work giving			
Lesson aims: to develop listening skills by listening for details			
Objectives:		Learning Outcomes:	
<i>By the end of the lesson SS should</i> 1. Enrich vocabulary connected jobs and career 2. Improve listening and note taking skills 3. Improve speaking fluency by presenting information		<i>By the end of the lesson, SS will:</i> listen to three monologues Develop an outline for an application letter	
Materials used:		Preparation (Aids and Equipment)	
Opportunities New Cutting Edge Intermediate(2005) Key words for fluency	☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☐ visuals	☒ whiteboard ☒ markers ☐ blackboard ☐ flipchart ☐ scotch ☐ scissors ☐ other: - _____	☒ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: - _____
Type of Assessment			
☒ on going assessment ☒ participation ☒ homework ☐ peer editing ☐ other: _____		☒ quiz / test ☐ presentation ☐ project ☐ other: _____	
☐ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment			
Activity Type:		Lesson Length: (hours/days)	

☐ individual discussion ☒ small group ☒ whole class (teacher-students)	☐ plenary ☐ other _____	In-Class Time: 2 hours/one day Out-of-Class Time: 0 _____
Teaching Model:		Students will be engaged in:
☐ concept attainment ☒ cooperative learning ☐ discovery learning ☐ direct instruction	☒ presentation ☐ problem-based instruction ☒ skill attainment	☒ independent activities ☒ cooperative learning ☐ peer tutoring ☐ designing visuals ☒ role-plays
		☐ pairing ☒ whole group ☐ a project ☐ lecture ☐ other: _____

Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Homework check (quotes, letters, and test repost <i>What career is good for you</i>) Mini quiz for checking previously covered material	
2.Main part (50 minutes) Word combination (10 mins) Listening and speaking (20 mins) Writing the	Divide the board into 2 parts and write on one the word job and on another one career Ask the class to form two groups and write as many word combinations they know. Go through the list and distribute handout 1 (one for 2) to the class. Ask them to look through the phrases and create a sentence to show how it can be used in context. Do the exercises 1 for each word and assign the rest as homework. Ask students why sometimes people might change their jobs and start another career. Allow for several answers and distribute handout 2	Form two groups and write as many word combinations they know. Look through the phrases and create a sentence to show how it can be used in context. Do the exercises 1 for each word. Answer the questions

application letter (15 mins)	(Listening and speaking) and ask students to think of the people in the picture Complete the exercises that follow after listening and comment on the reasons people have to change their jobs. Grammar spot Distribute handout 3 (Communication workshop) and ask student to read the ad and a letter. Ask them to think of questions in 1 and match the parts of the letter to its headings. Tell them that they are going to write one letter at home for imagine job on the page Distribute handout 4 (the structure of the letter) and ask Ss to create an outline for their own application letters	Read the ad and a letter. Think of questions in 1 and match the parts of the letter to its headings. They are going to write one letter at home for imagine job on the page Create an outline for their own application letters
7. Closure (___minutes)	Review the word combinations and reasons why people change jobs. Assign homework (to write a letter)and distribute the websites to explore	Review the word combinations and reasons why people change jobs. Get homework.
Reflection on Lesson Implementation		



Communication Workshop

Writing: A Letter of Application

Before you start

1 Read the advertisement and the letter. Answer these questions.

- 1 What reasons does Maureen give for applying for the job?
- 2 What evidence does she give to show that:
 - a) she is hard-working and committed?
 - b) she understands people from other cultures?
 - c) she could teach maths?
- 3 Do you think Maureen's application would be successful? Why or why not?

2 Match the parts of the letter (1-5) with these topics:

- a) signing off, b) personal qualities, c) qualifications, d) reasons for interest, e) reason for writing



WORLD AID

Join WORLD AID and work with local communities in the Third World. We are looking for volunteers to work in our camp near Chittagong in Bangladesh:

- to participate in our flood control and tree-planting operation,
- to help look after small children,
- to teach basic maths to primary children,
- to work on a survey of local wildlife.

Minimum stay - three months. Write to Michael Cartwright, (World Aid, Palmers House, Ludford SY18X) saying what kind of work you are interested in. Give details about yourself, say why you are interested and why you are suitable for the work. Successful applicants will receive free transportation, accommodation and board.

Linking

3 Look at the underlined words in the letter. Do they express addition, contrast or reason?

Mr Michael Cartwright

World Aid,
Palmers House,
Ludford.

Dear Mr Cartwright,

87 Orchard Rise,
Bishops Castle,
Oxfordshire.
September 15, 2001



- 1 I am writing to apply for the job of volunteer worker which I saw advertised in The Guardian last week. I would be interested in teaching maths to primary children in your camp in Chittagong in Bangladesh. I enclose a copy of my CV.
- 2 I am 18 years old and I have just finished secondary school in Newcastle. I would like to work for you because I am very interested in teaching. I would also like to learn about a different culture as I feel that intercultural understanding is extremely important.
- 3 I am a hard-working and committed person. I have participated for the last three years in a voluntary programme, Community Links, visiting elderly people in my local area. I also feel that I can get on well with people from other cultural backgrounds, since I have also taught immigrant children English at our church school.
- 4 I think I would be a good primary teacher of maths due to my teaching experience. Also, I have recently passed my Maths 'A' level (grade B), so I have a good understanding of the subject. In addition, I hold a certificate in first aid, which might be useful.
- 5 I look forward to hearing from you.

Yours sincerely,

Maureen Taylor

Ms Maureen Taylor



CURRICULUM VITAE

PERSONAL INFORMATION

Name: Maureen Taylor

Date of birth: 21.03.81

Nationality: British

Address: 87 Orchard Rise,

Bishops Castle SY9 7H

EDUCATION AND QUALIFICATIONS

Secondary school: Newcastle, 1992-99

'A' levels: English Literature (C), Maths (B),

Economics (D)

EXPERIENCE

Voluntary work for Community Links 1996-

Teaching English - St Paul's Church, Bishops

Castle

OTHER SKILLS AND ACHIEVEMENTS

Driving licence; First Aid Certificate

(First Class)

INTERESTS

Reading; cinema; cooking; swimming.

Write a letter applying for work on a volunteer programme. Follow the stages below.

Stage 1

Imagine you are applying to work as a volunteer in Bangladesh. Decide which of the four jobs you are interested in. Think about why you are interested.

Stage 2

Write a simple CV. Then write notes about your reasons for wanting the job, your personal qualities, your qualifications and your practical skills.

Stage 3

Use your notes and CV to write the letter.

➡ **Writing Help 7** (layout, useful vocabulary, linking), page 123.

Stage 4

Check your letter for mistakes.

➡ **Writing Help 7** (checking).

Talkback

In pairs, read each other's letter. Then take turns to interview each other for the job. Ask your partner about:

personal information, education and qualifications, personal skills and achievements, hobbies and interests, why they think they would be good for the job

Would you select your partner for the job? Why or why not?

Speaking: A Short Speech

Give a short speech about which of these jobs should be paid best. Follow the stages below.

Stage 1

Choose the job you think is the most important.

doctor, farmer, fashion model, nurse, police officer, professional footballer, scientist, teacher

Now write notes for your speech. Use these headings.

- 1 the present pay and conditions of the job
- 2 the qualifications, skills and personal qualities needed
- 3 the importance of the job for society
- 4 why the other jobs are less important
- 5 what pay and conditions the job should have

Stage 2

Look at the Function File on page 51 (Giving Opinions). Practise saying your speech to yourself.

Stage 3

Read the Strategies.

SPEAKING STRATEGIES: Making short speeches

- Look at the people you are talking to. Use gestures to help you express yourself.
- Use *firstly*, *secondly*, *finally* to give your reasons.
- If you make a small mistake, continue speaking.
- If people don't understand you, try to express yourself with different words (*What I mean is ...*)
- If you can't think of what to say, use hesitation words (*right, OK, so now ...*).

In groups, use the Strategies to give your speeches.

Talkback

Decide in groups which job is the most important.

Listening: A Song

🔊 Listen to the song 'If You Could Read My Mind' and answer the question.

Which three of the following things does the song writer compare himself to?

a ghost in a castle, a soldier,
the hero of a paperback novel, a dancer,
a movie star, a model



7 A LETTER OF APPLICATION (page 94)

Layout

Name and address of the company	Your address The date
Greeting <i>Dear Mr/Mrs/Ms ... , (if you know their name)</i> <i>Dear Sir/Madam, (if you don't know their name)</i>	
Paragraph 1 Simply state your reasons for writing. <i>I am writing to you with reference to ...</i> <i>I am interested in applying for the job of ...</i> <i>I enclose a copy of my CV.</i>	
Paragraph 2 Explain why you are interested in a job. <i>I would like to work for you because I am very interested in ...</i> <i>I would also like to learn about ...</i> <i>I feel that ... is extremely important.</i>	
Paragraph 3 Give examples to show your personal qualities. <i>I think I am a ... person. For example, I have ...</i> <i>I also feel that I can ... / Finally, I am familiar with ...</i>	
Paragraph 4 Write about your qualifications and practical skills. <i>I think I would be a good primary teacher due to my teaching experience.</i> <i>I am a competent ... as I have completed a course in ...</i> <i>I am fluent in spoken and written ...</i> <i>In addition, I hold a certificate in ...</i>	
Formal ending <i>I look forward to hearing from you soon.</i> <i>Yours sincerely, (when you know the person's name)</i> <i>Yours faithfully, (when you don't)</i> Your signature Print you name	

Useful Vocabulary

Reasons: get experience, learn about, find out about, interested in

Personal qualities: committed, hard-working, reliable, determined, enthusiastic, creative

Experience: voluntary work, holiday jobs, participation in activities

Qualifications: hold a certificate in ..., passed exams in ..., completed a course in ...

Practical skills: fluent in (language), driving licence, cooking, first aid

Linking: Giving Reasons

I would like to work for you mainly because I am very interested in environmental issues, but also due to my interest in the problems caused by flooding.

I am familiar with problems of flood control, since I have lived all my life in a farm in Holland below sea level. I have a clean driving licence and I am a competent mechanic as I have completed a three-year course of evening classes.

Checking

Style: Have you used formal words and expressions? Don't use contractions.

Grammar: Check your letter for grammar mistakes.

TOPIC: Job interview and formal telephone calls				
Course Type: practical		Time: 2 hours		
Semester: ☒ S1 ☐ S2		Number of Students: 12		
Lesson Outline (Steps)				
22. Introduction g) Lead in and warm up about the topic 23. Body 24. Closure				
Lesson aims: to develop speaking fluency by participating in discussion activity				
Objectives:		Learning Outcomes:		
<i>By the end of the lesson SS should</i> 4. Review the future clauses 5. Improve listening and note taking skills 6. Improve speaking fluency by taking part in role-play		By the end of the lesson, SS will: Engage in discussion Role-play the telephone conversation		
Materials used:		Preparation (Aids and Equipment)		
		☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☒ visuals	☒ whiteboard ☒ markers ☐ blackboard ☐ flipchart ☐ scotch ☒ scissors ☐ other: - _____	☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: - _____
Type of Assessment				
☒ on going assessment ☒ participation ☐ quiz / test ☒ homework ☐ presentation ☐ peer editing ☐ project ☐ other: _____ ☐ other: _____		☒ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment		
Activity Type:		Lesson Length: (hours/days)		

☐ individual ☒ small group ☒ whole class (teacher-students)	☐ plenary discussion ☐ other _____	In-Class Time: <u>2</u> hours/1days Out-of-Class Time: 0 _____
Teaching Model:		Students will be engaged in:
☐ concept attainment ☒ cooperative learning ☐ discovery learning ☐ direct instruction	☒ presentation ☐ problem-based instruction ☒ skill attainment	☒ independent activities ☒ cooperative learning ☐ peer tutoring ☐ designing visuals ☒ role-plays
		☐ pairing ☒ whole group ☐ a project ☐ lecture ☐ other: _____

Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Check the homework by asking volunteers to read aloud the correct answers. Allow for reading the application letters they have written at home. As a warm-up distribute handouts with the song <i>Manic Monday</i>. Play the recording and ask students to fill in the gaps with necessary words from the box. Check back with the whole class and establish the fact that sometimes we are in a hurry because we have a job interview.	
2.Main part (50 minutes)	Distribute questions to pairs and ask them to think of what can be the answer. Elicit answers. Ask students to remember the tips for job interview. Allow for some answers. Remind students the word perks. Ask for any examples of perks. Put them in groups of four and give the handouts. Direct their attention to question 1 and ask them to read the info quickly and underline any words they do not know and answer the questions. The same procedure with question 2. Check the decisions and reasons to compare ideas around the class. State that once they are at work telephone skills are also necessary for them. Give the handouts and ask to listen to conversation and fill in the blanks with suitable phrases.	

8. Closure (___minute s)	Review the parts of the lesson and give homework.
Reflection on Lesson Implementation	

Song

Manic Monday

1 Work in pairs. How do you typically feel at the following times?

- Friday afternoon - Sunday morning
- Saturday evening - Monday morning

Which is your favourite/least favourite day of the week? Why?

2 **T5.8** Complete the gaps in the song with the words and phrases in the box. Then listen and check.

aeroplane dream fun day made Monday (x2) nine paid
run day stream Sunday there time train wear



Six o'clock already
I was just in the middle of a (a) _____
I was kissin' Valentino
By a crystal blue Italian (b) _____
But I can't be late
'Cause then I guess I just won't get (c) _____
These are the days
When you wish your bed was already (d) _____

It's just another manic (e) _____
I wish it was (f) _____
'Cause that's my (g) _____
My I don't have to (h) _____
It's just another manic (i) _____

Have to catch an early (j) _____
Got to be at work by (k) _____
And if I had an (l) _____
I still couldn't make it on (m) _____
'Cause it takes me so long
Just to figure out what I'm gonna (n) _____
Blame it on the train
But the boss is already (o) _____

CHORUS

3 Discuss the following questions in small groups.

- What excuses is she going to make to her boss?
- Why is it important that she isn't late?
- Why is the song called 'Manic Monday'? Are your Mondays usually manic? Why?

Real life

A formal telephone call

1 a T5.5 Louisa Barry is phoning Horizons Unlimited. Listen to the conversation. Why is she phoning? What is the secretary going to do?

b Complete the missing phrases in the conversation. Then listen again and check.

TELEPHONIST Good morning, Horizons Unlimited.
 LOUISE Hello, (1) _____ to Marion O'Neill, please.
 TELEPHONIST Marion O'Neill ... just a moment, I'll (2) _____.
 SECRETARY Hello, how can I help?
 LOUISE Err ... (3) _____ to Marion O'Neill, please?
 SECRETARY I'll just see if she's available, can I ask (4) _____?
 LOUISE Louisa Barry.
 SECRETARY One moment, please. (pause) Hello?
 LOUISE Yes, hello?
 SECRETARY Yes, I'm afraid Marion's in a meeting at the moment ... can I take (5) _____ or shall I ask (6) _____ back?
 LOUISE Well, I'm (7) _____ she interviewed me for a job about two weeks ago and I haven't heard anything yet.
 SECRETARY Okay, well, (8) _____ the message and ask her to call you back. Have you got a number (9) _____?
 LOUISE Well, I'll be here till about four o'clock ... the number's 01604 472472.
 SECRETARY Right, and (10) _____?
 LOUISE No, but she can (11) _____ on the answering machine.
 SECRETARY Okay, then, thanks (12) _____.
 LOUISE Thank you, bye.
 SECRETARY Bye.

Pronunciation

1 T5.6 Listen to how the speaker uses intonation to make the questions below polite.

- How can I help?
- Could I speak to Marion O'Neill, please?
- Can I ask who's calling?

2 T5.7 Listen to some more telephone phrases. Then look at the tapescript on page 165 and practise saying all the phrases, paying attention to the intonation.

2 Work in pairs. Act out the conversation below.

Student A: You are phoning Travel Direct to find out about some airline tickets you ordered. You want to speak to Sandi Elliott to find out what is happening.

Student B: You work at Travel Direct. Sandi Elliott is on the other line at the moment.



1 Which companies would be most able or likely to provide which perks?

- | | |
|--|--|
| 1 good pension scheme | a) architectural design company |
| 2 company car | b) bus or train company |
| 3 flexi-hours | c) college |
| 4 child care | d) detergent manufacturer's sales division with nationwide sales network |
| 5 goods at reduced prices | e) editing company working in book publishing |
| 6 training and education allowance | f) fast food restaurant chain |
| 7 family travel pass | g) financial services advisors |
| 8 free meals | h) large factory producing basic components for the electronics industry |
| 9 working at home | i) old people's sheltered housing centre |
| 10 free holidays | j) supermarket chain |
| 11 sports and social club | k) travel company specialising in tourism |
| 12 free accommodation | l) very large company manufacturing cuddly toys |

2 Which jobs would be most suitable for which people?

National Trading Bank**Office assistant**

Looking for a reliable worker for general office duties. No secretarial experience necessary.

- flexible hours: 35 hours per week around 10.30 am – 3 pm basic
- good pension scheme
- friendly environment

City Adult Education College**Receptionist**

Friendly individual required to work on reception desk dealing with visitors, guests and general enquiries.

- child care facilities
- free meals
- free use of sports facilities
- reduced fees on all courses

Local Primary School**Caretaker:**

Reliable person needed to supervise maintenance of school and grounds. Would hold keys and be responsible for opening and closing all buildings.

- free housing in school grounds
- free lunches
- free use of sports facilities

Sea Fresh Fish Processing

Hardworking person required to supervise team of part-time workers in Fish Products department.

- child care facilities
- sports and social club
- good price reductions on all products

Price Plus Supermarket**Assistant**

Honest and friendly person wanted for work on cash desks and other general duties.

- 20% discount on all goods
- 4-day week
- free overalls

Regional Bus Company**Ticket inspector**

Honest and reliable person needed to check tickets and fares on bus and tram services.

- family travel passes
- good pension scheme
- child care facilities
- social club

Mark

Having young twins is really demanding, but they're worth it! They're my whole life now really. When my wife died, I couldn't manage at first. Of course I had to give up college, which limits my future. That's worrying.

Jeff

My wife Mary is a registered Disabled Person, but we don't get much help from the state. She's fine if I don't leave her on her own too much, as long as I check she's OK now and then. The hospital appointments can be awkward to fit in.

Sheila

I was divorced six years ago when our kids left home. I got the house, but he's got the pension! I do feel lonely, though. I've got my own little hairdressing business, going to people's houses, but I'd like to meet someone special.

Angela

Seven children take a lot of looking after. But now they're all at school, I can go back to work. We need the money! Living out in the countryside gives us room to grow our own vegetables, but we're so isolated. Four of the kids travel nearly two hours to school.

TOPIC 7: Money (adapted from www.onestopenglish.com)			
Course Type: practice		Time: 4 hours	
Semester: ☒ S1 ☐ S2		Number of Students: 12	
Lesson Outline/Steps			
1. Warm-up 2. Main part 3. Conclusion			
Lesson aims: To practice the verb collocations with the word “money”;to improve listening skills			
Objectives:		Learning Outcomes:	
•		<i>By the end of the lesson the SS will...</i> • Read the text about money • Learn basic collocations with “money” • Listen to the text and indentify basic collocations	
Materials used:		Preparation (Aids and Equipment)	
Internet resources	☐ flashcards ☒ handout(s) ☐ poster ☒ pictures ☐ songs (CD) ☐ video material ☐ power point presentation ☒ visuals	☒ whiteboard ☒ markers ☐ blackboard ☐ flipchart ☐ scotch ☒ scissors ☐ other: - _____	☐ computer ☐ LCD projector ☒ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: - _____
Type of Assessment			
☒ on going assessment ☒ participation ☐ quiz / test ☐ homework ☐ presentation ☐ peer editing ☐ project ☐ other: _____ ☐ other: _____		☒ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment	
Activity Type:		Lesson Length: (hours/days)	

☒ individual ☐ plenary discussion ☒ small group ☐ other _____ ☐ whole class (teacher-students)	In-Class Time: 4/2 Out-of-Class Time: _____
Teaching Model:	Students will be engaged in:
☒ concept attainment ☒ cooperative learning ☐ discovery learning ☒ direct instruction	☐ presentation ☐ problem-based instruction ☐ skill attainment
	☒ independent activities ☐ cooperative learning ☐ peer tutoring ☐ designing visuals ☐ role-plays
	☐ pairing ☒ whole group ☐ a project ☒ lecture ☐ other: _____

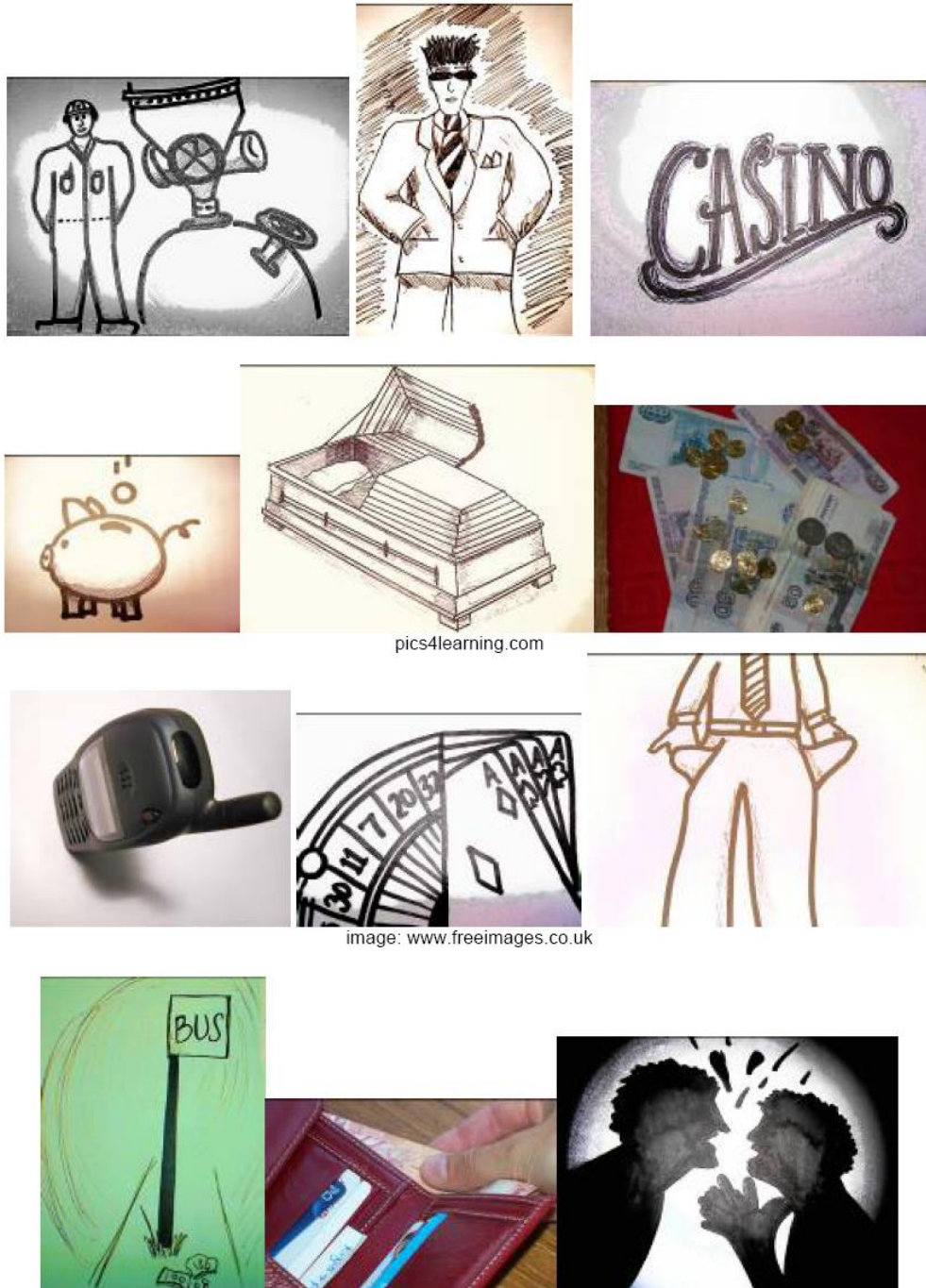
Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (___ minutes)	Gives the students the pictures <i>worksheet 1</i> . Tell them that they are going to read a short description of two brothers, and that all the pictures are somehow connected to the description. Asks them in pairs to predict what they are going to hear about. Elicit ideas.	Read the description of the 2 brothers and predict what they are going to hear about. Tell their ideas and share with the class.
2.Main part (___ minutes)	Reads the text about John and his brother <i>worksheet 2</i> to the students and afterwards asks them to tell each other what the actual story was about. Nominates students to tell the class about the significance of the pictures. E.g. "Who do you think the man in the first picture is?" "Why is there a picture of a casino?" Read the story to the students again and this time ask them to note down the verbs that are used in the text that collocate with 'money'. E.g. spend, save. Tell them that there are 15 verbs. Ask them to compare their findings with a partner. Tip: They will probably not have been able to get all of the verbs after one listening. Read the story one more time and ask students to check the verbs that they had heard and try to listen for more.	Tell each other what the actual story was about. Tell about the significance of the pictures. Note down the verbs that are used in the text that collocate with "money"

	Ask them to compare answers again	Compare the findings with a partner Listen to the teacher and say the verbs that they have heard.
9. Closure (__minute s)	Asks students to review the verbs that were used during the tasks and gives homework.	Review the verbs
Reflection on Lesson Implementation		

Vocabulary lesson: Money - Worksheet 1

Pictures



Vocabulary lesson: Money - Worksheet 2

Text

[illegible]

John works in a shoe factory and earns £10,000 a year. His brother Paul is a business man in London and makes £60,000 a year. John saves nearly all of his wages and only spends a little on food, but Paul wastes all his money on gambling.

