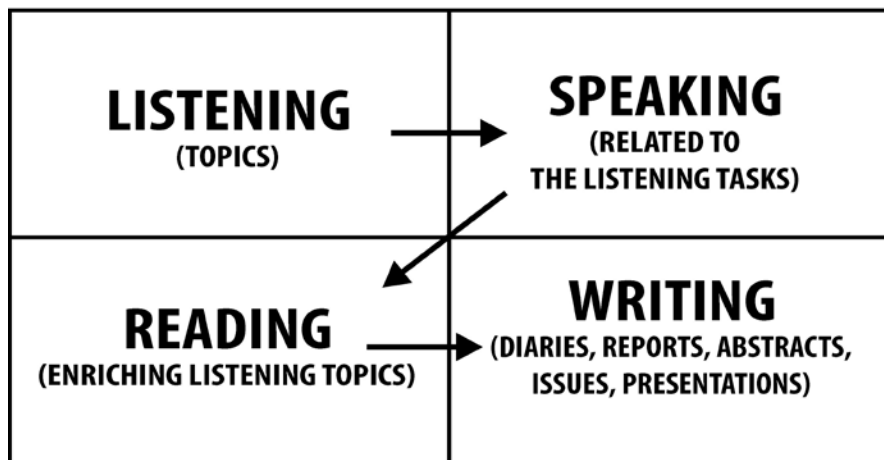


ENGLISH

Teacher's Book

For the 1st year students of Academic Lyceums
and Vocational Colleges



CEFR B1

UO'K: 811.111 (075)
KBK 74.268.1
E-56

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INTRODUCTION



«The ordinary teacher tells. The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires.»
W.A. Ward

Dear English Teachers!





We would like to greet you as you the one who starts and  does one of the first steps in teaching **English for Specific Purposes (ESP)** in a communicative way. This is completely different from  that experience  what you had before.



The course book contains:

- Student's Book 
- Student's Workbook 
- Teacher's Book (+DVD)

Please try to find connections with real life, interests of your student  and make your students talk, think and write by using the following  principals or teaching, learning and assessing the language: from listening to speaking, from speaking to reading, from reading to writing.

How will you do that?

Please read carefully each  task which is given in the *Student's Book* and *Work Book* by making  connection. Your students are your great assistants and you can find a lot of useful advice  on  teaching.

You have to keep in your mind how to teach language items such as grammar, phonetics, vocabulary and language skills; listening, speaking, reading and writing in an integrated way. The Teacher's Book can be a useful source  how  teach them.

Usually teachers have to get special training for each course book.

In this case we would like to give you some tips:

- Be sure that you can be the most brilliant specialist by training and retraining yourself