They inherited £20,000 each from their grandfather 14 years ago and John invested his share in Nokia. Paul lost all his money at a casino.

He often borrows money from John, but never pays him back so now he owes him a fortune. John is really lucky and he found £1,000 on the ground next to a cashpoint machine last week, when he was withdrawing some money. He invited Paul to his house to celebrate, but when he was there, John saw him stealing money from his wallet. John decided never to lend Paul money again.

[illegible][illegible]

John works in a shoe factory and earns £10,000 a year. His brother Paul is a business man in London and makes £60,000 a year. John saves nearly all of his wages and only spends a little on food, but Paul wastes all his money on gambling.

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[illegible]

Detailed Procedure of the Lesson II (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (__minutes)	Elicit verbs from students and reveal them on an overhead transparency with the past simple and past participle forms. (<i>worksheet 3</i>). Drill the pronunciation of the verbs, but don't get into the meaning of unknown vocabulary. Tip: Tell them that they are going to try to discover the meanings for themselves in the next activity. (You can give them their own copy if you like.)	Tell the verbs and pronounce the verbs
2.Main part (__minutes)	Give the students a copy of the story (<i>worksheet 2</i>) and the matching exercise (<i>worksheet 4</i>). Ask the students to work individually and try to match the verbs with their definitions using the story as a context from which to deduce meaning. Give the students a few minutes to check their answers in pairs and then check as a class. Tip: Ask concept questions to check understanding. E.g. "If I waste money on new shoes, do I really need the shoes?" "If you borrow money from somebody, is it yours or do you have to give it back?" Gives out the gap-fill exercise (<i>worksheet 5</i>), which students complete in pairs. Check as a class. Divide the class into groups of 3-4 students. You can either Gives them the questions (<i>worksheet 6</i>) as prompts for discussion. Cuts them up beforehand and asks them to look at one question at a time. Encourages students to ask further questions and not just give yes/no answers. You could stick the individual questions on the walls around the classroom and ask the students to take it in turns to go up to a question, memorise it, come back to their group and dictate it to them (running dictation). Once all the questions have been written down, they	Work individually and try to match the verbs with their definitions using the story as a context from which to deduce meaning. check their answers in pairs and then check as a class. complete the gap-fill exercise in pairs look at one question at a time ask further questions and not just give yes/no answers.

	can discuss their answers.	can discuss their answers
10. Closure (__minute s)	If you have time, you can have some class feedback: Students tell the class what the most interesting answers were in each group.	Class do some feedback
Reflection on Lesson Implementation		

Vocabulary lesson: Money - Worksheet 3

OHT

- Earn money (earned, earned)
- Make money (made, made)
- Save money for something (saved, saved)
- Spend money on something (spent, spent)
- Waste money on something (wasted, wasted)
- Inherit money from somebody (inherited, inherited)
- Invest money in something (invested, invested)
- Lose money (lost, lost)
- Borrow money from somebody (borrowed, borrowed)
- Pay somebody back money (paid, paid)
- Owe somebody money (owed, owed)
- Find money (found, found)
- Withdraw money from the bank (withdrew, withdrawn)
- Steal money from somebody (stole, stolen)
- Lend money to somebody (lent, lent)

Vocabulary lesson: Money - Worksheet 4

Match the vocabulary with the correct definition

1) lose money	a) to receive money from somebody who has died.
2) earn money	b) to use money on something you don't need.
3) inherit money (from somebody)	c) to take money out of a bank account.
4) borrow money	d) If you have borrowed money from somebody we can say that you _____ him money E.g. I _____ Steve £10
5) lend money (to somebody)	e) to return money that you have borrowed.
6) invest money (in something)	f) the opposite of win or find.
7) waste money (on something)	g) to get money by working.
8) pay (somebody) back money	h) to get money from somebody that you will give back. E.g I _____ £10 from Steve.
9) owe (somebody) money	i) to give somebody money that they must give back to you.
10) withdraw money	j) to buy shares in for example a business and hope that you will make a profit.

Vocabulary lesson: Money - Worksheet 5

Gap-fill exercise

Fill in the gaps with the correct verb, in the correct form.

(not) earn	inherit	borrow	lend	steal	find	invest
waste	pay (back)	owe	withdraw			

- 1) When I was younger, I _____ some money in Nokia. It was a really good idea because the company has been very successful, and I have made a lot of money.
- 2) I was very sad when my grandfather died, but I used the money I _____ from him to study, and I think he would be very happy that I am a teacher now.
- 3) Claire works as a secretary, but she _____ much money, so her mum often has to _____ her some.
- 4) A couple of years ago I _____ £20 outside the pub. I _____ it all on things I didn't need.
- 5) When I was a student I had to _____ lots of money from the bank. I _____ all the money back last year, so now I don't _____ the bank anything.
- 6) You should be careful when you _____ money from a cashpoint machine because somebody might be behind you waiting to _____ it from you.

Vocabulary lesson: Money - Worksheet 6

Discussion questions

- 1) Have you ever lost any money?
- 2) How much money would you like to earn a year?
- 3) Which company would you like to invest in now?
- 4) Have you ever borrowed money and not paid it back?
- 5) Is there anyone you don't like lending money to?
- 6) Have you ever found any money? Did you keep it?
- 7) What did you last waste money on?
- 8) Do you owe anybody money now?
- 9) When did you last withdraw money from the bank?
- 10) Has anybody ever stolen money from you?

TOPIC: Project requirement/Project planning			
Course Type: practical		Time: 4 hours	
Semester: ☒ S1 ☐ S2		Number of Students: 12	
Lesson Outline (Steps)			
25. Introduction h) Lead in and warm up about the topic 26. Activities 27. Closure			
establish and maintain interpersonal relationships through working cooperatively in group project			
Objectives:		Learning Outcomes:	
<i>By the end of the lesson SS should</i> 7. understand the project structure and what values it has for the learning		By the end of the lesson, SS will: a) Choose the specific topic of their project. b) Divide into groups c) Write and action plan for their projects	
Materials used:		Preparation (Aids and Equipment)	
Handouts from the Internet source	☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☒ visuals	☒ whiteboard ☒ markers ☒ blackboard ☐ flipchart ☐ scotch ☒ scissors ☐ other: _____	☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: _____
Type of Assessment			
☒ on going assessment ☒ participation ☐ quiz / test ☒ homework ☐ presentation ☐ peer editing ☐ project ☐ other: _____ ☐ other: _____		☒ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment	
Activity Type:		Lesson Length: (hours/days)	
☐ individual ☐ plenary discussion ☒ small group ☐ other _____ ☒ whole class (teacher-students)		In-Class Time: <u>2</u> hours/1days Out-of-Class Time: 0 _____	
Teaching Model:		Students will be engaged in:	

☐ concept attainment	☒ presentation	☒ independent activities	☐ pairing
☒ cooperative learning	☐ problem-based instruction	☒ cooperative learning	☒ whole group
☐ discovery learning	☒ skill attainment	☐ peer tutoring	☐ a project
☐ direct instruction		☐ designing visuals	☐ lecture
		☒ role-plays	☐ other: _____

Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Write the phrase <i>Made in Uzbekistan</i> on the board. Ask Students to brainstorm what products and services they can name. Ask volunteers what products they use and why they like them.	Brainstorm the idea and come up with the name of products made in Uzbekistan Answer the questions.
2.Main part (50 minutes)	Tell that SS are going to work cooperatively to create a video advertisement for one of the product made in Uzbekistan. Distribute Handout one and ask them to read what effect do the advertisers use in their work. Put SS in pairs and ask them to think of any TV commercial about certain product. Ask to identify each commercial with the effect used in them. Put SS in small groups and ask to prepare a 30 seconds advertizing of one of the product they have named in brainstorming activity. Let SS act out their commercials. Ask other SS what effect was used in their ads. And	Read what effect do the advertisers use in their work. Think of any TV commercial about certain product and associate each commercial with the effect used in them. Get into small groups and prepare a 30 seconds advertizing of one of the product they have named in brainstorming activity. Act out their commercials. Ask other SS what effect was used in their ads.

	how can it help to sell the product.	And how can it help to sell the product.
11. Closure (__minute s)	Establish that there are different types of advertising techniques and they have explored some of them during the lesson. Ask them to choose the product that they would like to make advertisement for. Let them gather in 3 small groups and start planning.	Choose their product for advertising and get into groups for project planning.
Reflection on Lesson Implementation		

Handout 1: Advertisement effects

4

ADVERTISING

Advertising, by its simplest definition, is any method of calling the public's attention to a product or a service without person-to-person selling. It's a form of salesmanship that distributes a selling message to many people at one time, and television is by far the most effective medium for advertising.

In a TV commercial the advertiser is trying to persuade you to go out and buy a particular product. He/She wants to make you feel that you really must have it. To do this, he/she uses a number of different effects. Here are some of them:

1. **The "scientific" effect:** A serious-looking man or woman with glasses and a white coat, possibly a doctor or a professor, tells you about the advantages of the product.
2. **The words-and-music effect:** The name of the product is repeated over and over again, put into a rhyme and sung several times in the hope that you won't forget it.
3. **The VIP (Very Important Person) effect:** Well-known people, like actors/actresses, football players, and so on, are shown using the product.
4. **The "go-go" effect:** This is suitable for the teenage market. It shows young people having a party, singing, laughing, having a wonderful time, and, of course, using the product.
5. **The "ha-ha" effect:** The advertiser tries to make you laugh by showing people or cartoon figures in funny situations.
6. **The "supermodern" effect:** The advertiser tries to persuade you that this product is a fantastic, new breakthrough.
7. **The snob effect:** This tells you that the product is most exclusive and of course rather expensive. Only the elite class use it.
8. **The sex appeal effect:** In this, the product is shown to make women irresistible or more attractive to men, or vice versa.

- a) Now talk with your partner about TV commercials you have seen, and decide which of the effects mentioned above they use. Sometimes several effects can be used in the same commercial.

eg: The TV commercial for Yapı Kredi Bank is a good example of the "ha-ha" effect. It shows the manager of another bank in funny situations and makes us laugh.

- b) Imagine that you are an advertising agent. Which effect or effects would you use for the following products? Why?

a washing powder

a soft drink

an expensive perfume

a toothpaste

a bank

an airline agency

an electrical appliance

suntan lotion

a new model car

a razor

ice-cream

eg: For the perfume commercial, I would use the snob and the VIP effects. In it I'd show a famous actress or a top model using the perfume, and emphasize that the product is exclusively for certain people.

Handout 2: Practicing and Role playing

- c) An advertising agent has prepared catchy slogans for certain products, but now they are all jumbled up. Can you help her match the slogans to the products?

shampoo washing powder perfume soap a mobile phone
a car toothpaste moisturiser

- _____ 1. You'll notice the difference even after one wash. Your whites will be whiter, your coloureds brighter.
- _____ 2. Heads will turn when yours walks past.
- _____ 3. It'll keep you in touch wherever you are.
- _____ 4. So soft. So gentle. You'll think you're washing with moisturising cream.
- _____ 5. Looking forward to the 21st century? Why wait? In our new model, you'll drive into the future today.
- _____ 6. Bad news for dentists. You'll soon be out of work!
- _____ 7. Warning! Don't use this fragrance if you want to go unnoticed. Your life will be hell if you do.
- _____ 8. It'll look after your skin — leaving you free to get on with your life. For the woman too busy to go to a beauty salon.

- d) Now work in groups, and prepare your own TV commercial for one of the products or services in section (b). The commercial shouldn't be longer than 30 seconds, (otherwise, it will be too expensive for your client!) Use suitable effects and act the commercial in class. Your friends will tell you how persuasive you are, and whether they'd buy the product/the service or not.

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Ask SS what groups they formed and what products they have chosen. Ask each group to think about the benefits of their product and what effect they are planning to use in their advertisement.	Report about their group division and products they have chosen. Name the benefits their product have
2.Main part (50 minutes)	Distribute handout with project specification. Ask SS read, think and fill in the chart with their own ideas. After they finish ask them share with the whole class and give comments and feedback. Distribute Handout with an action plan (Steps) of the project planning. Have them fill in the table with the actions they are planning to carry out while preparing for the projects.	Fill in the chart with the ideas for their commercials. Share with the whole class and give comments and feedback. Get the Handout. Fill in the table with the actions they are planning to carry out while preparing for the projects.
12. Closure (___minutes)	Establish that there are different types of advertising techniques and they have explored some of them during the lesson. Ask them to choose the product that they would like to make advertisement for. Let them gather in 3 small groups and start planning.	Choose their product for advertising and get into groups for project planning.
Reflection on Lesson Implementation		

Handout 1: Project Specification and description

You are going to prepare a TV commercial for the product made in Uzbekistan.

Get into groups of 3-4, chose a product/service and record your commercials using mobile phones

(video cameras)

The advertisement should be 3-5 minutes long and use one of effect studied before. It should be your original work. Work cooperatively and fill in the following chart.

Name of the product	benefits of the product	Target audience	Effect used
Character(s) in the commercial	Setting of the commercial	the plot of the commercial	the slogan of the commercial

Names of the Participant: _____

Aids needed: _____

Handout 2: Project Planning

Fill in the following chart

Steps	Members Involved	Activity
For ex. <i>Writing a script</i>	<i>Nazima, Shahnoza, Dilyafruz</i>	<i>Organizing ideas and writing the scenario</i>

TOPIC : Environmental issues-Climate Change			
Course Type: practical		Time: 4 hours	
Semester: ☒ S1 ☐ S2		Number of Students: 12	
Lesson Outline (Steps)			
1. Introduction 2. Lead in and warm up about the topic 3. Jigsaw reading 4. Closure 5. Mind mapping			
Lesson aims: to develop HOT skills to develop speaking and pronunciation skills			
Objectives:		Learning Outcomes:	
<i>By the end of the lesson SS should</i> - understand important causes of environmental problems and some solutions - extend their understanding of vocabulary connected to climate change and environmental issues - use expressions of certainty when discussing events likely to happen in the future		By the end of the lesson, SS will be able to: - understand important causes of environmental problems and some solutions - improve understanding of pronunciation information given in a dictionary - take notes and retell information to others - use expressions of certainty when discussing events likely to happen in the future.	
Materials used:		Preparation (Aids and Equipment)	
Lesson worksheets from www.teachenglish.org.uk		☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☒ visuals ☒ whiteboard ☒ markers ☒ blackboard ☐ flipchart ☐ scotch ☒ scissors ☐ other: _____ ☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☒ tape-recorder ☐ other: _____	
Type of Assessment			
☒ on going assessment ☒ participation ☒ homework ☐ peer editing ☐ other: _____		☒ quiz / test ☐ presentation ☐ project ☐ other: _____	
☐ mid-term assessment ☐ final assessment ☐ independent work assessment			
Activity Type:		Lesson Length: (hours/days)	
☐ individual ☒ small group ☐ plenary discussion ☐ other: _____		In-Class Time: <u>4</u> hours/2days Out-of-Class Time: 0 _____	

☒ whole class (teacher-students)			
Teaching Model:		Students will be engaged in:	
☒ concept attainment	☐ presentation	☒ independent activities	☐ pairing
☒ cooperative learning	☐ problem-based instruction	☒ cooperative learning	☐ whole group
☐ discovery learning	☒ skill attainment	☐ peer tutoring	☐ a project
☐ direct instruction		☐ designing visuals	☐ lecture
		☐ role-plays	☐ other: _____

Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	asks them to check the meaning of the words in the diagram on worksheet A and discusses why they might be recorded in different shapes like the worksheet. (Global Warming is the central topic, the terms in the squares are causes and those in the rhombus shapes are solutions). With a higher level class T gives them the words and asks them to organise them into two groups.	Check the meaning of new words in their dictionaries and find out why the words are recorded in different shapes.
2.Main part (50 minutes)	☐☐Worksheet B shows students how to find the word stress in the dictionaries the class are using. Gets them to find the stress for the words below and record them in a word stress table divide the class into 3 groups and give each group 2 of the cards (ensure there're enough cards for each learner to read at least one card at the same time). Explain they have to read and summarise the main information from their text.. Monitor and help understanding if necessary. ☐☐Ask learners to put their cards under their books and regroup the learners (so the new group has one member from each of the original groups). Ask students to	Find the stress in each word and write in the appropriate table. Read and summarize the text. They should make notes in the diagram on worksheet A to help them remember Explain topics to the other students in the group and make notes on

	explain their topics to each other and make notes on worksheet A. The quiz will be set up like a race and ought to be competitive and so allow groups to name themselves, draw up a score board etc. □□The teacher should check the answer and either accept the card and give another question or reject the answer and send the runner back to the group with the same question (feedback such as there's one more important thing missing helps). .	worksheet. One member of each group comes forward and takes one question from their coloured pile. They return to their group and discuss the answer and write it down. □□Once the group has written their answer a runner should take it back to the teacher (forming a queue at the teacher's desk) □□The winning group is first to complete all questions correct. They can then help check the answers to the other teams until most of the questions have been done by all teams.
13. Closure (___ minutes)	Finish by giving everyone a copy of all the articles. Depending on time, you could give a few minutes to skim through them	Skim through the articles finding main ideas.
Reflection on Lesson Implementation		

Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Talking about the future – expressions of certainty □□Elicit where to put the underlined expressions on the cline. □□Ask students to put the other expressions on their cline and check as a whole class. The cline is divided into three sections 100 % certain, 50% certain and uncertain as some expressions are very similar (e.g. might and maybe both fit in the 50% section and don't need to be differentiated). □□You can check their understanding with questions such as: <i>Does might mean the same as maybe?</i> <i>Does I'm not sure mean the same as definitely not? Etc.</i>	□□Learners look at the four sentences in worksheet E. learners can put them side by side on the cline rather than trying to label one as more certain than another.
2.Main part (50 minutes) Group discussion about the future	Discuss where to put the expressions on it. This makes a good group discussion. To generate a whole class discussion at the end, you can send members of different groups around the tables to compare the clines. Mindmap – optional extra for learner training on reflective practice Mindmaps are great tools to help learners organise and summarise information. This activity allows them to work alone (or in pairs) to review the information from the whole lesson and identify the results of different environmental problems. They	Students put a) b) or c) next to the sentences on worksheet F. Then discuss in pairs/groups and learners make a large cline (students can draw the cline) Organize the information from the lesson and the text into mind maps.

	should record the information under the headings, description, predictions and	
14. Closure (__minute s)	Gather mind maps from the students and compare how each organized the ideas in interesting way	Submit their mind maps to the teacher
Reflection on Lesson Implementation		

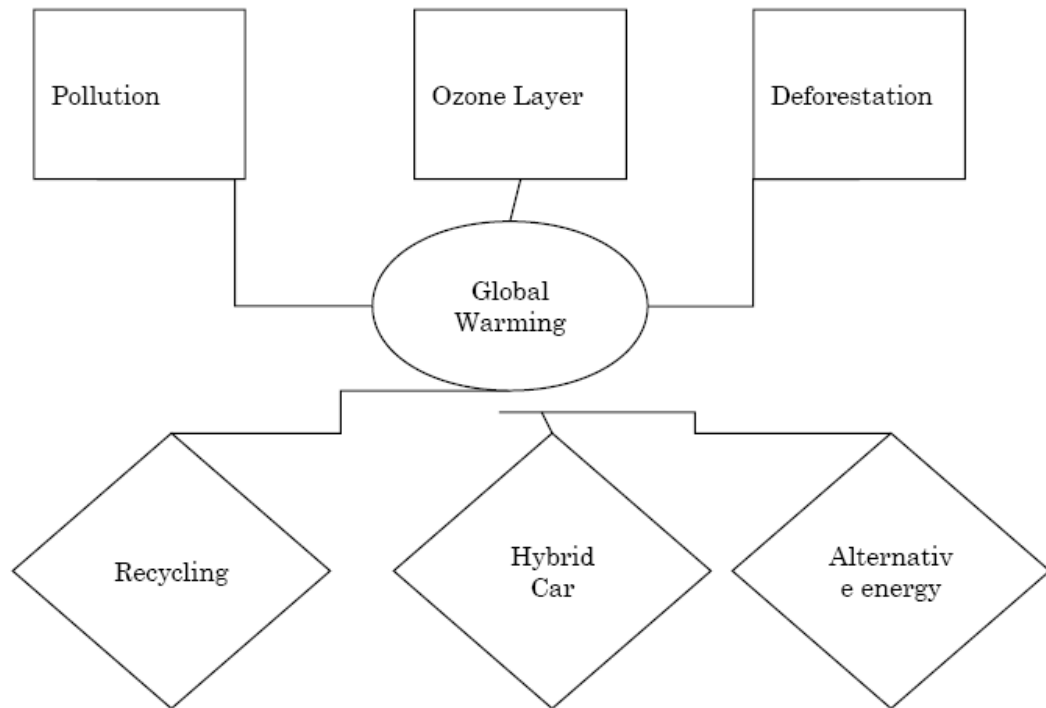
Worksheet A Environmental Problems

Vocabulary

Can you talk about Environmental issues in English?

With a partner, try to explain the terms in the diagram below.

Why are the words divided into two groups –those in squares and those in diamonds?



- **Tip** It's good to record vocabulary in groups and in meaningful ways. What other ways can you record vocabulary?

Worksheet B

Pronunciation: Word Stress

Look up the word **alternative** in your dictionary:

How does your dictionary tell you that there are 4 syllables in the word?

Is it written like this: al•ter•na •tive

The syllable after the apostrophe is the stressed syllable. Listen to your teacher say the word.

Use your dictionary to find the stressed syllable for these words and complete the table with the stressed syllable in the dark box:

Alternative		Al	ter	na	tive
Climate			cli	mate	
Desert					
Electric					
Electricity					
Extinction					
Generation					
Global					
Polluted					
Pollution					
Radiation					
Ultraviolet					
Warming					

Worksheet C Jigsaw Reading cards

Cut up the 6 cards and give each group 2 cards

<i>Global Warming</i> Scientists say the temperature of the earth could rise by 3°C over the next 50 years. This may cause drought in some parts of the world, and floods in others, as ice at the North and South poles begins to melt and sea levels rise. Global warming is caused by the greenhouse effect. Normally, heat from the sun warms the earth and then escapes back into space. But carbon dioxide and other gases in the atmosphere trap the sun's heat, and this is slowly making the earth warmer.	<i>The Ozone Layer</i> The Ozone layer is a layer of gas high above the surface of the earth that helps to protect it from the sun's ultraviolet radiation, which can damage our skins and cause cancer. Scientists have recently discovered holes in the Ozone Layer, caused by substances called CFCs (chlorofluorocarbons) CFCs are used in refrigerators, aerosol cans and in the manufacture of some plastic products. Some companies now make aerosols that do not contain CFCs, and these are often marked "Ozone Friendly"
<i>Deforestation</i> Rainforests help to control global warming because they absorb carbon dioxide. In recent years, large areas have been destroyed, as the trees are cut down for wood or burned to clear the land for farming. The burning releases large amounts of carbon dioxide into the atmosphere. Many rainforests grow on poor soils, and when they are cut down or burned, the soil is washed away in the tropical rains, so that the area may turn to desert. Many plant and animal species that live there could become extinct.	

Pollution

Factories, power stations and motor vehicles pump large quantities of carbon dioxide and other gases into the air. This is a major cause of the greenhouse effect. A lot of petrol contains lead, which is very poisonous and can cause brain damage in children. Most cars use unleaded petrol today and hybrid cars use batteries and petrol to use less petrol.

Some poisonous gases dissolve in water in the atmosphere and then fall to the earth as acid rain. Acid rain also damages trees and buildings, and can kill fish in lakes and rivers. Rivers can also be polluted by industrial waste from factories and chemical fertilizers and pesticides used by farmers.

Alternative Energy

Most of the energy we use today comes from coal, oil and gas. But these will not last for ever, and burning them is slowly harming the atmosphere. We need to look for other ways of supplying energy.

Solar Power is a way of using the sun's energy as heat or to make electricity. We can also use wind-power by building modern windmills that spin in the wind. There are several types of water-power: river water in mountainous areas can be used to generate hydroelectric power, and we can also create electricity from sea water flowing in and out with the tides.

Recycling

Recycling is the processing of used objects and materials so that they can be used again. About 60% of rubbish from homes and factories contain materials that could be recycled. Recycling saves energy and raw materials, and also reduces damage to the countryside.

Glass, paper and aluminium cans can all be recycled very easily. Many towns have special bins for bottles and cans where people can leave their empty bottles and cans for recycling. A lot of paper bags, writing paper and greeting cards are now produced on recycled paper.

Worksheet D - The Environment Quiz

How much do you know Environmental Problems that face the world today?

Look at the quiz and try to answer the questions. Leave room for the actual answers later.

1. What are CFCs and how do they affect the environment?

2. What alternative forms of energy do you know?

3. What is the Ozone Layer? What does it do? What is happening to it?

4. How are forests good for the environment? What is happening to them?

5. What is a hybrid car? How does it help the environment?

6. What is acid rain?

7. What is recycling? How does it help the environment?

8. What is the Greenhouse Effect?

Worksheet E

Expressions of certainty

A scientist used the following sentences. How sure is he about each statement?

There's no doubt at all that the earth is getting warmer.

It's fairly certain that Earth will have heated up by 4 degrees.

There will be many other effects.

The USA and Russia could suffer from drought.

Put the expressions in the correct section of the line below.

100% Sure it will happen		
-----		-----
50 % Sure		
-----		-----
100 % Sure it won't happen		

Add these expressions to the line. Some have the same meaning and can be side by side.

maybe	will definitely	definitely won't
might	I'm not sure if..	probably won't
will probably	Perhaps	It's possible that..
I doubt that ...	won't	I'm certain that..

Worksheet F

Discussion

What do you think? Decide if you think the following ideas:

- a) will happen in the next 50 years?
- b) could happen?
- c) won't happen?

Mark the sentences a, b or c.

- 1) Most cars will be electric.
- 2) Nuclear Energy will end.
- 3) Alternative energy will be more important than oil.
- 4) You will recycle all your bags, cans and paper.
- 5) Almost all the rainforests will disappear.
- 6) People will continue to sunbathe.
- 7) The climate will get worse.
- 8) The next generation will care more about the environment than the present.
- 9) In elections "Green Issues" will become more important than any other.
- 10) People will destroy the earth.

Where will you place these ideas on the line of certainty?

Think about which expression of certainty you can use to express your opinion.

e.g. I'm certain that most cars will be electric.

Worksheet G

Group Work

Discuss with your group and decide where you want to put the ideas above. Write them with the new expressions.

100% Sure it will
Happen

50 % Sure

100 % Sure it won't
happen

Worksheet H

Personal Mindmap - Reflection

There's been a lot of information in this lesson. What can you remember?

Choose **one of the topics** from earlier that you are interested in, look through the different parts of the lesson and identify which vocabulary and predictions are associated to that problem.

Produce a mindmap to help you remember the important information.

Include: a title; description; predictions what'll happen in the future and recommended action.

TOPIC : Etiquette				
Course Type: practical		Time: 4 hours		
Semester: ☒ S1 ☐ S2		Number of Students: 12		
Lesson Outline (Steps)				
1. Warm-up (role play) 2. Presentation of the topic 3. Reading activity 4. Listening activity 5. Discussion period				
Lesson aims: to explore different rules of etiquette in different countries				
Objectives:		Learning Outcomes:		
<i>By the end of the lesson SS should</i> 1. Develop reading skills reading for general and specific reasons; 2. Foster their listening skills listening to the specific information; 3. develop speaking skills discussing the tasks provided;		By the end of the lesson, SS will: a. Role play different situations connected with the etiquette b. Read the text about table manners in different countries		
Materials used:		Preparation (Aids and Equipment)		
Headway Intermediate		☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☐ visuals	☒ whiteboard ☒ markers ☐ blackboard ☐ flipchart ☐ scotch ☐ scissors ☐ other: _____	☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: - _____
Type of Assessment				
☒ on going assessment ☒ participation ☐ quiz / test ☒ homework ☐ presentation ☐ peer editing ☐ project ☐ other: _____ ☐ other: _____		☒ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment		
Activity Type:		Lesson Length: (hours/days)		

☐ individual ☒ small group ☒ whole class (teacher-students)	☐ plenary discussion ☐ other _____ In-Class Time: _4_ hours/2days Out-of-Class Time: 0_____
Teaching Model:	Students will be engaged in:
☐ concept attainment ☒ cooperative learning ☐ discovery learning ☐ direct instruction	☒ presentation ☐ problem-based instruction ☒ skill attainment ☒ independent activities ☒ cooperative learning ☐ peer tutoring ☐ designing visuals ☒ role-plays ☐ pairing ☒ whole group ☐ a project ☐ lecture ☐ other: _____

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes) Role plays	Checks homework and elicits answers individually Divides Ss into pairs and distributes slips of paper with situations on them. Ss need to role-play the situations. Then, T elicits the topic of the lesson.	Ss answer and submit their homework Ss look at the situations and work in pairs showing their role play to the class.
2.Main part (50 minutes) Pre-reading activity (5 min.) Reading activity (10 min.) Post reading activity (10 min.) Listening activity (5min.) Discussion (10 min.)	T asks Ss to look at the task 1 in their handout and tick the statements that fit to our country. (5 min) Asks Ss to read the text and do task 2 in the handout After reading the text T asks several reading comprehension questions. Then asks to discuss the questions from their handout in pairs. Afterwards, the whole class discusses. Asks SS to listen and fill in the table. Asks Ss try to remember the visit to somebody's house and how the whole situation passed Asks Ss to brainstorm on how people in	Look at the task 1 in their handout and tick the statements that are true for Uzbekistan Answer reading comprehension questions. Discuss the questions in the handout Ss listen to the recording and fill in the table. Ss remember the visit to a foreign friend and share their experience with the class.

	Uzbekistan invite others for a meal and also try to remember some interesting traditions.	Ss in groups of three describe how people in Uzbekistan invite others for a meal for different occasions such as birthdays, weddings, etc.
15. Closure (__minutes)	Establish that there are a lot of interesting rules and asks Ss to choose any country and find out the strangest or the most interesting form of etiquette and prepare mini presentation.	Note down homework and ask possible questions.
Reflection on Lesson Implementation		

You are at the party. You introduce your best friend to the professor from your university.

You have fun with your friends in one of the nightclubs. Suddenly you meet your boss. Greet each other.

You are calling to your girl/boyfriend. S/he is not at home and his/her mother picks up the phone. Leave the message to your girl/boyfriend.

Invite the girl/boy you really like to the first date.

You have the first blind date in the restaurant. Try to impress each other.

Invite your friends to your birthday party. Don't forget to explain all the details.

Wedding

Birthday party

Hayit

New Year Party

	Sumie Nagano, Japan	Kate Bristol, England	Lucas Porto Alegre, Brazil
Formal/informal?			
Day/Time			
Preparations			

Gifts			
Food/Drink			

	Sumie Nagano, Japan	Kate Bristol, England	Lucas Porto Alegre, Brazil
Formal/informal?			
Day/Time			
Preparations			
Gifts			
Food/Drink			

	Sumie Nagano, Japan	Kate Bristol, England	Lucas Porto Alegre, Brazil
Formal/informal?			
Day/Time			
Preparations			
Gifts			
Food/Drink			

READING AND SPEAKING

How to behave abroad

- 1 Are these statements true (✓) or false (X) for people in your country?
- 1 ☐ When we meet someone for the first time, we shake hands.
 - 2 ☐ Friends kiss on both cheeks when they meet or when they say goodbye.
 - 3 ☐ We often invite people to our home for a meal.
 - 4 ☐ If you have arranged to do something with friends, it's OK to be a little late.
 - 5 ☐ You shouldn't yawn in public.
 - 6 ☐ We call most people by their first names.
- 2 Read the text *A World Guide to Good Manners*. These lines have been taken out of the text. Where do they go?
- a many people prefer not to discuss business while eating
 - b some businesses close in the early afternoon for a couple of hours
 - c for greeting, eating, or drinking
 - d the deeper you should bow
 - e should wear long-sleeved blouses and skirts below the knee
- 3 Answer the questions.
- 1 What nationality do you think the people in the pictures are?
 - 2 What are the two differences between the American and the Japanese greeting?
 - 3 List some of the clothes you think women *shouldn't* wear in Asian and Muslim countries.
 - 4 Is your main meal of the day the same as in Italy or Spain?
 - 5 In which countries do they prefer *not* to discuss business during meals?
 - 6 What are some of the rules about business cards?
 - 7 Why is it *not* a good idea to say to your Japanese business colleagues, 'I don't feel like staying out late tonight.'?
 - 8 Which *Extra Tips* are about food and drink? Which ones are about general behaviour?

What do you think?

Discuss these questions in groups.

- There is a saying in English: 'When in Rome, do as the Romans do.' What does it mean? Do you agree? Do you have a similar saying in your language?
- Think of one or two examples of bad manners in your country. For example, in Britain it is considered impolite to ask people how much they earn.
- What advice would you give somebody coming to live and work in your country?



A WORLD GUIDE TO

Good Manners

How **not** to behave badly abroad

by Norman Ramshaw

Travelling to all corners of the world gets easier and easier. We live in a global village, but this doesn't mean that we all behave in the same way.

• Greetings

How should you behave when you meet someone for the first time? An American or Canadian shakes your hand firmly while looking you straight in the eyes. In many parts of Asia, there is no physical contact at all. In Japan, you should bow, and the more respect you want to show, (1)____. In Thailand, the greeting is made by pressing both hands together at the chest, as if you are praying, and bowing your head slightly. In both countries, eye contact is avoided as a sign of respect.

• Clothes

Many countries have rules about what you should and shouldn't wear. In Asian and Muslim countries, you shouldn't reveal the body, especially women, who (2)_____.

In Japan, you should take off your shoes when entering a house or a restaurant. Remember to place them neatly together facing the door you came in. This is also true in China, Korea, Thailand, and Iran.

• Food and drink

In Italy, Spain, and Latin America, lunch is often the biggest meal of the day, and can last two or three hours. For this reason many people eat a light breakfast and a late dinner. In Britain, you might have a business lunch and do business as

you eat. In Mexico and Japan, (3)____. Lunch is a time to relax and socialize, and the Japanese rarely drink alcohol at lunchtime. In Britain and the United States, it's not unusual to have a business meeting over breakfast, and in China it's common to have business banquets, but you shouldn't discuss business during the meal.

• Doing business

In most countries, an exchange of business cards is essential for all introductions. You should include your company name and your position. If you are going to a country where your language is not widely spoken, you can get the reverse side of your card printed in the local language. In Japan, you must present your card with both hands, with the writing facing the person you are giving it to.

In many countries, business hours are from 9.00 or 10.00 to 5.00 or 6.00. However in some countries, such as Greece, Italy, and Spain, (4)____ then remain open until the evening.

Japanese business people consider it their professional duty to go out after work with colleagues to restaurants, bars, or nightclubs. If you are invited, you shouldn't refuse, even if you don't feel like staying out late.

EXTRA TIPS

HERE ARE SOME EXTRA TIPS BEFORE YOU TRAVEL:

- 1 In many Asian cultures, it is acceptable to smack your lips when you eat. It means that the food is good.
- 2 In France, you shouldn't sit down in a café until you've shaken hands with everyone you know.
- 3 In India and the Middle East, you must never use the left hand (5)_____.
- 4 In China, your host will keep refilling your dish unless you lay your chopsticks across your bowl.
- 5 Most South Americans and Mexicans like to stand very close to the person they're talking to. You shouldn't back away.
- 6 In Russia, you must match your hosts drink for drink or they will think you unfriendly.
- 7 In Ireland, social events sometimes end with singing and dancing. You may be asked to sing.
- 8 In America, you should eat your hamburger with both hands and as quickly as possible. You shouldn't try to have a conversation until it is eaten.

TOPIC : Teacher etiquette 1						
Course Type: practical		Time: 2 hours				
Semester: ☒ S1 ☐ S2		Number of Students: 12				
Lesson Outline (Steps)						
1. Mini presentations by Ss 2. Presenting of the topic 3. Reading and discussing						
Lesson aims: to develop presentation skills						
Objectives:		Learning Outcomes:				
<i>By the end of the lesson SS should</i> 1. Practice and enforce their presentation skills through presenting information from their homework; 2. Develop speaking skills; 3. Team working skills		By the end of the lesson, SS will: a. Make presentations b. Read the text c. Discuss qualities of the teacher				
Materials used:		Preparation (Aids and Equipment)				
Reading Writing Critical Thinking <i>'The Teacher Who Changed My Life' by Nicholas Gage</i>		<table border="0"> <tr> <td> ☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☒ visuals </td> <td> ☒ whiteboard ☒ markers ☒ blackboard ☐ flipchart ☐ scotch ☒ scissors ☐ other: _____ </td> <td> ☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: _____ </td> </tr> </table>		☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☒ visuals	☒ whiteboard ☒ markers ☒ blackboard ☐ flipchart ☐ scotch ☒ scissors ☐ other: _____	☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: _____
☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☒ visuals	☒ whiteboard ☒ markers ☒ blackboard ☐ flipchart ☐ scotch ☒ scissors ☐ other: _____	☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: _____				
Type of Assessment						
☒ on going assessment ☒ participation ☒ quiz / test ☒ homework ☐ presentation ☐ peer editing ☐ project ☐ other: _____ ☐ other: _____		☒ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment				
Activity Type:		Lesson Length: (hours/days)				
☐ individual ☐ plenary discussion ☒ small group ☐ other _____ ☒ whole class (teacher-students)		In-Class Time: 2hours/1day Out-of-Class Time: 0 _____				
Teaching Model:		Students will be engaged in:				

16. Closure (5 minutes)	Asks to read the text provided and learn the vocabulary that is given in the text.	Receive handouts and prepare for the next lesson.
Reflection on Lesson Implementation		

TOPIC: Teacher's etiquette 2			
Course Type: practical		Time: 2 hours	
Semester: ☒ S1 ☐ S2		Number of Students: 12	
Lesson Outline (Steps)			
1. Vocabulary development game 2. Reading and analyzing the text 3. Listening activity 4. Discussion time			
Lesson aims: to improve listening comprehension			
Objectives:		Learning Outcomes:	
<i>By the end of the lesson SS should</i> - memorize and practice new vocabulary; - practice listening skills by listening for details; - practice their speaking skills.		By the end of the lesson, SS will: analyze the text in details and enforce deeper understanding and improve their thinking skills;	
Materials used:		Preparation (Aids and Equipment)	
<i>Listening Extra Carven Miles CUP 2004</i>		☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☒ visuals ☐ whiteboard ☒ markers ☒ blackboard ☐ flipchart ☐ scotch ☒ scissors ☐ other: - _____ ☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: - _____	
Type of Assessment			
☒ on going assessment ☒ participation ☒ homework ☐ peer editing ☐ other: _____		☒ quiz / test ☐ presentation ☐ project ☐ other: _____	
☐ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment			
Activity Type:		Lesson Length: (hours/days)	

☐ individual ☒ small group ☒ whole class (teacher-students)	☐ plenary discussion ☐ other _____	In-Class Time: _2hours/1day Out-of-Class Time: 0 _____
Teaching Model:		Students will be engaged in:
☐ concept attainment ☒ cooperative learning ☐ discovery learning ☐ direct instruction	☒ presentation ☐ problem-based instruction ☒ skill attainment	☒ independent activities ☒ cooperative learning ☐ peer tutoring ☐ designing visuals ☒ role-plays
		☐ pairing ☒ whole group ☐ a project ☐ lecture ☐ other: _____

Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Distribute handouts with words and jumbled definitions. Ask Ss match the word with the definition.	Ss in pairs try to match the words with their definitions in the form of dominoes.
2.Main part (50 minutes) <i>The Teacher Who Changed My Life</i> analysis (25 min.) Listening: My first day at school - Lead in (10 min.) Listening (10 min.) A Day at School I	Divides Ss into small groups and distributes questions for the text analysis. Then elicits the answers and shares with the class. Asks Ss to think and reflect on how children may feel on the first day at school. Elicits several answers. Distribute slips of papers with actions and asks Ss to place them in order. Asks Ss to listen, then distributes the cards with adjectives and asks Ss to	Ss are divided into three groups and each group tries to analyze its own section with the help of questions provided. After, Ss pay attention to the details working in pairs. Ss individually think how children may feel on their first day at school. Ss in pairs get slips of paper with the actions. They listen to the recording and put the actions in the chronological

Remember (10 min.)	match them with each action. Asks Ss to remember their first day at school and share with the class.	order. Then, they get slips of paper with the adjectives and they match them to the actions. Finally, Ss retell the story. Ss recall and tell about the day at school that they remember most.
17. Closure (5minutes)	Summarize the lesson and gives homework	Ss write the essay about the teacher who inspired them.
Reflection on Lesson Implementation		

Word domino

Start	Salty-tongued
Witty and provocative; having a mischievous charm	Prickly
bad-tempered or irritable	Tenement
a large building divided into separate flats	Askance
with doubt or mistrust	Muse
a goddess that inspires a creative artist, esp a poet	Formidable
arousing or likely to inspire fear or dread	Layabout
A lazy person, loafer	To hone
to sharpen or polish	Underdog
a person in adversity or in a position of inferiority	To mortify
to humiliate or cause to feel shame	Vocation
a special urge, inclination, or predisposition to a particular calling or career, esp a religious one	Void
without contents; empty	Bounty
generosity in giving to others	Finish

‘The Teacher Who Changed My Life’ by Nicholas Gage

Group 1

A. Thesis

What is this essay about?

Find the thesis statement which tells what the essay is about.

B. Background

Which paragraphs give the background information?

What background information does Gregory give?

Group II

C. Where does the anecdote begin?

D. Details

What are the most powerful details?

Group III

E. Chronological order

Does the essay follow chronological order? How does Gage introduce the story of his family?

F. Purpose

What do you think the purpose of this essay?

G. Conclusion

Is there a conclusion to this essay?

General Analysis Questions

1. What details does Nick Gage provide to describe Miss Hurd?
2. What are the main achievements of Gage that he is proud of?
3. Find phrases in the essay that show Gage’s attitude to Miss Hurd. What attitude do they demonstrate?
4. What do you know about Gage’s attitude to his mother? List details from the text.
5. What do you know about Gage’s attitude towards his father? How does his attitude change?
6. Find phrases that describe his emotions about Greece and its culture. What do they suggest?

Phrase cards

a	when she met Emily
b	lots of noise and children
c	when her mother came to collect her
d	walking through the main gate with her mother
e	during the swimming class
f	watching her mother leaving
g	having an ice cream with her mother
h	playing games with the other children

Adjective cards

proud	nervous	scared	excited
relieved	calm	upset	confused

TOPIC: Project presentation by the SS			
Course Type: practical		Time: 4 hours	
Semester: ☒ S1 ☐ S2		Number of Students: 12	
Lesson Outline (Steps)			
➤ Introduction ➤ Watching Videos ➤ Commenting ➤ Discussion			
Aim: to view videos made by students, comment and discuss the works			
Objectives:		Learning Outcomes:	
<i>By the end of the lesson SS should</i> 1. Improve their vocabulary related to their own commercials 2. Enhance speaking by discussing the results of the project		<i>By the end of the lesson, SS will:</i> a. View the ads b. Discuss the results c. Give comments on each other works	
Materials used:		Preparation (Aids and Equipment)	
Videos recorded by the SS	☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☒ visuals	☒ whiteboard ☒ markers ☒ blackboard ☐ flipchart ☐ scotch ☒ scissors ☐ other: _____	☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: _____
Type of Assessment			
☒ on going assessment ☐ participation ☐ homework ☐ peer editing ☐ other: _____ ☐ quiz / test ☐ presentation ☒ project ☐ other: _____		☒ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment	
Activity Type:		Lesson Length: (hours/days)	
☐ individual ☒ small group ☒ whole class (teacher-students) ☒ plenary discussion ☐ other: _____		In-Class Time: <u> 4 </u> hours/2days Out-of-Class Time: 0 _____	
Teaching Model:		Students will be engaged in:	

☐ concept attainment ☐ cooperative learning ☒ discovery learning ☐ direct instruction	☒ presentation ☐ problem-based instruction ☐ skill attainment	☐ independent activities ☒ cooperative learning ☐ peer tutoring ☐ designing visuals ☒ role-plays	☐ pairing ☒ whole group ☐ a project ☐ lecture ☐ other: _____
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Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Ask SS submit their videos with commercials. Switch on the computer and prepare all the necessary for viewing. Tell that SS should watch the videos and take notes on language mistakes and vocabulary usage.	Submit their videos with commercials. Get ready to watch the videos. Take note-book and write possible language mistakes their peers make.
2.Main part (50 minutes)	Distribute the template for peer- evaluation of the projects to every student and ask to fill after they watch each commercial. Play video. Comment on the content. Allow for peer- feedback and evaluation. Play video. Comment on the content. Allow for peer- feedback and evaluation. Play video. Comment on the content. Allow for peer- feedback and evaluation. Play video. Comment on the content. Allow for peer- feedback and evaluation.	Fill in the evaluation after watching videos. Watch. Comment and give feedback to their peers. Watch. Comment and give feedback to their peers. Watch. Comment and give feedback to their peers. Watch. Comment and give feedback to their peers. Watch. Comment and give feedback to their peers.

	Play video. Comment on the content. Allow for peer- feedback and evaluation. Have SS read their notes and reflect on language errors of the SS. Have them write what new they learnt after doing this project	Read their notes and reflect on language errors of the SS.
18. Closure (__minute s)	Finalize by stating that all works were very interesting. Review the effects the students used in the commercial. Distribute the written part of their projects.	Prepare for the project planning session. (class)
Reflection on Lesson Implementation		

Handout 1: Peer evaluation tool

Comprehensive evaluation

Please read the statements and put (1-5) where 1- strongly disagree and 5- strongly agree

1. It was interesting to watch this advertisement. ____
2. After watching this ad I would buy this product. ____
3. All participants were equally taking part in this ad. ____
4. It was very understandable what effect they used in their ad. ____
5. The speech was very clear and well structured. ____
6. The participants used a lot of new words I did not understand. ____
7. The participants spoke very slowly and had a lot of grammar mistakes. ____
8. The advertisement was too long and did not capture my attention. ____
9. This advertisement should be recorded by our TV channel. ____

Your comments and
feedback: _____

TOPIC : Mass media Introduction				
Course Type: practical		Time: 2 hours		
Semester: ☐ S1 ☒ S2		Number of Students: 12		
Lesson Outline (Steps)				
1. Brainstorm 2. Introduction 3. Working with language used in headlines ad news report 4. Discussion				
Lesson aims: to develop language and vocabulary related to mass media				
Objectives:		Learning Outcomes:		
<i>By the end of the lesson SS should</i> 1. Improve speaking and presentation skills through reading; 2. Enrich vocabulary connected with mass media; 3. Get familiar with newspaper and headline language.		By the end of the lesson, SS will: a. Read about language of headlines and news report		
Materials used:		Preparation (Aids and Equipment)		
Internet source		☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☒ visuals	☒ whiteboard ☒ markers ☐ blackboard ☐ flipchart ☐ scotch ☒ scissors ☐ other: _____	☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: _____
Type of Assessment				
☒ on going assessment ☒ participation ☒ homework ☐ peer editing ☐ other: _____		☒ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment		
Activity Type:		Lesson Length: (hours/days)		
☐ individual discussion ☒ small group ☒ whole class (teacher-students)		☐ plenary ☐ other _____ In-Class Time: _2hours/1day Out-of-Class Time: 0 _____		
Teaching Model:		Students will be engaged in:		

☐ concept attainment	☒ presentation	☒ independent activities	☐ pairing
☒ cooperative learning	☐ problem-based instruction	☒ cooperative learning	☒ whole group
☐ discovery learning	☒ skill attainment	☐ peer tutoring	☐ a project
☐ direct instruction		☐ designing visuals	☐ lecture
		☐ role-plays	☐ other: _____

Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Home work checking	
2.Main part (50 minutes)	Ask Ss to name programs they know. Asks to brainstorm different types of mass media Establishes that there are different types of mass media. Gives handouts to each pair and asks to read and to explain what each mass media type is. T asks the whole class the following set of questions: <i>1. What type of MM do you use most? Why?</i> <i>2. Do you believe to the transmitters of information? Why?</i> <i>3. Do you try to analyze the news you hear? How?</i>	Ss in groups of three as they sit try to enumerate all possible programs, TV shows, magazines, newspapers, radio stations that exist for each letter of English alphabet. Brainstorm different types of mass media Get handouts and read about each type of mass media. Then share with the class. Ss in three groups think of advantages and disadvantages of the type of Mass Media they are assigned to.

	T explains the language used in headlines and news reports. Distributes handouts and asks Ss to read the peculiarities of language used in these types of mass media.	Complete the tasks and read about the peculiarities of language used in headlines.
19. Closure (__minutes)	T distributes slips of paper and explains homework	Ss are asked to get ready with the breaking news that happened in the world or in our country.
Reflection on Lesson Implementation		
<i>The lesson went very smoothly as SS like the topic and were eager to brainstorm and participate in activities.</i>		

Handout 1 Types Mass media

Mass media is a term used to denote a section of the [media](#) specifically envisioned and designed to reach a [very large audience](#) such as the population of a [nation state](#). It was coined in the 1920s with the advent of nationwide radio networks, mass-circulation [newspapers](#) and [magazines](#), although mass media (like [books](#) and [manuscripts](#)) were present centuries before the term became common. The term **public media** has a similar meaning: it is the sum of the public mass distributors of news and entertainment across media such as newspapers, [television](#), [radio](#), [broadcasting](#), which may require union membership in some large markets such as Newspaper Guild, AFTRA, & [text publishers](#). The concept of mass media is complicated in some internet media as now individuals have a means of potential exposure on a scale comparable to what was previously restricted to select group of mass media producers.

Television and Radio

[Television](#) and [radio](#) programs are distributed through radio broadcasting over frequency bands that are highly regulated by the [State Communications Commission](#). Such regulation includes determination of the width of the bands, range, licensing, types of receivers and transmitters used, and acceptable content. [Cable](#) programs are often broadcast simultaneously with radio and television programs, but have a more limited audience. By coding signals and having [decoding](#) equipment in [homes](#), cable also enables [subscription](#)-based channels and [pay-per-view](#) services. A broadcasting [organization](#) may broadcast several programs at the same time, through several channels ([frequencies](#)), for example [BBC One](#) and [Two](#). On the other hand, two or more organizations may share a channel and each use it during a fixed part of the day. [Digital radio](#) and [digital television](#) may also transmit [multiplexed](#) programming, with several channels [compressed](#) into one [ensemble](#). When broadcasting is done via the Internet the term [web casting](#) is often used.

Television and radio tend to be the most wide spread transmitters of various information. These media tell us what is going on in the world. It's important to remember that they are usually the only way we have to access information about the world around us. For example, it's not feasible to go to a war zone to find out what's happening for yourself.

Film

Film is a term that encompasses motion pictures as individual projects, as well as the field in general. The origin of the name comes from the fact that [photographic film](#) (also called [film stock](#)) has historically been the primary [medium](#) for recording and displaying motion pictures. Many other terms exist — *motion pictures* (or just *pictures* and "picture"), *the silver screen*, *photoplays*, *the cinema*, *picture shows*, *flicks* — and commonly *movies*. Films are produced by [recording](#) people and objects with [cameras](#), or by creating them using [animation](#) techniques and/or [special effects](#). They comprise a series of individual frames, but when these images are shown rapidly in succession, the illusion of motion is given to the viewer. Flickering between frames is not seen due to an effect known as [persistence of vision](#) — whereby the eye retains a visual image for a fraction of a second after the source has been removed. Also of relevance is what causes the perception of motion; a psychological effect identified as [beta movement](#).

Film is considered by many to be an important [art](#) form; films entertain, educate, enlighten and inspire audiences. Any film can become a worldwide attraction, especially with the addition of [dubbing](#) or [subtitles](#) that translate the film message. Films are also artifacts created by specific cultures, which reflect those cultures, and, in turn, affect them.

Mobile

Mobile phones were introduced in Japan in 1997 but became a mass media only in 1998 when the first downloadable ringing tones were introduced in Finland. Soon most forms of media content were introduced on mobile phones, and today the total value of media consumed on mobile towers over that of internet content, and was worth over 31 billion dollars in 2007 (source Informa). The mobile media content includes over 8 billion dollars worth of mobile music (ringing tones, ring back tones, truetones, MP3 files, karaoke, music videos, music streaming services etc); over 5 billion dollars worth of mobile gaming; and various news, entertainment and advertising services. In Japan mobile phone books are so popular that five of the ten best-selling printed books were originally released as mobile phone books.

Similar to the internet, mobile is also an interactive media, but has far wider reach, with 3.3 billion mobile phone users at the end of 2007 to 1.3 billion internet users (source ITU). Like email on the internet, the top application on mobile is also a personal messaging service, but SMS text messaging is used by over 2.4 billion people. Practically all internet services and applications exist or have similar cousins on mobile, from search to multiplayer games to virtual worlds to blogs. Mobile has several unique benefits which many mobile media pundits claim make mobile a more powerful media than either TV or the internet, starting with mobile being permanently carried and always connected. Mobile has the best audience accuracy and is the only mass media with a built-in payment channel available to every user without any credit cards or paypal accounts or even an age limit. Mobile is often called the [7th Mass Medium](#) and either the fourth screen (if counting cinema, TV and PC screens) or the third screen (counting only TV and PC).

Blogs (Web Logs)

[Blogging](#) has become a huge form of media, popular through the internet. A blog is a website, usually maintained by an individual, with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse chronological order. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. A typical blog combines text, images, and links to other blogs, web pages, and other media related to its topic. The ability for readers to leave comments in an interactive format is an important part of many blogs. Most blogs are primarily textual, although some focus on art (artblog), photographs (photoblog), sketchblog, videos (vlog), music (MP3 blog), audio (pod casting) are part of a wider network of social media. Micro-blogging is another type of blogging which consists of blogs with very short posts.

Magazine

A [magazine](#) is a periodical [publication](#) containing a variety of articles, generally financed by [advertising](#) and/or purchase by readers. Magazines are typically published [weekly](#), [biweekly](#), [monthly](#), [bimonthly](#) or [quarterly](#), with a [date on the cover](#) that is in advance of the date it is actually published. They are often printed in color on coated paper, and are bound with a [soft cover](#). Magazines fall into

two broad categories: consumer magazines and business magazines. In practice, magazines are a subset of [periodicals](#), distinct from those periodicals produced by scientific, artistic, academic or special interest publishers which are subscription-only, more expensive, narrowly limited in circulation, and often have little or no advertising.

Newspaper

A [newspaper](#) is a [publication](#) containing news and information and advertising, usually printed on low-cost paper called [newsprint](#). It may be general or special interest, most often published daily or weekly. The first printed newspaper was published in 1605, and the form has thrived even in the face of competition from technologies such as radio and television. Recent developments on the Internet are posing major threats to its business model, however. Paid circulation is declining in most countries, and advertising revenue, which makes up the bulk of a newspaper's income, is shifting from print to online; some commentators, nevertheless, point out that historically new media such as radio and television did not entirely supplant existing.

Publishing

[Publishing](#) is the industry concerned with the production of [literature](#) or [information](#) – the activity of making information available for public view. In some cases, authors may be their own publishers.

Traditionally, the term refers to the distribution of printed works such as [books](#) and [newspapers](#). With the advent of digital information systems and the [Internet](#), the scope of publishing has expanded to include [websites](#), [blogs](#), and the like.

As a [business](#), publishing includes the development, [marketing](#), [production](#), and [distribution](#) of newspapers, magazines, books, [literary works](#), [musical works](#), [software](#), other works dealing with information.

Publication is also important as a [legal concept](#); (1) as the process of giving formal notice to the world of a significant intention, for example, to marry or enter bankruptcy, and; (2) as the essential precondition of being able to claim [defamation](#); that is, the alleged [libel](#) must have been published.

Book. A [book](#) is a collection of sheets of [paper](#), [parchment](#) or other material with a piece of text written on them, bound together along one edge within covers. A book is also a literary work or a main division of such a work. A book produced in electronic format is known as an [e-book](#).

In [library and information science](#), a book is called a [monograph](#) to distinguish it from serial [publications](#) such as [magazines](#), [journals](#) or [newspapers](#).

Publishers may produce low-cost, pre-proof editions known as [galleys](#) or 'bound proofs' for promotional purposes, such as generating reviews in advance of publication. Galleys are usually made as cheaply as possible, since they are not intended for sale.

Internet

The [Internet](#) (also known simply as "the Net" or "the Web") can be briefly understood as "a network of networks". Specifically, it is the worldwide, publicly accessible network of interconnected [computer networks](#) that transmit [data](#) by [packet switching](#) using the standard [Internet Protocol](#) (IP). It consists of millions of smaller domestic, academic, business, and governmental networks, which together carry various [information](#) and services, such as [electronic mail](#), [online chat](#), [file](#) transfer, and the interlinked [Web pages](#) and other documents of the [World Wide Web](#).

Contrary to some common usage, the Internet and the [World Wide Web](#) are not synonymous: the Internet is the system of interconnected *computer networks*, linked by [copper](#) wires, [fiber-optic](#) cables, [wireless](#) connections etc.; the Web is the contents, or the interconnected *documents*, linked by [hyperlinks](#) and [URLs](#). The World Wide Web is accessible through the Internet, along with many other services including [e-mail](#), [file sharing](#) and others described below.

Toward the end of the 20th century, the advent of the [World Wide Web](#) marked the first era in which any individual could have a means of exposure on a scale comparable to that of mass media. For the first time, anyone with a [web site](#) can address a global audience, although serving to high levels of [web traffic](#) is still relatively expensive. It is possible that the rise of [peer-to-peer](#) technologies may have begun the process of making the cost of bandwidth manageable. Although a vast amount of information, imagery, and commentary (i.e. "content") has been made available, it is often difficult to determine the authenticity and reliability of information contained in web pages (in many cases, self-published). The invention of the Internet has also allowed breaking news stories to reach around the globe within minutes. This rapid growth of instantaneous, decentralized communication is often deemed likely to change mass media and its relationship to society.

"Cross-media" means the idea of distributing the same message through different media channels. A similar idea is expressed in the news industry as "convergence". Many authors understand cross-media publishing to be the ability to publish in both [print](#) and on the [web](#) without manual conversion effort. An increasing number of [wireless](#) devices with mutually incompatible data and screen formats make it even more difficult to achieve the objective "create once, publish many".

The internet is quickly becoming the center of mass media. Everything is becoming accessible via the internet. Instead of picking up a newspaper, or watching the 10 o'clock news, people will log onto the internet to get the news they want, when they want it. Many workers listen to the radio through the internet while sitting at their desk. Games are played through the internet. The Internet and Education: Findings of the Pew Internet & American Life Project. Even the [education system](#) relies on the internet. Teachers can contact the entire class by sending one e-mail. They have web pages where students can get another copy of the class outline or assignments. Some classes even have class blogs where students must post weekly, and are graded on their contributions. The internet thus far has become an extremely dominant form of media.

1. The language of headlines

What is a headline?

The headline of a news story is the short summary which introduces the story at the beginning of a TV or radio news broadcast, or which appears above articles in a newspaper or on a website.

- ① The following headlines all appeared on the BBC World News website on 4th December 2000. Match the headline with the news stories.

1. Gore pins hopes on Florida court 2. University attacked over 'tobacco money'
3. Space station hit by hitch 4. Beckham to reject £80,000-a-week

- a) Cancer care and research charities have attacked a university's decision to accept £4m sponsorship from British American Tobacco.
b) Democrat Al Gore appeals to the Florida Supreme Court in what his lawyers say is likely to be the last stand in his battle for the presidency.
c) David Beckham is to reject Manchester United's new and improved contract offer, according to Sunday newspaper reports.
d) Astronauts from the American space shuttle Endeavour have had some difficulties in installing a new solar power system on the International Space Station (ISS).

- ② Headlines are not full sentences, but short summaries designed to attract attention. As a result, some words are omitted. Look at the headlines again. Try to write the headlines as complete sentences.

The grammar of headlines

Which types of words do you need to add to make the headlines full sentences?

Parts of speech: The aim of a news headline is to grab your attention. Therefore, any 'unnecessary' words are often left out. These include:

Articles: The space station has been hit by a hitch.
Auxiliary verbs: The space station **has been** hit by a hitch.
Possessive adjectives: Gore has pinned **his** hopes on the Florida Court.

What do you notice about the forms of the verbs used in the headlines?

Verb forms: News broadcasts and newspapers are designed to make you think that news stories are happening NOW. Try changing the forms of the verbs they use to indicate that something happened very recently.

Present simple: Gore pins hopes...

The present simple tense in the headline replaces the **present perfect simple** or the **past simple** tense in the news story. The effect is to say that the story is happening NOW rather than in the very recent past.

Past participles: University **attacked** over tobacco money.

The full form of this headline should read: The University **was attacked** over the tobacco money.

When the passive voice is used in a headline, it is usually just the **past participle** form which appears. Auxiliaries verbs make the headline long and detract from the immediacy.

Infinitives: Beckham **to reject** £80,000 a week.

When the story refers to the future plans of the subject, the headline usually uses a verb in the infinitive form.

The headline above is a shortened form of the sentence: David Beckham **is going to reject** the new, improved contract which has been offered to him.

Language task

Here are some titles for news articles – but the sentences are too long to be headlines. Can you shorten them?

- a) A victim of a car crash has learned to walk again.
b) A new drug will cure 'flu this winter.
c) The police questioned a suspect in a robbery yesterday.

2. The language of news reports

What is a report?

A **news report** gives you details of a news story. The **reporter** needs to choose the words he or she uses very carefully to make the story clear and unbiased.

- ① The two news reports below come from BBC Radio News. Do they contain good news or bad news?
 - a) Five men **have been arrested** in connection with the theft last month of three masterpieces from the National Museum in Stockholm. The Swedish nationals **were detained** in the Stockholm area just days after police received several photos of the paintings, along with a demand for hundreds of thousands of pounds. The works of art, including one by the Dutch master, Rembrandt, **are estimated** to be worth up to \$30m in total.
 - b) The crew of the world's biggest ocean-racing yacht, the Team Philips catamaran, **have been rescued** after the boat was badly damaged in storms. They had been preparing for a race 800 miles off the west coast of Ireland.
- ② Look at the verbs in **bold** print. Why are they similar?
- ③ In report a), find two words or phrases with a similar meaning to 'paintings'.
- ④ In report b), find two words with a similar meaning to 'boat'.

The language of news reports

The purpose of a news report is usually to give the listener information in an interesting but objective way. To do this, they often use the passive voice and words which are **near synonyms**, that is words which have nearly the same meaning.

Passive voice: Using the **passive voice** makes the report sound more formal. By putting the object of the verb at the beginning of the sentence, they take our attention away from the subject. So, although '**Five men were arrested**' and '**Police arrested five men**' have the same meaning, the reporter is focusing on the result of the action instead of the people doing the action. News reports often use the passive voice to avoid saying directly that someone has done something. In this way, they try to remain impartial.

Synonyms: Using words with similar meanings in a news report keeps it interesting. As there is a lot of information in a very short time, it is important that the listener pays attention. If we hear the same word being repeated more than once or twice we might get bored and stop listening. By using near-synonyms (e.g. yacht and boat), the reporter can keep us interested in the whole story.

Language task

- ① Read the extract below about how police in the Thames Valley area are trying to reduce burglaries. Find out what happens ...
 - a) if someone is burgled once
 - b) if someone is burgled twice
 - c) if someone is burgled three times.

For the past two years, the Thames Valley Police have been combating repeat burglaries with an increasing green, amber, or red police response. First-time victims of burglary are warned of the possibility of repeat attacks and are advised on security. A second break-in triggers an 'amber' response. This is when the property is code-marked and their neighbours are asked to keep watch. After a third robbery, alarms are fitted – free of charge in some cases. When the approach was reviewed last year, it was found to have dramatically reduced offences.

- ② Find three words or phrases which the reporter uses to mean **burglary**.
- ③ Find six examples of verbs being used in the **passive voice**.

Answers

1. The language of headlines

1. 1b, 2a, 3d, 4c
2. Al Gore has pinned his hopes on a Florida court.
A university has been attacked over 'tobacco money'.
The space station has been hit by a hitch.
David Beckham is going to reject £80,000 a week.

Language task

- a) Car crash victim learns to walk again.
- b) New drug to cure 'flu this winter.
- c) Police question robbery suspect.

2. The language of news reports

1. Both contain good news - the thieves have been arrested and the crew have been rescued.
2. All of these verbs are in the form of the **passive voice**: verb 'to be' plus the past participle.
3. masterpieces, works of art
4. yacht, catamaran

Language task

1. a) The police speak to the victim to help them avoid being burgled again.
b) The police mark the victim's belongings with a special code and speak to the victim's neighbours.
c) The police fit burglar alarms in the victim's house.
2. repeat attacks, break-in, robbery
3. have been combating, are warned, are advised, are asked, are fitted, was found

Home task

You should prepare some breaking news that happened in the world or in our country. Follow criteria:

- News should be in written form;
- News should be unusual;
- News should answer the following questions: who, what, when, where, why, and how;
- Get ready to present your breaking news

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Follow criteria:

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- Get ready to present your breaking news

TOPIC: News and Newspapers											
Course Type: practical		Time: 4 hours									
Semester: ☒ S1 ☐ S2		Number of Students: 12									
Lesson Outline											
28. Introduction i) Lead in and warm up about the topic 29. Body g) Speaking task h) Listening task 30. Round up u) Reviewing the lesson v) Home task giving											
Lesson aims: To improve speaking and reading skills; to work with the newspaper language; to engage in discussion											
Objectives:		Learning Outcomes:									
<i>By the end of the lesson SS should</i> 8. Improve speaking and presentation skills; 9. Enrich vocabulary connected with headlines and tabloid newspapers 10. Improve their listening skills 11. Improve writing skills		<i>By the end of the lesson the SS will...</i> • Know about the sources of news • Know certain phrases from headline language • Listen to the shocking news reports									
Materials used:		Preparation (Aids and Equipment)									
Handouts with the texts and Listening exercises taken from 1. Headway Upper-Intermediate Students Book, Oxford 2001 Headway Upper-Intermediate Students Book, Oxford 2001		<table border="0"> <tr> <td> ☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☒ song (CD) ☐ video material ☐ power point presentation ☐ visuals </td> <td> ☒ whiteboard ☒ markers ☐ blackboard ☐ flipchart ☐ scotch ☐ scissors ☐ other: _____ </td> <td> ☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☒ tape-recorder ☐ other: _____ </td> </tr> </table>		☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☒ song (CD) ☐ video material ☐ power point presentation ☐ visuals	☒ whiteboard ☒ markers ☐ blackboard ☐ flipchart ☐ scotch ☐ scissors ☐ other: _____	☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☒ tape-recorder ☐ other: _____					
☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☒ song (CD) ☐ video material ☐ power point presentation ☐ visuals	☒ whiteboard ☒ markers ☐ blackboard ☐ flipchart ☐ scotch ☐ scissors ☐ other: _____	☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☒ tape-recorder ☐ other: _____									
Type of Assessment											
☒ on going assessment <table border="0"> <tr> <td>☒ participation</td> <td>☐ quiz / test</td> </tr> <tr> <td>☒ homework</td> <td>☐ presentation</td> </tr> <tr> <td>☐ peer editing</td> <td>☐ project</td> </tr> <tr> <td>☐ other: _____</td> <td>☐ other: _____</td> </tr> </table>		☒ participation	☐ quiz / test	☒ homework	☐ presentation	☐ peer editing	☐ project	☐ other: _____	☐ other: _____	☒ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment	
☒ participation	☐ quiz / test										
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☐ other: _____	☐ other: _____										
Activity Type:		Lesson Length: (hours/days)									
☐ individual ☒ small group ☒ whole class (teacher-students) <table border="0"> <tr> <td>☒ plenary discussion</td> <td>☐ other _____</td> </tr> </table>		☒ plenary discussion	☐ other _____	In-Class Time: <u>4</u> hours/2days Out-of-Class Time: 0 _____							
☒ plenary discussion	☐ other _____										

Teaching Model:		Students will be engaged in:	
☒ concept attainment	☒ presentation	☒ independent activities	☐ pairing
☒ cooperative learning	☐ problem-based instruction	☒ cooperative learning	☒ whole group
☐ discovery learning	☒ skill attainment	☐ peer tutoring	☐ a project
☐ direct instruction		☐ designing visuals	☐ lecture
			☐ other: _____

Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	T checks homework with the presentations of the previous lesson	SS make mini -presentation on previous topic
2.Main part (50 minutes)	1. T asks Ss to share with some breaking news that have happened recently in the world and in our country. (5) 2. T distributes the handouts with a set of questions on them. Ss discuss them in groups and share with their thoughts afterwards.(10) 3. T divides the SS into small groups and gives handouts with different sources of news. T asks SS to state their advantages and disadvantages and then make general conclusion. (15) 4. Listening/Speaking: 'Headlines'(15-20) a. Predicting from the headlines: T asks SS to look at the headlines and predict the news story they think it is about. b. Teacher tells SS to list	SS share the news that they know SS discuss the questions in groups and share their thoughts Ss in small groups get handouts with different sources of news. Ss state their advantages and disadvantages and then make general conclusion. (15) 1. SS look at the headlines and predict the content of the news stories 2. Student listen to actual news stories and answer the questions after the task

20. Closure (__minute s)	T summarizes the lesson by assigning homework and answering questions that SS might have	SS get homework and ask additional questions
Reflection on Lesson Implementation		

STARTER



1 The words in the box are commonly used in newspaper headlines. Why do you think these words are often short and dramatic?

Complete the headlines with the words.

haul	swoop	blow	havoc	cops	fury	raid	axe
orgy	cons	dumps	bid	row	ban	probe	

1
NEIGHBOURS'
[] **OVER HEDGE**
ENDS IN COURT

2
[]
BA to [] 5,000 jobs in
[] to break even

3
OAPs' [] at
measly 1.5%
rise in pensions

4
£50 MILLION
HUBBY PUTS
BANK []
ON MISSUS

5
SWORD MANIAC
SHOT BY []

6
[]
NEW []
INTO MURDERS
REVEALS
FRESH CLUES

7
WIFE []
HUSBAND IN
SEX []

8
[]
Police [] on
crack factory -
huge drug []

9
[]
PC shot in
bank [] **dies**

10
[]
New inflation
figures deal []
to recovery hopes

11
BOGUS VICAR
[] **WIDOW OF**
LIFE SAVINGS

12
[]
AIR TRAFFIC CONTROL
STRIKE THREAT SPELLS
[] **FOR HOLS**

Activity 4 Listening "HEADLINES"



3 What a story!

Narrative tenses • Giving news and responding • Books and films • Showing interest



TEST YOUR GRAMMAR

Read the story. Put the events into chronological order. What happened first? What happened last?

Burglar arrested

► A COUPLE came home at midnight to find their house had been burgled. Bob and Janet Gilbreath had left their house at six o'clock to go to the theatre. When they got home, the back door had been smashed, and money and jewellery stolen. A neighbour said that she had heard a loud noise at about eight o'clock. Mr and Mrs Gilbreath, who moved to the house five years ago, told police that they had seen a man who had been acting suspiciously for several days before the robbery, and were able to give a description. A man answering the description was later arrested.

WHAT'S IN THE NEWS?

Narrative tenses

- Look at the newspaper headlines. What do you think is the whole story?
- What would you like to know? Write some more questions.
Did he mean to fall over?
Where was she climbing?
How did he manage to hack into their systems?
- T 3.1** Listen to three conversations about the stories. Which of your questions were answered?
- Here are the answers to some questions. What are the questions?
1 Just ordinary clothes.
2 For a dare.
3 Three hours.
4 In a shelter.
5 His own software program.
6 To download from the Internet.
- Match lines in A and B. Practise saying them with contracted and weak forms.

A	B
He was wearing	with a partner.
He'd been talking	he wouldn't do it.
His friends had bet him	the next night.
She was climbing	about doing it for ages.
They were rescued	ordinary clothes.

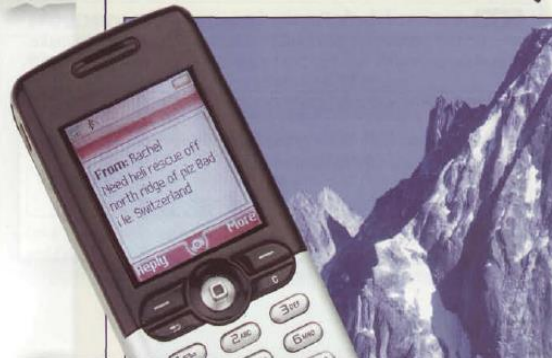
T 3.2 Listen and check.

26 Unit 3 • What a story!

Man survives plunge over Niagara Falls



Climber saved by



The nerd who hacked into US Defence systems



text plea to friend



LANGUAGE FOCUS

- 1 Complete the chart using the verb in brackets.

Past Simple	Past Continuous
(fall)	(read)
Past Perfect	Past Perfect Continuous
(hear)	(act)
Past Simple passive	Past Perfect passive
(arrest)	(burgle)

Look at tapescript T 3.1 on p127. Find an example of each tense. When do we use the Past Perfect? When do we use continuous tenses?

- 2 Why are different tenses used in these paragraphs?

John cooked a lovely meal. His guests had a good time. They left at midnight.

Just after midnight, John was looking at the mess. His guests had just left. He'd cooked a lovely meal, and everyone had had a good time.

► Grammar Reference pp142–143

PRACTICE

Discussing grammar

- 1 Compare the use of tenses in these sentences. Say which tense is used and why.

- | | |
|----------------------|----------------------|
| <i>I read</i> | a book on the plane. |
| <i>I was reading</i> | |
- | | |
|-----------------------|-----------------------------|
| 2 When Alice arrived, | <i>I made a cake.</i> |
| | <i>I was making a cake.</i> |
| | <i>I had made a cake.</i> |
- | | |
|-----------------------------|----------------------------|
| <i>The film started</i> | when we got to the cinema. |
| <i>The film had started</i> | |
- | | |
|-------------------------|--|
| 4 He was sacked because | <i>he had stolen some money.</i> |
| | <i>he had been stealing money for years.</i> |
- | | |
|------------------------------------|----------------------------|
| 5 When I got to the garage, my car | <i>was being repaired.</i> |
| | <i>had been repaired.</i> |

Activity 2 Discuss the following questions with your partners:

1. Do you find out the news mainly from TV, radio, the Internet, or the press? Which do you prefer? Why?
 2. In your country what time do TV channels broadcast the news in the evening? What do you think is the best time for news? Why?
 3. Are there different styles of TV news program? For example, for younger or older viewers? Quick headline news or more analytical in-depth news? Which style do you prefer?
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Activity 3
SOURCES OF NEWS

TV		Radio		Internet		Newspaper/Magazine		Person	
Advantages	Disadvantages	Advantages	Disadvantages	Advantages	Disadvantages	Advantages	Disadvantages	Advantages	Disadvantages

Conclusion

GLOSSARY

axe = cut, get rid of
ban = prohibition
bank raid = bank robbery
bid to break even = attempt to stop making losses
Bogus vicar cons widow = a man impersonating a vicar tricks a widow
cops = police
crack = very addictive form of cocaine
deal blow = seriously undermine
drug haul = seizure of large amount of drugs
dumps = leaves
fury = anger
gay = homosexual
hubby and missus = husband and wife
measly = pathetically small
orgy = group sex
PC = police constable
probe = investigation
row = angry argument
swoop = sudden raid
spells havoc for hols = means chaos for holidays
sword maniac = dangerously mad person armed with a sword

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Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE (Tabloid Newspapers)	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	T and Ss check homework and listen to some recording.	SS submit their homework
2.Main part (50 minutes)	T asks several volunteer to share with tabloid news that happened with the famous people. T asks Ss about the meaning of tabloids and types of news that appear there. Ss in pairs are given the tabloid articles. They need to read them and decide which category each article belongs to. T asks Ss in pairs to write a tabloid article using the headlines from homework following some criteria.	Several volunteer Ss share with tabloid news that happened with the famous people. SS answer the questions about the types of news in tabloids SS identify the category of the article in the tabloids Ss in pairs write a tabloid article using the headlines from homework following some criteria. After, they read their articles.
21. Closure (___minutes)	Ss are asked to advertise any product made in Uzbekistan.	SS get homework and ask additional questions
Reflection on Lesson Implementation		

TOPIC 23: Radio			
Course Type: practical		Time: 2 hours	
Semester: ☐ S1 ☒ S2		Number of Students: 12	
Lesson Outline (Steps)			
31. Introduction j) Lead in and warm up about the topic 32. Presentation of Radio stations 33. Closure			
Lesson aims: to develop presentation skills via participating in mini role play presenting radio stations to the rest of the group.			
Objectives:		Learning Outcomes:	
<i>By the end of the lesson SS should</i> 1. will improve listening and 2. Improve speaking fluency by presenting information		By the end of the lesson, SS will: Present the radio station	
Materials used:	Preparation (Aids and Equipment)		
Handouts from the Internet source	☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☒ visuals	☒ whiteboard ☒ markers ☐ blackboard ☐ flipchart ☐ scotch ☐ scissors ☐ other: _____	☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: _____
Type of Assessment			
☒ on going assessment ☒ participation ☒ homework ☐ peer editing ☐ other: _____		☒ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment	
Activity Type:		Lesson Length: (hours/days)	
☐ individual ☒ small group ☒ whole class (teacher-students)		In-Class Time: <u>2</u> hours/1days Out-of-Class Time: 0 _____	

Teaching Model:		Students will be engaged in:	
☐ concept attainment	☒ presentation	☒ independent activities	☐ pairing
☒ cooperative learning	☐ problem-based instruction	☒ cooperative learning	☒ whole group
☐ discovery learning	☒ skill attainment	☐ peer tutoring	☐ a project
☐ direct instruction		☐ designing visuals	☐ lecture
		☒ role-plays	☐ other: _____

Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Greet students, check the attendance and homework. Have some volunteers read the letters to a newspaper and gather the rest.	Read the letters answer follow up questions
2.Main part (50 minutes) Presentation Radio Station Lounge	Divide students into small groups of three or four. Distribute handouts and ask each group to create a radio station. Set time limit. Monitor and assist when necessary. Ask the groups to present their radio stations.	Ss are divided into three groups of four. In their groups they create a radio station following certain criteria. Each group presents a radio station and demonstrates the role play according to the guidelines.
22. Closure (___minutes)	Finalize by giving comments to the groups and distributing grading criteria for projects	Get feedback and ask questions
Reflection on Lesson Implementation		

Task: Your university has purchased radio broadcasting equipment and been granted a low-power FM license from the FCC. Your signal will be heard not only at your university but also in several towns/areas around the university. Before you launch your new station, you need to plan your format and pitch it to administration for approval.

Each group must come up with a detailed plan for formatting the station. When they are finished, have each group "pitch" their format to the rest of the class (The Administrators).

Administrators: take notes as each group presents their station format, vote on the proposal you like best. You must not choose your own station.

1. What will the name of your radio station be?
2. What is your logo/slogan? – Ex: "FVR – The Fever" "More music less commercials"
3. What will your station format be? (Rock, Rap, News/Talk, etc)
4. Who is your primary target audience? - Demographics and Psychographics (Be specific!)
5. Who is your secondary target audience?
6. What is your positioning statement? (Who is your competition and what do you have that they don't?)
7. What are the program elements on your station? (Types of shows and the air times) Ex- 6am-9am "Drive time" show -morning team - traffic reports -weather etc.
8. What is your promotion plan? How will you let the area know that your station is coming on the air and get them to tune in?
9. Will you have a website as well? If so, what will be available on this website?

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Discuss the following questions with your partners:

5. Do you find out the news mainly from TV, radio, the Internet, or the press? Which do you prefer? Why?
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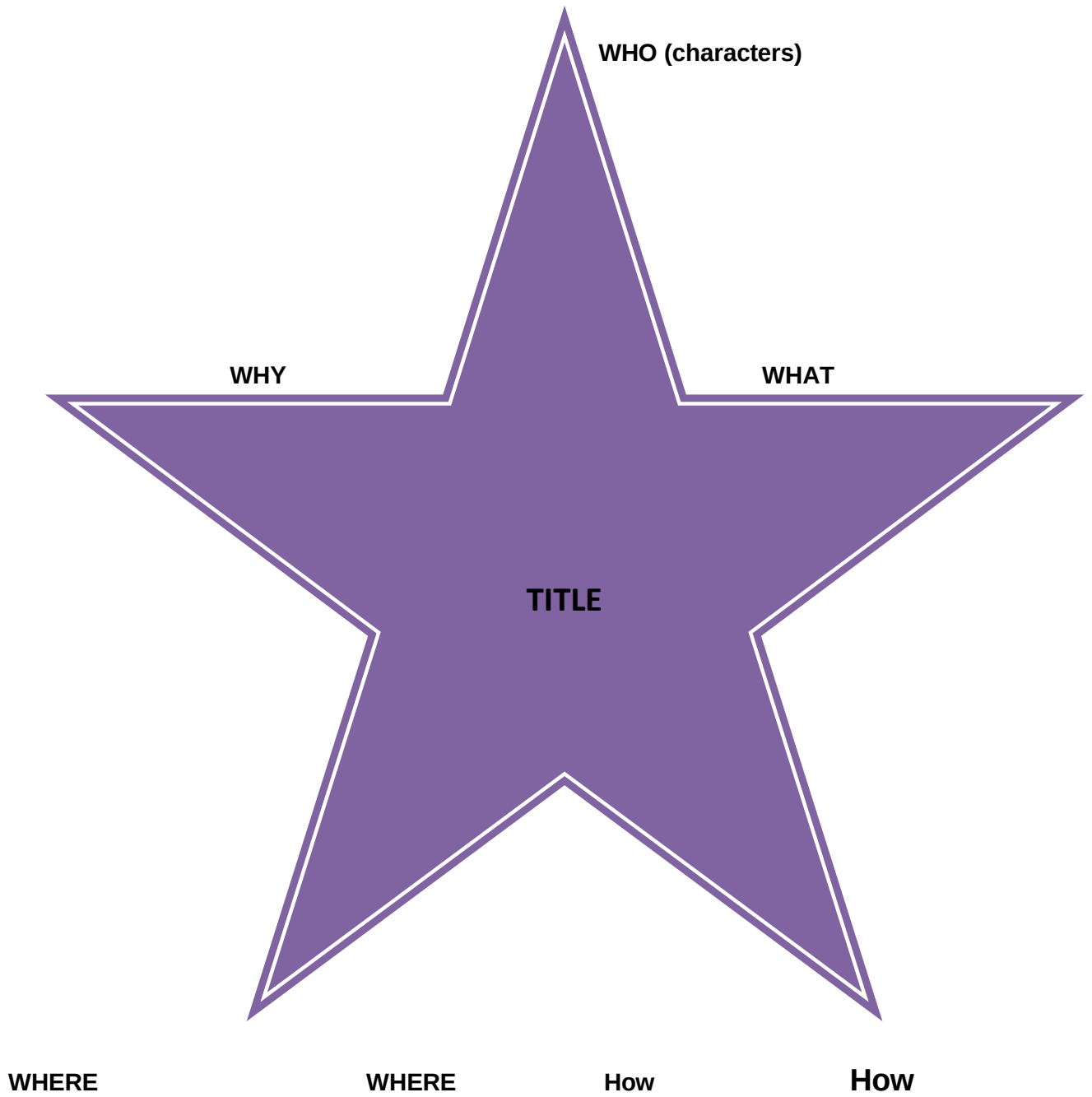
TOPIC: Movie watching (Mean girls)			
Course Type: practical		Time: 4 hours	
Semester: ☐ S1 ☒ S2		Number of Students: 12	
Lesson Outline (Steps)			
Introduction Lead in and warm up about the topic Activities Closure			
Lesson aims: Improve conversational skills working in pairs and in groups; practice and foster the development the listening skills.			
Objectives:		Learning Outcomes:	
<i>By the end of the lesson SS should</i> a. Improve conversational skills working in pairs and in groups; b. Will practice and foster the development the listening skills.		By the end of the lesson, SS will: a. Role play dialogues based on the movie b. Discuss main topics from the movie	
Materials used:		Preparation (Aids and Equipment)	
Handouts from the Internet source DVD “ Mean girls” movie		☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☒ visuals	☐ whiteboard ☐ markers ☐ blackboard ☐ flipchart ☐ scotch ☐ scissors ☐ other: _____
☒ computer ☐ LCD projector ☐ OHP ☒ TV/DVD player ☐ tape-recorder ☐ other: _____			
Type of Assessment			
☒ on going assessment ☒ participation ☒ homework ☐ peer editing ☐ other: _____		☐ quiz / test ☐ presentation ☐ project ☐ other: _____	
☐ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment		☒ on going assessment	
Activity Type:		Lesson Length: (hours/days)	

☐ individual ☒ small group ☒ whole class (teacher-students)	☐ plenary discussion ☐ other _____	In-Class Time: _4_ hours/1days Out-of-Class Time: 0 _____
Teaching Model:		Students will be engaged in:
☐ concept attainment ☒ cooperative learning ☐ discovery learning ☐ direct instruction	☒ presentation ☐ problem-based instruction ☒ skill attainment	☒ independent activities ☒ cooperative learning ☐ peer tutoring ☐ designing visuals ☒ role-plays
		☐ pairing ☒ whole group ☐ a project ☐ lecture ☐ other: _____

Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Ss are to watch the movie. Before watching it, T shows the picture of one scene from the movie. Ss try to predict the plot. After, T shows a chunk of the movie without volume. Ss try to understand the relationship of the characters, the place, and the topic they are discussing. After, they watch the same chunk with volume and see if their predictions were correct. Finally, they start watching the movie.	
2.Main part (50 minutes)	Ss watch the movie and in the middle of it T stops the tape and Ss in small groups try to predict the future course of actions. Ss continue watching the movie. Ss watch the movie and in the middle of it T stops the tape and Ss in small groups try to predict the future course of actions.	
23. Closure (___ minutes)		
Reflection on Lesson Implementation		

MOVIE STAR



The script of the movie- some scenes

FRONT OF CADY ' S HOUSE. CONTINUOUS.

Cady's father CHIP, 43, a lanky professorial type, takes a picture of Cady and her mother BETSY, 43. (Betsy is attractive but not concerned with style. The kind of woman who would still wear a fanny pack.)

Chip: This is your lunch. Ok? I put a dollar in there, so that you can buy some milk. You can ask some big kids where to do that.

Betsy: Do you remember the phone number? I wrote it down for you just in case ... Put it into your pocket. I don't want you to lose it. ... Okay? You're ready?

Cady: I think so.

CHIP: That's good. Stay close.

CADY (V.O.): I guess it's natural for parents to cry on their kid's first day of school. But this usually happens when the kid is five. I'm 16, and until today, I was home-schooled. I know what you're thinking. Home-schooled kids are freaks.

The big yellow school bus is almost hit Cady.

BETSY: Aaah!

CADY: I'm okay. Sorry. I'll be careful.

CADY: Hi, I don't know if anyone told you about me. I'm a new student. My name is Cady Heron.

MATURE GIRL: Talk to me again and I'll kick your ass.

JANIS: You don't want to sit there.

JANIS: Kristin Hadley sits there to be next to her boyfriend.

Cady approaches to another place.

JANIS: No. He farts a lot.

The Teacher Ms. Norbury comes in.

Mrs. Norbury: Hi!

Cady turns and Ms. Norbury spills coffee all over her shirt!

Cady: Oh my god! I'm so sorry!

Mrs. Norbury: Is that new? Bad luck!

KR. DUVALL: Mrs. Norbury?

Mrs. Norbury: My T-shirt's stuck to my sweater, isn't it?

Cady: Yeah.

Mrs. Norbury: Fantastic.

Mr. Duvall: Is everything alright in here?

Mrs. Norbury: Oh yeah.

Mr. Duvall: How was your summer?

Mrs. Norbury: I got divorced.

Mr. Duvall: My ... came back.

Mrs. Norbury: I win.

Mr. Duvall: Yes, you do. Well, I just want to let everyone know that we have a new student joining us. She just moved here all the way from Africa...

Mrs. Nurbery: Welcome!

TALL BLACK GIRL: I'm from Michigan.

Mrs. Nurbery: Great!

MR. DUVALL: Her name is... Caddy Heron. Where are you, Caddy?

CADY: Oh, that's me. It's pronounced like Katie.

MR. DÜVALL: My apologies. I have a nephew named Anfernee and I know how mad he gets when I call him Anthony. Almost as mad as I get when I think about the fact that my sister's name is Anfernee.

MS. NORBURY: Well, welcome Cady and thank you, Mr. Duvall.

Mr. Duvall: Well, thank you. And ... If you need anything or if you wanna talk to somebody.

Mrs. Nurbery: Thanks. Maybe some other time when my shirt is ...

Mr. Duvall: Okay. Okay, good day everybody!

Cady: The first day of the school was a blur. A stressful serial blur. I got in trouble for the most random things ...

Teacher: Where are you going?

Cady: Oh, I have to go to the bathroom.

Teacher: You need a lavatory bath?

Cady: Ok, can I have a lavatory bath?

Teacher: Nice try, have a seat.

Cady: I've never lived in a world where adults didn't trust me. Where they were always yelling at me.

Teacher: Don't read ahead!

Teacher: No green pen.

Teacher: No food in class.

Teacher: Stay in your assigned place.

Cady: I had a lot of friends in Africa. Jambo!

A girl: What????

Cady: But so far none of them ...

Chip: Hey! How was your first day?

Damian: Is that your natural hair color?

Cady: Yeah!

Damian: It's gorgeous.

Cady: Thank you.

Damian: You see, this is the color I want!

JANIS: This is Damián. He's almost too gay to function.

CADY: Nice to meet you.

OBNOXIOUS GUY (to JANIS): Nice wig, Jams. What's it made of?

JANIS (immediately): Your mom's chest hair. Well, I'm Janis.

Cady: I am Cady. Do you know guys where room G14 is?

Damian: Health, Tuesday, Thursday room G14

Janis: I think it's in back building.

Damian: A ... Yeah, it's in a back building.

JANIS: We'll take you there.

Cady: Thanks.

DAMIÁN: Watch out, please. New meat's coming through.

Damian: Health, Spanish. You're taking 4th grade calculus?

Cady: Yeah, I like math.

Damian: Oh, why?

Cady: It's the same in every country.

Damian: It's beautiful. This girl is deep.

Cady: Where is the Back building?

JANIS: It burned down in 1987.

CADY: Won't we get in some sort of trouble for this?

Janis: Why would we get you into trouble? We are friends.

Cady: I know that it is bad to skip class but Janis said that we are friends. And here was the opposition to being friends. I guess I'll never know what I missed on that first day of 10th Grade Health.

COACH FARR: Don't have sex. Cause you will get pregnant and die. Don't have sex in the "missionary position." Don't have sex standin' up. Just don't do it, promise?

Alright, everybody take some rubbers. Coach Farr holds out a basket of Trojans.

Janis: Why didn't you keep homeschooling, ah?

Cady: They want me to get socialized.

Damian: You don't need to socialize the slice like you.

Cady: What are you talking about?

Janis: You're a regulation hottie.

Cady: What?

Damian: Own it.

JANIS: How do you spell your name, Caddy?

CADY: It's Cady. C, a, d, y.

Janis: Yeah, I wanna call you Kattie.

DAMIÁN: In the name of all that is holy. Look at Karen Smith's gym clothes.

Janis: Of course all the plastics from the same gyms class.

Cady: What do you mean plastics?

Damian: The teen royalty. If those ...

Janis: That one is Karen Smith. She is one of the dumbest girls you will ever meet. Damián sat next to her in English last year.

DAMIÁN (O.C.): She asked me how to spell orange.

JANIS (O.C.): And see that little one next to her? That's Gretchen Wieners. She's rich as shit cause her Dad invented Toaster Strudel. She sells everybody's business. She knows everything about everybody.

Damian: That's why her head is so big, cuz it's full of secrets.

Janis: And evil takes a human form with Regina George. Uh she is not fool, cuz she may seem as a typical selfish back sturdy slut ... , but in reality she is so much more. She is the queen of Bee. The Star. I don't even want to begin explaining about Regina George.

Scene 2

INT. GIRLS' BATHROOM. LATER.

Jaais screams with laughter.

JANIS

You have to do it and tell me all the horrible things that Regina says.

CADY

I think Regina seems sweet.

JANIS

(almost screaming)

Regina George is not sweet! She is the most plastic of all The Plastics. She ruined my life!

A flush. Damián comes out of a stall.

DAMIÁN

She is fabulous, but she is evil.

A SHORT DARK-HAIRED GIRL at the sink sees DAMIÁN.

SHORT GIRL

Hey! Get out of here!

DAMIÁN

(shrieking)

Oh my God! Danny DeVito, I love your work.

Short girl storms out.

Cady: Why do you hate her?

Janis: What do you mean?

Cady: Regina. You seem to really hate her.

Janis: Yes! What's your question?

Cady: My question is *why*?

Damian: Regina started the rumor that Janis ...

Janis: Damian!! Shall we not?

To Cady: Look, this is not about hating her, okay? I just think that it'll be fun experiment if you hang out with them and tell everything what they say!

Cady: What would we even talk about?

JANIS: hair products

Damian: Ashton Kutcher!

Cady: is that a band?

Janis: Just could you do it? Please?

CADY Okay, fine. Do you have anything pink?

JANIS DAMIÁN

No. Yes.

Scene 3

INT. CALCULUS CLASS.

Cady stares at Aaron. His eyes, his lips, his hands. Aaron looks over and smiles. He makes a face as if to say, "This quiz is hard."

Cady nods in agreement.

CADY (V.O.)

But even if I wasn't allowed to like Aaron, I could still look at him, and think about him, and talk to him.

The bell rings. KEVIN GNOR, a completely American "Asian Math Nerd" comes up to her.

KEVIN GNOR

Hey, you're the Afro girl, right?

CADY: Yeah.

KEVIN GNOR: I'm captain of the Evanston Mathletes. We participate in math challenges against other high schools around the state. And we can get twice as much funding from the school if we have a girl. You should think about joining.

MS. NORBURY: You'd be perfect for it.

CADY: Yeah, definitely.

KEVIN GNOR: Great. Let me give you my card.

Kevin pulls out a pre-printed business card that reads "Kevin Gnor-Math Enthusiast/Badass MC."

KEVIN GNOR: Think it over. Cause we'd like to get jackets.

Cady: Okay! (Surprised)

Scene 4

LUNCHROOM. - DAY.

Cady, wearing Damián's pink Celine Dion tour shirt, sits with Gretchen and Karen.

CADY (V.O.): Having lunch with the Plastics was like leaving the actual world and entering "Girl World." And Girl World had a lot of rules.

GRETCHEN: We only wear jeans or track pants on Friday. You can't wear a tank top two days in a row. You can only wear your hair in a ponytail once a week. So, I guess, you picked today. And if you break any of these rules you can't sit with us at lunch. I mean, not just you, any of us. Like, if I was wearing jeans today, I would be sitting over there with the art freaks.

Gretchen points to Janis and Damián's table. They are having a contest to see who can stick more popsicles in their mouth. It looks fun.

GRETCHEN (CONT'D): We always vote before we ask someone to eat lunch with us, because you have to be considerate of the rest of the group. I mean, you wouldn't buy a skirt without asking your friends first if it looks good on you.

CADY: I wouldn't?

GRETCHEN: Right. It's the same with guys. You may think you like someone, but you could be wrong.

KAREN: Have you seen anyone that you think is cute yet?

CADY: Actually, there's a guy in my Calculus class. Never mind, it's stupid—

Gretchen and Karen pounce on this information.

KAREN: Who is it?

GRETCHEN: It's a senior?

CADY: His name is Aaron Samuels.

GRETCHEN: No!

KAREN: No, no no.

GRETCHEN: No. You can't like Aaron Samuels. He's Regina's ex-boyfriend.

KAREN: They went out for a year.

GRETCHEN: And then he broke up with her for no reason.

KAREN: Because she cheated on him.

GRETCHEN: Regardless. Ex-boyfriends are off limits to friends. Don't worry. I will never tell Regina what you said. It'll be our secret.

Regina enters with her food. (Cheese fries and two diet cokes)

Scene5

SENIOR CALCULUS CLASS.

CADY (V.O.): Aaron Samuels and I started talking more and more. On October 3rd he asked me what day it was.

CADY: It's October 3rd.

Aaron smiles and turns back around.

CADY (V.O.): Two weeks later we spoke again.

AARON

It's raining.

CADY

Yeah.

-CADY (V.O.): But I wanted things to move faster, so I followed my instincts.

Two weeks after that, Cady leans forward and whispers to Aaron.

CADY: Hey, I'm totally lost. Can you understand any of this?

Cady smiles.

CADY (V.O.): But I wasn't lost. I knew exactly what Ms. Norbury was talking about.

AARON: It's a factorial so you multiply each one by n.

CADY (V.O.): Wrong.

CADY: Is that the "summation"?

AARON: Yeah, they're the same thing

CADY (V.O.): Wrong. He was so wrong.

CADY: Thanks. I get it now.

AARON: Any time.

Aaron leans over and whispers to Cady.

AARON: We're having a Halloween party at my friend Chris's tonight. Do you wanna come?

Cady: Yeah, sure.

Aaron: Ok, here is the address. It's a costume party. People get pretty into it.

Cady: Ok!

Aaron: That flyer means one person. So, don't bring some other guy with you!

CADY: Grool. (Winces)

I meant to say cool, then I started to say great.

AARON: Right, well, grool. See you tonight.

Vocabulary

Sub - to serve as a substitute

Hut - a small house or shelter, usually made of wood or metal

Pictures



TOPIC: Project requirement/Project planning			
Course Type: practical		Time: 2 hours	
Semester: ☐ S1 ☒ S2		Number of Students: 12	
Lesson Outline (Steps)			
34. Introduction k) Lead in and warm up about the topic 35. Activities 36. Closure establish and maintain interpersonal relationships through working cooperatively in group project			
Objectives:		Learning Outcomes:	
<i>By the end of the lesson SS should</i> 1. understand the topic mass media		By the end of the lesson, SS will: d) Choose the specific topic of their project. e) Divide into groups f) Write and action plan for their projects	
Materials used:		Preparation (Aids and Equipment)	
Handouts from the Internet source	☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☒ visuals	☒ whiteboard ☒ markers ☒ blackboard ☐ flipchart ☐ scotch ☒ scissors ☐ other: _____	☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: _____
Type of Assessment			
☒ on going assessment ☒ participation ☒ homework ☐ peer editing ☐ other: _____		☒ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment	
Activity Type:		Lesson Length: (hours/days)	
☐ individual ☒ small group ☒ whole class (teacher-students)		In-Class Time: <u>2</u> hours/1days Out-of-Class Time: 0 _____	

Teaching Model:		Students will be engaged in:	
☐ concept attainment	☒ presentation	☒ independent activities	☐ pairing
☒ cooperative learning	☐ problem-based instruction	☒ cooperative learning	☒ whole group
☐ discovery learning	☒ skill attainment	☐ peer tutoring	☐ a project
☐ direct instruction		☐ designing visuals	☐ lecture
		☒ role-plays	☐ other: _____

Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Write the phrase <i>Mass media</i> on the board and ask SS to brainstorm the notion. Ask them to list TV programs they know Write all the programs on the board. Put SS in pairs and ask what shows they like.	Look at the board and write TV programs names. Get into pairs and tell what programs they like and why.
2.Main part (50 minutes)	Tell that SS are going to work cooperatively to create a mini role play based on one of the types of TV programs listed in the first activity. Distribute Handout one and ask them to match definition with the program type. Put SS in pairs and ask them to think of any TV program they like or a movie they have recently seen. Give Handout 2 and ask them to fill in the information. Let SS share their ideas with the rest of the class Put SS in small groups and ask to prepare	Work cooperatively to create a mini role play based on one of the types of TV programs listed in the first activity Match definition with the program type. Think of any TV program they like or a movie they have recently seen. Get Handout 2 and fill in the information. Share their ideas with the rest of the

	a 2 minute Role play of the TV program. Allow for commenting and ask students to think how can they modify the TV programs and add their own ideas. Elicit several answers.	class Prepare a 2 minute Role play of the TV program. Comment and think how they can modify the TV programs and add their own ideas.
24. Closure (___minutes)	Establish that there are a lot of TV shows and they have different aims. Tell SS that they are going to make a project (a small role play of the TV show they have chosen)	Prepare for the project planning session. (class)
Reflection on Lesson Implementation		

Handout 2: TV program outline chart

Think about your favorite program and fill in the chart

Type of TV program	Name of TV program	Main characters of TV program
The plot of TV program	The best thing about this TV program	The worst thing about this TV program

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Ask SS what groups they have chosen to work in and what type of shows they have in mind. Write all the names on the board. Tell that they should be creative and use their own ideas and not just copying the plot of a certain show.	Feedback on their shows.
2.Main part (50 minutes)	Distribute Handout with project requirements and ask participants to look through the grading criteria. Allow for some comments and clarification. Have SS work in their chosen groups and plan the project in more details. Distribute Handout 2 for detailed explanation and reflection on the project work. Allocate some time for SS to fill in the Handout 2. Then ask to share their ideas with the whole class. Allow some time for mini discussion and comments. State that for the better work SS should divide responsibility among the participants of a certain group and manage their time successfully.	SS follow T instruction
25. Closure (___minutes)	Establish that there are a lot of TV shows and they have different aims. Tell SS that they are going to make a project (a small role play of the TV show they have chosen) And SS can always refer to their action plan while preparing their role plays.	Prepare for the project planning session. (class)
Reflection on Lesson Implementation		

Handout 2: Think about your TV program and fill in with necessary information

Names of participants	Name of the show	Aids needed for role-play
Role division	Costumes	Time limit

TOPIC: Education				
Course Type: practical		Time: 2 hours		
Semester: ☐ S1 ☒ S2		Number of Students: 12		
Lesson Outline (Steps)				
37. Introduction I) Lead in and warm up about the topic 38. Activities 39. Closure establish and maintain interpersonal relationships through working cooperatively in group project				
Objectives:		Learning Outcomes:		
<i>By the end of the lesson SS should</i> 2. understand the topic homeschooling		By the end of the lesson, SS will: a. read the text b. discuss pros and cons of homeschooling c. fill in the survey		
Materials used:		Preparation (Aids and Equipment)		
Handouts from the Internet source		☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☒ visuals	☒ whiteboard ☒ markers ☒ blackboard ☐ flipchart ☐ scotch ☒ scissors ☐ other: _____	☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: _____
Type of Assessment				
☒ on going assessment ☒ participation ☒ homework ☐ peer editing ☐ other: _____		☐ quiz / test ☐ presentation ☐ project ☐ other: _____		
Activity Type:		Lesson Length: (hours/days)		
☐ individual ☒ small group ☒ whole class (teacher-students)		☐ plenary discussion ☐ other: _____ In-Class Time: <u>2</u> hours/1days Out-of-Class Time: 0 _____		
Teaching Model:		Students will be engaged in:		

☐ concept attainment ☒ cooperative learning ☐ discovery learning ☐ direct instruction	☒ presentation ☐ problem-based instruction ☒ skill attainment	☒ independent activities ☒ cooperative learning ☐ peer tutoring ☐ designing visuals ☒ role-plays	☐ pairing ☒ whole group ☐ a project ☐ lecture ☐ other: _____
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Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 mins)	Write the word Education on the board Ask several SS to brainstorm the notion and come up with 4 verbs and 4 nouns that are related to education. Pair up the SS and distribute survey (p 149) Ask them to read the questions and tick the statements they mostly agree. Allow for some discussion in pairs. Then have a 5 minute whole class discussion	brainstorm the notion and come up with 4 verbs and 4 nouns that are related to education. Pair up the SS and distribute survey (p 149) Ask them to read the questions and tick the statements they mostly agree. Allow for some discussion in pairs. Then have a 5 minute whole class discussion
2.Main part (50 mins) Pre reading Reading Post reading	Tell the SS they are going to read a text about Homeschooling. Distribute handouts with pre reading questions and ask them to complete task A and B. Allow some time for discussion. Give out the text and ask students to read it carefully for detailed information. Ask to think about the meaning of the words in bold. Refer Ss to reading comprehension questions	they are going to read a text about Homeschooling. Distribute handouts with pre reading questions and ask them to complete task A and B. Read the text carefully for detailed information. Ask to think about the meaning of the words in bold.

	and vocabulary tasks. Ask them to do them individually.	Answer reading comprehension questions and vocabulary tasks
26. Closure (___minutes)	Write the following questions on the Whiteboard: <i>1. Why do you think homeschooling is illegal in countries like Germany and Brazil? 2. What would you have missed most from school if you were homeschooled?</i> Divide SS in pairs and ask them to share their ideas Elicit some answers from volunteers and allow for class discussion Finalize the lesson by establishing the common reasons for homeschooling and the importance of education. Distribute handout p. 154 as a homework	Answer following questions on the Whiteboard: <i>1. Why do you think homeschooling is illegal in countries like Germany and Brazil? 2. What would you have missed most from school if you were homeschooled?</i> Share their ideas
Reflection on Lesson Implementation		

TOPIC: Gender stereotype and equality				
Course Type: practical		Time: 4 hours		
Semester: ☐ S1 ☒ S2		Number of Students: 12		
Lesson Outline (Steps)				
40. Introduction m) Lead in and warm up about the topic 41. Activities 42. Closure				
Lesson aims: to improve reading skills and critical thinking about the topic Gender roles				
Objectives:		Learning Outcomes:		
<i>By the end of the lesson SS should</i> 1. analyze the text in details and enforce deeper understanding and improve their thinking skills; read for details; 2. practice their speaking skills; 3. Enrich their vocabulary;		By the end of the lesson, SS will: a. Create a poem using the given template b. Read the text related to gender roles c. Revise paragraph writing skills		
Materials used:		Preparation (Aids and Equipment)		
Reading Writing Critical Thinking		☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☐ visuals	☒ whiteboard ☒ markers ☐ blackboard ☐ flipchart ☐ scotch ☐ scissors ☐ other: _____	☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: - _____
Type of Assessment				
☒ on going assessment ☒ participation ☐ quiz / test ☒ homework ☐ presentation ☐ peer editing ☐ project ☐ other: _____ ☐ other: _____		☒ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment		
Activity Type:		Lesson Length: (hours/days)		
☐ individual ☐ plenary discussion ☒ small group ☐ other _____ ☒ whole class (teacher-students)		In-Class Time: <u> 2 </u> hours/1days Out-of-Class Time: 0 _____		

Teaching Model:		Students will be engaged in:	
☐ concept attainment	☒ presentation	☒ independent activities	☐ pairing
☒ cooperative learning	☐ problem-based instruction	☒ cooperative learning	☒ whole group
☐ discovery learning		☐ a project	☐ lecture
☐ direct instruction	☒ skill attainment	☐ peer tutoring	☐ other: _____
		☐ designing visuals	
		☒ role-plays	

Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Give SS the poem with some words missing. Divide them in pairs and ask to fill in the words as they understand it.	Ss are given the poem by Alfred Lord Tennyson with the words missing. They need to fill in the gaps using their own words
2.Main part (50 mins) Vocabulary Booster Gender Roles in Uzbekistan Discussing the issues	Give out specially prepared handouts with words and definitions. Ask SS to match each word with suitable definition and provide relevant examples with each new word. Divide SS into small groups and distribute charts. Ask them to fill in with the traits and behaviors considered typical for males and females in Uzbekistan. Elicit the answers SS have written in their chart. Distribute handouts with discussion	

	question. Ask individual S to answer the question using the evidence from the text and supporting ti with their life experience.	
27. Closure (10 mins)	Assign SS to write a paragraph discussing the traditional images of females or males in our culture. Then write a second paragraph explaining the ways in which these images have been changing, if at all, over the last few decades. Explain some details if necessary.	
Reflection on Lesson Implementation		

Lesson B- Gender equality

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Ss in pairs define the notion stereotype and provide examples. After, they share with their definitions	
2.Main part (50 mins)	Ss as a whole class are asked the questions on male's and female's accepted behavior. T writes their answers on the flipchart in the box Behavior. T asks about Learning Gender roles and records the replies in the corresponding box. Then, T moves to the box How the Stereotypes are reinforced and Ss share with their ideas. Tell the story of two youngsters who date with each other. Two volunteer Ss role play it and after each scene (two scenes total) Ss analyze their behavior. Ss are divided into two groups. One group arguing that equality has been achieved for women and one that feels that women have not yet attained true equality to men. Idea: Put students into the group with the opposite opinion of what they seemed to believe in the warm-up conversation. <i>"You are going to debate whether women are finally truly equal to men. Use the clues and ideas below to help you create an argument for your appointed point of view with your team members. Below you will find phrases and language helpful in expressing opinions, offering explanations and disagreeing."</i>	

28. Closure (10 mins)	Establish that gender equality is very controversial topic and no consensus is reached for the last years. Give homework and finalize the lesson. Clarify certain points related to the lesson if SS ask.	
Reflection on Lesson Implementation		

Man for the _____ and woman for the _____:

Man for the _____ and the _____ she:

Man with the _____ and woman with the _____:

Man to _____ and woman to _____: All else confusion.

Man for the _____ and woman for the _____:

Man for the _____ and the _____ she:

Man with the _____ and woman with the _____:

Man to _____ and woman to _____: All else confusion.

Man for the _____ and woman for the _____:

Man for the _____ and the _____ she:

Man with the _____ and woman with the _____:

Man to _____ and woman to _____: All else confusion.

Man for the _____ and woman for the _____:

Man for the _____ and the _____ she:

Man with the _____ and woman with the _____:

Man to _____ and woman to _____: All else confusion.

Man for the _____ and woman for the _____:

Man for the _____ and the _____ she:

Man with the _____ and woman with the _____:

Man to _____ and woman to _____: All else confusion

Females	Males

Females	Males

Define the *italicized* words and think of an example or situation to illustrate each item, using your personal experience if possible.

1. the question of whether women or men are more *prone* to stress (par.2)
2. something that you think *inhibits* females' and/or males' emotional growth (par. 6)
3. one or two reasons that men seem to be more *predisposed toward* violent behavior than women (par. 16)
4. the possibility of *vast* emotional and behavioral differences between females and males (par. 20)
5. a reason that some people might *disdain* feminists, macho men, or homosexuals – and whether you think their disdain is justified (par. 23)
6. a way to *cultivate* an understanding among teenagers of the negative effects of gender-role stereotyping (par.23)
7. the degree of which *lucrative* professions are open to women in your culture (par. 23)
8. an example of parents behaving in a *permissive* manner toward their children (par. 27)
9. an example of someone being *let off the hook* because of his or her sex (par. 29)
10. the degree to which you think your culture is *complacent* about achieving equal opportunities for women and men (par.30)

Define the *italicized* words and think of an example or situation to illustrate each item, using your personal experience if possible.

1. the question of whether women or men are more *prone* to stress (par.2)
 2. something that you think *inhibits* females' and/or males' emotional growth (par. 6)
 3. one or two reasons that men seem to be more *predisposed toward* violent behavior than women (par. 16)
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 6. a way to *cultivate* an understanding among teenagers of the negative effects of gender-role stereotyping (par.23)
 7. the degree of which *lucrative* professions are open to women in your culture (par. 23)
 8. an example of parents behaving in a *permissive* manner toward their children (par. 27)
 9. an example of someone being *let off the hook* because of his or her sex (par. 29)
 10. the degree to which you think your culture is *complacent* about achieving equal opportunities for women and men (par.30)
-

Yes, Women Are Now Equal To Men.

Many governments have both male and female representatives.

Many companies are now owned or managed by women.

A lot of progress has been made since the 1960s.

Television series now portray women as successful career makers.

Men now share in the raising of children and household responsibilities.

Many important laws have been passed to ensure equality in the workplace.

In many places, a married couple can choose whether the man or the women takes leave from work to look after the newly arrived baby.

People aren't discussing equality anymore. It has become a reality.

Excuse Me? Women Still Have A Long Way to Go Before They Are Equal To Men.

Women still earn less than men in many work situations.

Women are still portrayed in a superficial manner in many television shows.

Look at international sporting. How many professional female leagues are as successful as their male counterparts?

Most governments still are made up in their majority of men.

We are having this debate because women are not equal. Otherwise, there would be no need to discuss the matter.

Women are often not given enough responsibility based on the possibility that they might become pregnant.

The number of sexual harassment suits has increased over the past 10 years.

Hundreds of years of history can't have been changed in a mere 30 odd years.

Gender Stereotypes

The "Act Like a Man" Box

What does it mean to act like a man? What words or expectations come to mind?

The "Be Ladylike" Box

What does it mean to be ladylike? What words or expectations do you think of?

Sources of stereotypes

Where do we learn these gender roles?

What people teach us these stereotypes? Entertainment? Sports? Media? (When the students respond "TV" or "movies," ask for specific examples to list.)

Where do women learn these messages? (You may put "moms" on the paper and ask for discussion)

What other people influence our learning of gender roles?

Where else in society do we find these messages? (Ask for specific examples if general comments are made like "TV" or "magazines.")

How Stereotypes Are Reinforced – Bad words

What names or put-downs are boys called when they don't fit the box?

What names are women called if they step out of the stereotype box?

How do these labels and names reinforce the stereotype box?

How does it feel when we are called these names?

What do you think the person who is using these put-downs is feeling?

Evaluating the Gender Stereotypes

How many boys in the class have never cried, hands up? ("Don't cry" has been chosen from the brainstormed list of stereotypical male traits. If it was not offered during the brainstorming, select another reference.)

Does this mean that those of you who didn't put up your hands are wimps or nerds?

What about the girls? How many want to be passive and delicate?

Biff and Bambi Role Play

Facilitator's Introduction: We have created a clear picture for ourselves of these gender stereotypes. (Review the meaning of this term and the gender stereotype "boxes," if necessary.) Let's have a look at what can happen if people actually try to live these impossible stereotypes.

Imagine two young people - we'll call them Biff and Bambi. They've been dating for a few weeks and they're kind of keen on each other. They aren't very skillful at creating a fair and supportive relationship because they both have "bought into" the stereotype boxes. He acts controlling. She behaves passively, always putting his wishes first.

Biff decides that the two of them will go to see a movie Friday night. Bambi has already made plans with her friends to go out for pizza.

Give them their cue: Biff and Bambi meet in the hall at school. Now, let's see what happens...

Ask your students:

What is Bambi experiencing? What is Biff experiencing?

To each actor: How does it feel to be in this position?

What stereotypical attitudes are they each acting out? (Refer to flip-chart list if necessary.)

What does each character really need from this encounter? (Biff's behavior is unaware and non-relational while Bambi is self-denying and conflicted (her inner feelings and needs are at odds with her outer behavior).

What suggestions can you offer for them to relate better?

Scene two: Let's see Biff and Bambi try again, only this time they will make an effort to go beyond gender stereotypes. They want to get to know each other and have a relationship that is safe, supportive and fair, and based on respect and caring.

This time, the goal of their encounter in the hall is to find a solution to their conflict in a way that allows both of them to feel that they have been heard and respected. They may need to compromise.

Ask the students playing Biff and Bambi:

How did you feel in this scene?

Compare how it felt to "be in character" for each of the two scenes in the role play.

Involve the class by asking:

How did Biff and Bambi work towards a compromise that answered both of their needs?

What difficulties did they encounter?

Did they pay attention to the each other's feelings? If so, how were the other person's feelings acknowledged?

Which relationship, scene one or scene two, has the best chance of growing in a healthy way? Why?

Opinions, Preferences:

I think..., In my opinion..., I'd like to..., I'd rather..., I'd prefer..., The way I see it..., As far as I'm concerned..., If it were up to me..., I suppose..., I suspect that..., I'm pretty sure that..., It is fairly certain that..., I'm convinced that..., I honestly feel that, I strongly believe that..., Without a doubt,...

Disagreeing:

I don't think that..., Don't you think it would be better..., I don't agree, I'd prefer..., Shouldn't we consider..., But what about..., I'm afraid I don't agree..., Frankly, I doubt if..., Let's face it, The truth of the matter is..., The problem with your point of view is that...

Giving Reasons and offering explanations:

To start with, The reason why..., That's why..., For this reason..., That's the reason why..., Many people think..., Considering..., Allowing for the fact that..., When you consider that...

TOPIC: Discrimination/Racism			
Course Type: practical		Time: 4 hours	
Semester: ☐ S1 ☒ S2		Number of Students: 12	
Lesson Outline (Steps)			
1. Introduction n) Lead in and warm up about the topic 2. Activities 3. Closure			
Lesson aims:			
Objectives:		Learning Outcomes:	
<i>By the end of the lesson SS should</i> a. learn and practice new vocabulary connected with the topic using it in reading and speaking; b. Improve conversational skills working in pairs and in groups; c. Get deeper understanding of racism and race as such.		By the end of the lesson, SS will:	
Materials used:		Preparation (Aids and Equipment)	
Handouts from the Internet source	☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☒ visuals	☒ whiteboard ☒ markers ☒ blackboard ☐ flipchart ☐ scotch ☒ scissors ☐ other: _____	☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: _____
Type of Assessment			
☒ on going assessment ☒ participation ☐ quiz / test ☒ homework ☐ presentation ☐ peer editing ☐ project ☐ other: _____ ☐ other: _____		☒ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment	
Activity Type:		Lesson Length: (hours/days)	
☐ individual ☐ plenary discussion ☒ small group ☐ other _____ ☒ whole class (teacher-students)		In-Class Time: <u>2</u> hours/1days Out-of-Class Time: 0 _____	

Teaching Model:		Students will be engaged in:	
☐ concept attainment	☒ presentation	☒ independent activities	☐ pairing
☒ cooperative learning	☐ problem-based instruction	☒ cooperative learning	☒ whole group
☐ discovery learning	☒ skill attainment	☐ peer tutoring	☐ a project
☐ direct instruction		☐ designing visuals	☐ lecture
		☒ role-plays	☐ other: _____

Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Divide SS in pairs and ask them to define the notion "race". Ask several volunteers to share their thoughts. Give Ss the handouts with actual definition of racism. Have them read and interpret the ideas individually.	Brainstorm the notion of racism and come up with definition. Share your thoughts with the class Get handouts with the definition, read and analyze the idea of racism.
2.Main part (50 mins) Activity 2: Reflecting on our beliefs and their sources Reflection about Racism How to make persuasive presentations	Give them the handouts with the table to fill in individually. Have them work in groups and discuss their thoughts. Ask each group to present their short insight to the rest of the class. Distribute pictures and ask SS in small groups analyze what is being represented on them.	Fill in the table with their own thoughts Work in groups and discuss their thoughts. Each group presents their short insight to the rest of the class.

	Have them read the text from the handout and discuss it as a whole class. Direct SS attention that there were a lot of people against racism and they had famous speeches (M.L King Jr.) Establish that it is important to know how to construct such a speech. Persuasive Presentation.ppt	SS in small groups analyze what is being represented on them. They read the text from the handout and discuss it as a whole class. Listen to the presentation and take notes.
29. Closure (__minutes)	Ask Ss to find out information on the examples of racism in history of different countries as well as ours.	
Reflection on Lesson Implementation		

Activity 2: Reflecting on our beliefs and their sources

The table below asks you to record the messages or images you have received about race throughout your life, the values or judgments that come to mind, and the sources of your beliefs. Complete the table individually, then wait for additional instructions from your teacher.

Group	a. What images come to mind when you think of this group?	b. What values or judgments do you associate with these images?	c. What is the source for these images, values, or judgments?	d. What impact do these images and judgments have on your behavior?
people of my racial background				
people of other racial backgrounds				

Guidelines for this discussion:

- Use "I" statements only. Speak only of your own experiences, thoughts, and beliefs.
 - Speak honestly, but also consider the impact of your words.
 - Listen to what your partner says, but do not ask questions. Do not deny your partner's experiences by saying something like, "Oh, come on, you don't really think that, do you?" The point of this activity is to bear witness to your partner's experiences, not to debate them.
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Definition

Race refers to a group of people who share the same physical characteristics such as skin tone, hair texture, and facial features. The transmission of traits from one generation to another is a complex process that is examined in a field of study called genetics.

So why does race matter?

Race is a significant social issue because people use racial differences as the basis for discrimination. Much of today's racism can be traced to the era of colonialism that began in the 1400s. When Europeans began colonizing Africa and the Americas, the white settlers adopted the idea that they were superior to the other races they encountered. The false notion that Africans and Native Americans were inferior (along with the desire for economic power) justified the Europeans' taking land and enslaving people. In this way, naturally-occurring racial differences became the basis for systems of exploitation and discrimination.

Racism is the systematic practice of denying people access to rights, representation, or resources based on racial differences. As you will learn in this lesson, racism involves more than personal actions of individuals. It is a thorough system of discrimination that involves social institutions and affects virtually every aspect of society.

It's important to remember that racism is neither natural nor inevitable. Through history, people of different racial groups have interacted and co-existed peacefully. During the Middle Ages, for example, Europeans

looked up to the people of Africa and China, whose civilization and culture were considered to be more advanced. As noted, however, these ideas changed significantly during the colonial area.

As you learn more about race in this lesson, remember that racism is a system people created -- and one that people can dismantle.

BELIEFS UNDERLYING RACISM

When one group desires economic and/or political control over other groups, it will use oppression and exploitation to gain power. In the case of Africa, colonizers took control of the Africa's resources while slave traders captured Africans for use as slaves. The Nazis, determined to create a pure German nation of the so-called "Aryan" race, set out to exterminate Jews and ethnic minorities.

To justify exploitation, oppressors use stereotypes and dehumanization -- the practise of portraying people as less than human. Dehumanizing Africans and Jews by comparing them to apes and rats promoted the idea that these people were no better than animals. These ideas support the oppressors' false belief in their own superiority and makes it easier to hate, enslave, kill, torture, or persecute the dehumanized group.

To gain popular support for their ideas, oppressors may also use the practise of scapegoating -- blaming a targeted group for various problems. In Germany in the 1930s, for example, the economy was in poor shape and the Nazis falsely blamed Jews for the problem. Using rat imagery and anti-Semitic (anti-Jewish) propaganda, the Nazis whipped up hatred against the Jews while increasing popular support for their policies. This excerpt from the film "The Eternal Jew" is a good example of how stereotypes work together with scapegoating:

"Wherever rats turn up, they spread annihilation throughout the land, destroying property and food supplies. This is how they disseminate disease. Pestilence, leprosy, typhus, cholera, dysentery. Just like the Jews among mankind, rats represent the very essence of malicious and subterranean destruction."

During the early part of the 20th century, the idea of racial superiority was given scientific credibility through a field called eugenics (u JEN icks). The "science" of eugenics aimed to prove that some people were genetically superior to others, and Hitler, among others, used the research to justify his actions. The false science of eugenics grew out of earlier research, that, like the book "Types of Mankind", used skull measurements and other "proof" to demonstrate that Africans were more closely related to primates. These theories of racial superiority have since been disproved.



Example 1: Illustrations from the book "Types of Mankind" by Josiah Nott and George Glidden, 1854.

Example 2: The top image is of Jewish men; the bottom, of rats. The two images appear together in the film "The Eternal Jew", made in the 1930s by Nazi filmmaker Fritz Hipple

Questions for Reflection on the topic and discussing issue of Race

Look at both examples

1. What comparisons are being made?
2. Are the comparisons favourable or unfavourable?
3. What do you think is the purpose of making these comparisons?
4. Look at the year each example was created. What was going on at the time that may help explain the purpose of the image?

Questions for Reflection

- How would you describe the role of stereotypes and dehumanization in racism?
- Can you think of other examples of dehumanization in history or in your own country?
- What do you think it would take to break down the concept of racial superiority?
- How did the "science" of eugenics support racism?
- Clear space in the class. Have half the class stand on one side and half on the other. The students should be in a line facing each other.
- As you read the following pairs of characteristics, instruct students to move to the right side of the room if the first trait best describes them, and to the left side of the room if the second trait best describes them:
 - people with long fingernails/people with short fingernails
 - people with hair lighter than a paper bag; people with hair darker than a paper bag- people who are double
 - jointed; people who are not double-jointed
 - people who are taller than 5'5"; people who are shorter than that
 - people who can bend over and touch their toes; people who can't(You can add other categories if desired.)
- Have students to return to their seats. Ask them what they think the point of the activity was. (Possible response: It had no point.) Ask if the categories mentioned are a logical way to group people. (Students will likely respond that they aren't.)
- Further emphasize the senselessness by asking what it would be like if society discriminated against people based on these categories. What if, for example, people who could not touch their toes were deemed less intelligent than those who could? Or if people with long fingernails were prohibited from owning property? Would it be fair? Would there be any justification?
- Direct students' attention back to the Introduction to Race handout. As a class, read the definition of race and accompanying paragraphs. Points to emphasize:
 - Race refers to differences in skin tone, hair texture, and facial features. Racial differences are a normal and natural part of humanity that contribute to our uniqueness.
 - Because people can be grouped by any number of physical differences (such as the ones in the category), race is an arbitrary and invented way to group people.
 - Throughout history, people have used racial differences as the basis of discrimination.

Detailed Procedure of the Lesson B Apartheid (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Have Ss present the information about Racism in the history of different countries. Tell that as was presented there are many cases of racial discrimination in the history of human kind and one of them they are going to study more about during this lesson.	Provide examples of racism in the history.
2.Main part (50 mins)	Write the words <i>Apartheid</i> on the board and ask Ss try to explain it. Give them handout with the short introduction about this topic. Ask Ss to work in four groups. Their task is to read the timeline, to understand it, to draw several pictures describing their timeline, summarize it and make mini-presentation on the given timeline to the whole class. Organize a whole class discussion on the issue of apartheid in Africa. Remind them of the basic structure of persuasive presentation. Have volunteers name basic principles.	Ss try to explain the word 'apartheid'. After, they read the short introduction describing apartheid. Ss are going to work in four groups. Their task is to read the timeline, to understand it, to draw several pictures describing their timeline, summarize it and make mini-presentation on the given timeline to the whole class. Ss as a whole class discuss the issue of apartheid in Africa. Review the notes from the previous lesson on Persuasive presentation.
30. Closure (___ minutes)	Assign Ss to write the speech in order to prevent racism. <i>At home write the speech for the General Assembly of UN where you are supposed to make speech against racism</i>	Get homework and construct the Speech against racism.
Reflection on Lesson Implementation		

Handout 1: Read the text

INTRODUCTION TO APARTHEID

Use with Section B, Activity 3 of the lesson on Racial Discrimination

Introduction

South Africa was colonized by the Dutch and English in the seventeenth century. Over the following centuries, the white settlers used force to take control of the land and establish a system of domination over Africans who originally inhabited the region.

When the country gained independence from Britain in 1910, the new constitution put political control in the hands of the white minority and institutionalized discrimination against Africans, who made up 80% of the population.

The system of apartheid -- literally, "apartness" -- enforced the separation of South Africa's whites from the blacks, Asians, and people of mixed race. This discriminatory system was carried out through political, economic, and social institutions and continued through the early 1990s.

Handout 2: Read the information, draw the pictures and prepare for mini presentation of the information in your section

APARTHEID TIMELINE

Selection 1

(Note: The term "Africans" is used to refer to black Africans.)

- 1651: Dutch settlers arrive in South Africa. In 1756, they import slaves from West Africa, Malaysia, and India, establishing the dominance of whites over non-whites in the region.

- 1700s: Riding on horseback and covered wagons, Dutch farmers (called Boers) migrate across land inhabited by Bantu and Khoi peoples. Armed with shotguns, the Boers seize land used by the tribes for cattle and sheep grazing -- the basis of their economy. Without land, the tribes must work on Boer farms to support themselves.

- 1810s: British missionaries arrive and criticize the racist practises of the Boers. They urge the Boers to treat the Africans more fairly. Boers justify their practises in the belief that they are superior to Africans.

- 1867: Diamond mining begins in South Africa. Africans are given the most dangerous jobs, are paid far less than white workers, and are housed in fenced, patrolled barracks. Oppressive conditions and constant surveillance keep Africans from organizing for better wages and working conditions.

Selection 2

(Note: The term "Africans" is used to refer to black Africans.)

- 1908: A constitutional convention is held to establish South African independence from Britain. The all-white government decides that non-whites can vote but cannot hold office. A few people in the new government object, believing that South Africa would be more stable if Africans were treated better.
 - 1910: The South Africa Act takes away all political rights of Africans in three of the country's four states.
 - 1912: The African National Congress is formed. This political party aims to organize Africans in the struggle for civil rights. The early leaders are pictured on the right.
 - 1913: The Native Lands Act gives 7.3% of the country's land to Africans, who make up 80% of the population. Africans are prohibited from owning land outside their region. Africans are allowed to be on white land only if they are working for whites.
-

Selection 3

(Note: The term "Africans" is used to refer to black Africans.)

- 1920s: Blacks are fired from jobs which are given to whites.
- 1910s-1930s: Africans educated at missionary schools attempt to organize to resist white rule and gain political power. Their efforts are weakened because few Africans are literate, communication is poor, and access to money or other resources is limited.
- By 1939, fewer than 30% of Africans are receiving any formal education, and whites are earning over five times as much as Africans.
- 1936: Representation of Voters Act: This law weakens the political rights for Africans in some regions and allows them to vote only for white representatives.

Selection 4

(Note: The term "Africans" is used to refer to black Africans.)

- 1946: African mine workers are paid twelve times less than their white counterparts and are forced to do the most dangerous jobs. Over 75,000 Africans go on strike in support of higher wages. Police use violence to force the unarmed workers back to their jobs. Over 1000 workers are injured or killed.
 - 1950: The Population Registration Act. This law classifies people into three racial groups: white, colored (mixed race or Asian), and native (African/black). Marriages between races are outlawed in order to maintain racial purity.
 - 1953: The Preservation of Separate Amenities Act establishes "separate but not necessarily equal" parks, beaches, post offices, and other public places for whites and non-whites. At right are signs for segregated toilets in English and Afrikaans.
-

Selection 5

(Note: The term "Africans" is used to refer to black Africans.)

- 1951: The Group Areas Act sets aside specific communities for each of the races (white, colored (mixed race or Indian), and native (African/black)). The best areas and the majority of the land are reserved for whites. Non-whites are relocated into "reserves." Mixed-race families are forced to live separately.
 - 1951: The Bantu Homelands Act. Through this law, the white government declares that the lands reserved for black Africans are independent nations. In this way, the government strips millions of blacks of their South African citizenship and forces them to become residents of their new "homelands." Blacks are now considered foreigners in white-controlled South Africa, and need passports to enter. Blacks only enter to serve whites in menial jobs.
 - The homelands are too small to support the many people in them. In Soweto, for example, seventeen to twenty people live in a four-room house. Typical living conditions are shown in the picture above.
 - The African National Congress (ANC), a political organization for Africans, encourages peaceful resistance to the discriminatory laws of apartheid. The ANC issues a Freedom Charter that states, "South Africa belongs to all who live in it, black and white, and that no government can justly claim authority unless it is based on the will of the people." The government reacts by arresting people and passing more repressive laws.
-

Selection 6

(Note: The term "Africans" is used to refer to black Africans.)

- 1952: Abolition of Passes and Coordination of Documents Act. This misleadingly-named law requires all Africans to carry identification booklets with their names, addresses, fingerprints, and other information. (See picture at right.) Africans are frequently stopped and harassed for their passes. Between 1948-1973, over ten million Africans were arrested because their passes were "not in order." Burning pass books becomes a common form of protest.
- 1960: A large group of blacks in the town of Sharpeville refused to carry their passes. The government declares a state of emergency and responds with fines, imprisonment, and whippings. In all, 69 people die and 187 people are wounded. The African political organizations, the African National Congress and the Pan-African Congress, are banned.
- 1962: The United Nations establishes the Special Committee Against Apartheid to support a political process of peaceful change. The Special Committee observes the International Day Against Racism to mark the anniversary of the people who died in the Sharpeville protest.
- 1963: Nelson Mandela, head of the African National Congress, is jailed.

Selection 7

(Note: The term "Africans" is used to refer to black Africans.)

- 1953: Preservation of Separate Amenities Act. This law created "separate but not necessarily equal" beaches, parks, post office, and other public places for Africans (blacks), coloreds (the term used for Asian and mixed-raced people) and whites.
- 1953: Bantu Education Act: Through this law, the white government supervises the education of all blacks. Schools condition blacks to accept white domination. Non-whites cannot attend white universities.
- 1970s: Resistance to apartheid increases. Organizing by churches and workers increases. Whites join blacks in the demonstrations.
- 1970s: The all-black South African Students Organization, under the leadership of Steven Biko, helps unify students through the Black Consciousness movement. A typical protest poster is shown below.
- 1976: The Soweto uprising: People in Soweto riot and demonstrate against discrimination and instruction in Afrikaans, the language of whites descended from the Dutch. The police react with gunfire. 575 people are killed and thousands are injured and arrested. Steven Biko is beaten and left in jail to die from his injuries. Protesters against apartheid link arms in a show of resistance.

Selection 8

(Note: This selection has examples of resistance only. The term "Africans" is used to refer to black Africans.)

- 1980s: People and governments around the world launch an international campaign to boycott (not do business with) South Africa. Some countries ban the import of South African products, and citizens of many countries pressure major companies to pull out of South Africa.

These actions have a crippling effect on the South African economy and weaken the government. The picture on the right shows a demonstration against the company Chase Manhattan.

- 1980s: Hundreds of thousands of Africans who are banned from white-controlled areas ignore the laws and pour into forbidden regions in search of work. Civil disobedience, demonstrations, and other acts of protest increase.
- late 1980s: Countries around the world increasingly pressure South Africa to end its system of apartheid. As a result, some of the segregationist laws are repealed (reversed). For example, the laws separating whites and non-whites in public places are relaxed or repealed.
- 1991: South Africa President F.W. de Klerk repeals the rest of the apartheid laws and calls for the drafting of a new constitution.
- 1993: A multiracial, multiparty transitional government is approved.
- 1994: Elections are held. The United Nations sends 2,120 international observers to ensure the fairness of the elections. The African National Congress, representing South Africa's majority black population. Nelson Mandela, the African resistance leader who had been jailed for 27 years, is elected President.

TOPIC: Social issues/debating on social issues			
Course Type: practical		Time: 2 hours	
Semester: ☐ S1 ☒ S2		Number of Students: 12	
Lesson Outline (Steps)			
1. Introduction to the topic- Survey 2. Presentation 3. Activities			
Lesson aims: to enhance SS general understanding of the topic and practice language skills			
Objectives:		Learning Outcomes:	
<i>By the end of the lesson SS should</i> a. learn and practice new vocabulary; b. Improve conversational skills; c. Get deeper understanding of social problem of homeless people; d. Will foster listening skills.		By the end of the lesson, SS will: 1. Answer the survey related to social issues 2. Read the poem about homeless people 3. Role-play the dialogues using given template 4. Listen to the conversation and complete tasks	
Materials used:		Preparation (Aids and Equipment)	
Speaking Extra <i>Mick Cammage</i> , CUP(2004) Listening Extra <i>Mile Craven</i> , CUP(2004)	☐ flashcards ☒ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☒ visuals	☒ whiteboard ☒ markers ☐ blackboard ☐ flipchart ☐ scotch ☐ scissors ☐ other: _____	☐ computer ☐ LCD projector ☐ OHP ☐ TV/DVD player ☐ tape-recorder ☐ other: - _____
Type of Assessment			
☒ on going assessment ☒ participation ☒ homework ☐ peer editing ☐ other: _____		☐ quiz / test ☐ presentation ☐ project ☐ other: _____	
☐ on going assessment ☐ mid-term assessment ☐ final assessment ☐ independent work assessment			
Activity Type:		Lesson Length: (hours/days)	

☐ individual ☒ small group ☒ whole class (teacher-students)	☐ plenary discussion ☐ other _____	In-Class Time: <u>2</u> hours/1days Out-of-Class Time: 0 _____
Teaching Model:		Students will be engaged in:
☐ concept attainment ☒ cooperative learning ☐ discovery learning ☐ direct instruction	☒ presentation ☐ problem-based instruction ☒ skill attainment	☒ independent activities ☒ cooperative learning ☐ peer tutoring ☐ designing visuals ☒ role-plays
		☐ pairing ☒ whole group ☐ a project ☐ lecture ☐ other: _____

Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1.Introduction (15 minutes)	Have SS read their antiracism speeches. Comment on the content and principles of the persuasive presentation.	
2.Main part (50 mins) Survey Poem Listening: Pre-listening While-listening Post-listening	Give handouts with Questionnaire, ask Ss to read and answer the questions. Put them in small groups, ask them to discuss and present their ideas. Present the <i>poem</i> on homeless people. Ask Ss try to read for general understanding and express what they feel about the meaning of the poem. Give Handout 2 with the picture. Ask Ss to describe it. Distribute Handout 3 and ask them to put the statements in order while they will be listening to the dialogue.	Ss are given the handouts with the questions on social and environmental issues. They read it first and then make it. After, in small groups they discuss each topic and present their ideas. Read and analyze the text, try to understand the meaning and express their feelings. Ss are given the picture that they need to describe. After, they listen and put the statements in the order they appear in the recording.

	Ask Ss to think of possible ways that can help to deal with homeless people. Let them share their opinion. Distribute Handout 4 and ask them to fill in the dialogues with some ideas they have provided on how to help homeless people. Ask volunteers act out for the rest of the class.	Ss think of possible ways that can help to deal with homeless people. And then share with their thoughts. Get the dialogue template and fill in with some possible solutions for homeless problems.
31. Closure (__minute s)	Review the new words from the Listening and Reading. Ask Ss to prepare for the quiz.	
Reflection on Lesson Implementation		

*What can I give him,
Poor man I am?
If I were a shepherd,
I would bring a lamb.
If I were a Wise Man,
I would do my part.
Yet what can I give
him?
Give my heart.*

Handout 1: Read and answer the questions then count your scores.

Social and environmental issues questionnaire

Complete the questionnaire by giving a score of 1 to 5 for each opinion according to how much you agree or disagree with it. Then find your total for each section.

- 1 I strongly disagree.
2 I disagree.
3 I do not agree or disagree.
4 I agree.
5 I strongly agree.

Social welfare

- 1 The care of the sick and elderly is the state's responsibility. ☐
2 Beggars on the street is the sign of an uncaring society. ☐
3 Poverty is the result of social exploitation by the rich. ☐

Total

Justice

- 4 Rehabilitation, rather than punishment, is more likely to reduce crime. ☐
5 Criminals are victims of the society that made them the way they are. ☐
6 Capital punishment makes society as bad as the murderers it condemns. ☐

Total

Education

- 7 Society should try to provide a basic education for all young children. ☐
8 Education until adulthood is a human right. ☐
9 Society's provision of lifelong learning is essential to personal development. ☐

Total

Social equality

- 10 Inherited social or political power, as with monarchy and aristocracy, for example, is fundamentally wrong. ☐
11 It seems unfair that some people inherit fortunes while others are born into poverty. ☐
12 The inheritance of wealth is socially unjust and should be strictly controlled and heavily taxed. ☐

Total

The environment

- 13 We are not doing enough to protect the planet. ☐
14 Recycling of all possible materials should be compulsory. ☐
15 Car ownership is an unnecessary luxury that endangers the environment and should be severely restricted. ☐

Total

Animal rights

- 16 Killing animals for sport is cruel. ☐
17 Killing animals for scientific or medical research is immoral. ☐
18 Eating meat is murder. ☐

Total

Now check your scores in the *Keeping an open mind* comments box.

Keeping an open mind comments

Social welfare and justice

0-12 You place great emphasis on individual responsibility and self-reliance. You may feel that our ability to create our own future is one of the key things that makes us human.

13-18 Although you have a developed sense of social duty and a belief in caring for others, you also believe that people must learn to take control of their own lives.

19-30 You are deeply socially aware and responsible. You believe that it is society's duty to take care of its vulnerable members, who may often have little control over their lives.

Education and social equality

0-12 You probably feel that education should be for a practical purpose rather than for its own sake. You probably have a strong sense of tradition.

13-18 You have a strong belief in social justice and equal opportunities for all. You may feel that fate is a stronger force in people's life than is sometimes acknowledged.

19-30 You believe in social equality and have a very strong social conscience. You believe in education as a force for equality and personal development.

The environment and animal rights

0-12 You are a strong believer in personal freedom. You may have a sense of there being a hierarchy of living beings.

13-18 You have a healthy respect for the planet and the other species that share it with us, and you believe that it is our moral duty to take care of them if we can.

19-30 You feel a keen sense of urgency surrounding the ecological problems facing our planet. You probably find it difficult to understand the sometimes selfish behaviour of other people.

Handout 2: Look at the picture. Describe what you see.



Handout 3: Listen to the dialogue and put the following statements in order of their appearance

- a They spend the money they get from begging on drugs and alcohol. ☐
- b If they are homeless, it's because they want to be. ☐
- c We should help people who can't help themselves. ☐
- d They could easily get a job if they wanted one. ☐
- e Many beggars have mental problems, like depression. ☐
- f They get plenty of money off the government. ☐
- g People who beg on the streets have a hard life. ☐



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- f They get plenty of money off the government. ☐
- g People who beg on the streets have a hard life. ☐

Handout 4: Fill in the dialogues with your thoughts and act them out

Task:

Work in pairs. Read the situations below. Decide who will play the role of the official worker and who will play the role of the homeless person. Role play.

Social worker: How long have you been homeless?

Homeless person: _____

SW: How did you become homeless?

HP: _____

SW: How did you find out about our services?

HP: _____ . How can I find a job? Do you know anyone who would hire me?

SW: _____

HP: Where are some places I can stay until I start working again?

SW: _____

HP: What are some other ways I can change my life?

SW: _____

Task:

Work in pairs. Read the situations below. Decide who will play the role of the official worker and who will play the role of the homeless person. Role play.

Social worker: How long have you been homeless?

Homeless person: _____

SW: How did you become homeless?

HP: _____

SW: How did you find out about our services?

HP: _____ . How can I find a job? Do you know anyone who would hire me?

SW: _____

HP: Where are some places I can stay until I start working again?

SW: _____

HP: What are some other ways I can change my life?

SW: _____

Task:

Work in pairs. Read the situations below. Decide who will play the role of the official worker and who will play the role of the homeless person. Role play.

Social worker: How long have you been homeless?

Homeless person: _____

SW: How did you become homeless?

HP: _____

SW: How did you find out about our services?

HP: _____ . How can I find a job? Do you know anyone who would hire me?

SW: _____

HP: Where are some places I can stay until I start working again?

SW: _____

HP: What are some other ways I can change my life?

SW: _____

Тил кўникмалари интеграцияси (1 курс) фани учун
Мустақил ишлар мазмуни

№	Ой	Мавзу	Мустақил иш вазифалари	Ажратилган соат
1	Сентябр	Uzbekistan and the world	Проект ишини тайёрлашда нутқ ёзиш, презентация давомидаги жестларни ўрганиш, альбом тайёрлаш, буклет тайёрлаш, қилинган ишлар бўйича ойлик ҳисобот тайёрлаш	14
2	Октябр	Work and business	Ишга кириш учун хужжатларни тўлдириш тартиби билан танишиш, иш берувчидан интервью олиш учун саволлар тайёрлаш, видеоролик тайёрлаш ва унда бизнес этикетини кўрсатиб бериш, қилинган ишлар бўйича ойлик ҳисобот тайёрлаш	14
3	Ноябр	Environment	Интернет маълумотларидан фойдаланган ҳолда статистик маълумотлар тайёрлаш, улар асосида постер тайёрлаш, мавзу юзасидан атроф мухит ифлосланишининг асосий сабаблари ва уларга ечим топиш бўйича таққослаш ишларини тайёрлаш	14
4	Декабр	Relations	Кичик гуруҳларга бўлинган ҳолда ажралиш сабаблари бўйича сценарий ёзиш ва сахна кўриниши ёки ток-шоу тайёрлаш, қилинган ишлар бўйича ойлик ҳисобот	14

			тайёрлаш.	
5	Январ	Cross- cultural communication	Интернет маълумотларидан фойдаланган ҳолда мавзу юзасидан постер шаклида презентация тайёрлаш, маданиятлараро тушунмовчиликлар бўйича намоёишлар тайёрлаш, қилинган ишлар бўйича ойлик ҳисобот тайёрлаш.	11
6	Феврал	Mass media	Сценарий асосида радиодастур тайёрлаш, уни таҳрир қилиш, унинг муқобил ўзбекча талқинини яратиш, қилинган ишлар бўйича ойлик ҳисобот тайёрлаш.	14
7	Март	Ethical issues in medicine, science and technology	Пластик жарроҳлик амалиёти ҳақида гуруҳ конференциясини уюштириш, нутқ тайёрлаш, кўргазмалар тайёрлаш ва муҳокама қилиш, қилинган ишлар бўйича ойлик ҳисобот тайёрлаш.	14
8	Апрел	Education	Менинг орзуимдаги университет бўйича макет асосида презентация тайёрлаш, уни кичик гуруҳларга бўлинган ҳолда намоёиш қилиш, қилинган ишлар бўйича ойлик ҳисобот тайёрлаш.	14
9	Май	Social issues	Жамоатчилик ишларига бағишланган кичик видеофильм тайёрлаш, уни таҳрирлаш, қилинган ишлар бўйича ойлик ҳисобот тайёрлаш.	14

10	Июнь	Project presentation	Проект ишининг презентациясини тайёрлаш, қилинган ишлар бўйича якуний ҳисобот тайёрлаш.	11
			Жами	134

1. Лойиҳа иши

Талабалар кичик гуруҳларга бўлиниб, лойиҳа ишларини бажарадилар. Лойиҳа иши олдиндан ўқитувчи томонидан режалаштирилади, талабалар билан муҳокама қилинади ва сўнгра ўқитувчи томонидан баҳоланади. Ҳар бир лойиҳа иши 3 босқичдан ташкил топади:

- Дарсда лойиҳа ишини режалаштириш босқичи (лойиҳанинг мазмуни ва шаклини муҳокама қилиш)
- Лойиҳани амалга ошириш босқичи (интервьюлар ўтказиш, материаллар тўплаш, аудио ёки видео тасмага тушириш)
- Лойиҳа иши натижаларини таҳлил қилиш босқичи (бутун синф бўлиб муҳокама қилиш, гуруҳларда натижаларни таҳлил қилиш, ўз-ўзини баҳолаш)

Лойиҳа ишини баҳолашда ҳар бир мезонга бериладиган фоизни ўқитувчининг ўзи лойиҳа ишининг мазмуни, ҳажми ва хусусиятлари, шунингдек, талабаларнинг билим даражалари ва ОТМлардаги мавжуд талаблардан келиб чиққан ҳолда белгилайди.

2. Таҳлилий ёзма сарҳисоб

Талабалар ўзлари бажарган лойиҳа ишларидаги иштироклари ҳақида нима ишларни бажарганликлари, қандай қийинчиликларга рўбаро келганликлари ва гуруҳ ишига қўшган ўз шахсий ҳиссалари ҳақида индивидуал тарзда таҳлилий ёзма сарҳисоб ёзадилар. Ушбу сарҳисоб семестр якунида баҳоланади.

Таҳлилий ёзма сарҳисоб намунаси

Қуйидаги саволларга асосланган ҳолда 550-600 сўзлар атрофида таҳлилий ёзма сарҳисоб ёзинг:

1. Лойиҳа ишларидан нималарни ўргандингиз? (тил кўникмалари, трансферабл кўникмалар ва маданиятлараро мулоқот компетенциялари мисолида)
2. Лойиҳа иши давомида қандай қийинчиликларга дуч келдингиз?
3. Ишнинг бажарилишига сиз қандай ҳисса қўшдингиз?
4. Гуруҳ аъзоси сифатида қандай ишладингиз?
5. Семестр боши билан таққослаганда сизнинг тили ўрганилаётган мамлакат маданияти ҳақидаги билимларингиз семестр якунига келиб қандай тарзда ўзгарди?

6. Тилни ўрганиш борасидаги фикрларингиз ва тил ўрганишга бўлган муносабатингиз қай тарзда ўзгарди?

Баҳолаш мезонлари:

- Вазифани қай тарзда бажариш (мос ёзиш услуби, сўз чекловига амал қилиш, рўй-рост фикрларни баён қилиш)
- Етарли мисоллар билан фикрларни асослаб бериш
- Таҳлил қила олиш даражаси (танкидий фикрлаш, маданиятлараро мулоқотни англаш ва ўз - ўзини баҳолай олиш)

1. Ролли ўйин/Role-play

Оғзаки нутқ амалиёти фанидан якуний назорат босқичида талабалар 2-3 талабадан иборат гуруҳларда 10-дақиқалик ролли ўйинларини намойиш этишади. Ҳар бир гуруҳга турли вазиятлар тасвирланган карточкалар ва вазифалар берилади. Талабаларга тайёргарлик кўришлари учун 15 дақиқа вақт берилади. Ролли ўйинларнинг мавзулари семестр давомида ўтилган мавзулар билан боғлиқ бўлиши ва талабалардан вазиятларга кўра расмий ёки норасмий тил услубидан фойдаланишлари мумкинлигини тушунтириб ўтилиши лозим.

2. Мунозара

Мунозара фильм ёки аудио тасма мазмуни асосида бўлиши мумкин. Агар сиз фильмни танлаган бўлсангиз, у бир дарс олдин кўрилиши ёки кичик лавҳа танланиши мумкин. Аудио тасмани тинглаш ёки фильмни томоша қилиш жараёнида талабаларга умумий мазмунни тушуниш учун қайдлар ёзиб бориш (мисол учун, 150 сўздан иборат фильм мазмунининг баёни) ёки айрим деталлар (мисол учун, қаҳрамонларнинг исмлари, қаерлик эканликлари, касблари ҳақидаги маълумотларни ёзиб бориш)га аҳамият бериш кабилар тавсия қилинади. Шунингдек, бу қайдлар ўқитувчининг қароридан келиб чиққан ҳолда баҳоланиши ҳам мумкин. Мунозарани олиб бориш, яъни фасилитаторлик қилиш вазифаси кўнгилли талаба ёки ўқитувчининг танловига асосан сайланган талабага юклатилади. Фасилитатор талаба мунозаранинг яхши ўтиши ва имкон қадар ҳар бир талабанинг иштирок этишини таъминлаши лозим. Фасилитатор талабага мунозарани ташкиллаштириш ва олиб бориш борасидаги тавсиялар ўқитувчи томонидан берилади ва мавзудан келиб чиққан ҳолда мунозара саволлари ҳам ўқитувчи томонидан тузилади.

Интервью

Эслатма: Бевосита интервьюни бошлашдан аввал талаба билан ҳаяжонланиш ҳолатини енгиллаштириш учун кичик суҳбат уюштириш лозим. Бу одатда ўқитувчи томонидан оддий саволлар беришдан иборат бўлиб, интервьюнинг мазкур қисми баҳоланмайди.

- *Вазифа тури:*
 - Кичик сахна кўриниши шаклида – 2 талаба бир-бирларини берилган роллар карточкаси ёрдамида интервью қиладилар.
- *Вазифа доираси:* талабаларнинг суҳбатга қай даражада кириша олишларини баҳолаш
- *Мавзу:* курс давомида ўтилган мавзулар бўйича
- *Талабаларга бериладиган кўрсатма варақалари* қуйидаги маълумотларни ўз ичига олади:
 - Аниқ кўрсатмалар
 - Ўз роллари ҳақидаги маълумотлар
 - Вақт чекловлари ҳақидаги маълумотлар
- *Белгиланган вақт:* тайёрланиш учун 1 дақиқа
- *Баҳолаш мезонлари:*

ДЕБАТ

Дебат ҳақида

- Гуруҳ дастурда берилган мавзулардан бирини танлайди. Мисол учун, *Инсонни клонлаштиришга Ўзбекистонда расман рухсат берилиши керак*
- Таклифни илгари сурувчи гуруҳ – 4 та нотик
- Таклифга қарши гуруҳ – 4 та нотик
 - Дебатни олиб боровчи, яъни модератор
 - Вақтни кузатувчи
 - 2-3 ҳакамлар

Давра суҳбатлари

- Ўқитувчи ёки талабалар дастурда берилган мавзулардан давра суҳбати учун бир мавзунини танлайдилар, мисол учун, *Қандай қилиб талабаларнинг мотивациясини кучайтириш мумкин?*
- Гуруҳдаги талабалар сонидан келиб чиққан ҳолда 8-9 талабалардан иборат кичик гуруҳларда навбат билан ягона ёки бошқа мавзу бўйича 2 та давра суҳбатини ўтказиш мумкин.
- Гуруҳ аъзоларидан бири модератор этиб сайланади ва унинг вазифаси давра суҳбатини олиб боришдир. Шунингдек, модератор суҳбатни мавзу доирасидан четга чиқмаслиги, қатнашчилар ўртасидаги зиддиятли вазиятларнинг бўлмаслиги ва ҳар бир талабанинг иштирокини таъминлашга масъулдир.
- Модератор муаммоли вазиятни таништиради ва гуруҳ аъзоларини таклифлар беришга чорлайди.
- Давра суҳбати 30 дақиқа давом этади.
- Суҳбат сўнгида модератор мунозарани хулосалайди.

Дебатнинг бориши:

1. Модератор йиғилганларни мавзу билан таништиради, шунингдек қарши тарафлар ва ҳакамларни ҳам таништириб ўтади.
2. Таклиф берувчи гуруҳдан 1-нотиқ 3 дақиқа давомида гуруҳнинг таклифини баён қилади ва 1-фикрни илгари суради.
3. Қарши гуруҳ тарафдан 1-нотиқ чиқиб, 3 дақиқа давомида гуруҳнинг асосий фикрларини баён қилади ва қарши томоннинг 1- фикрини таъкидлаб ўтади.
4. Таклиф берувчи гуруҳнинг 2-нотиғи 2 дақиқа давомида 2-фикрни олға суради.
5. Қарши гуруҳнинг 2-нотиғи 2 дақиқа давомида 2-қарши фикрни билдиради.
6. Таклиф берувчи гуруҳнинг 3-нотиғи 2 дақиқа давомида 3-фикрни олға суради.
7. Қарши гуруҳнинг 3-нотиғи 2 дақиқа давомида 3-қарши фикрни билдиради.
8. Таклиф берувчи гуруҳнинг 4-нотиғи қарши гуруҳнинг фикрларини 2 дақиқа давомида рад этувчи фикрларни баён қилади.
9. Қарши гуруҳнинг 4-нотиғи 2 дақиқа давомида рақиб гуруҳнинг фикрларини рад этувчи фикрларни баён қилади.
- 10.Модератор 10 дақиқалик савол-жавоб вақтини эълон қилади.
- 11.Модератор ҳакамларга сўз беради.
- 12.Ҳакамлар дебат натижаларини эълон қилишади.
- 13.Модератор дебатни ёпиқ деб эълон қилади.

Вазиятли кичик сахна кўриниши

Белгиланган роллар:

- Гуруҳ дастурда берилган мавзулардан бирини танлайди. Мисол учун, *Даҳолик тугма бўладими ёки ҳаёт давомида ривожлантириладими?*
 - 3-4 нафар талаба Ток-шоу меҳмонлари этиб тайинланади. Улар мавзудан келиб чиққан ҳолда ўз ролларини танлайдилар. Мисол учун, улардан бири даҳо боланинг онаси, бошқа бири психолог, яна бири ўқитувчи ёки машҳур олим ролларини танлаши мумкин.
 - 1 талаба мазкур шоунинг олиб борувчиси этиб тайинланади.
 - Бошқа талабалар томошабинлар сифатида иштирок этадилар.
- Жараённинг бориши:
- Олиб борувчи мавзунини таништиради ва шоу меҳмонларини таклиф қилади. (2 дақиқа).
 - 1 меҳмон ўз нуқтаи назарини баён қилади ва мисоллар билан асослаб беради. (2 дақиқа).
 - Бошқалар 1 меҳмонга саволлар беришади ва унинг фикрларига ўз муносабатларини билдирадилар. Олиб борувчи бу жараённи бошқаради. (5 дақиқа).
 - 2 меҳмон ўз нуқтаи назарини баён қилади ва мисоллар билан асослаб беради. (2 дақиқа).
 - Бошқалар 2 меҳмонга саволлар беришади ва унинг фикрларига ўз муносабатларини билдирадилар. Олиб борувчи бу жараённи бошқаради. (5 дақиқа).
 - 3 меҳмон ҳам ўз нуқтаи назарини баён қилади ва мисоллар билан асослаб беради. (2 дақиқа).
 - Бошқалар 3 меҳмонга саволлар беришади ва унинг фикрларига ўз муносабатларини билдирадилар. Олиб борувчи бу жараённи бошқаради. (5 дақиқа).
 - Олиб борувчи Ток-шоуга хулоса қилади ва уни якунлайди.

Такдимот/Презентациялар

Талабалар индивидуал тарзда шахс ёки касб билан боғлиқ бўлган мавзуларда 5 дақиқалик презентация тайёрлайдилар. Қуйидаги мавзулар тавсия қилинади:

- Мен танлаган касб
- Жамоат ўртасида нутқ сўзлаш маҳорати
- Инглиз тилини ўрганишда информацион технологияларнинг қўлланилиши

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7. www.onestopenglish.com
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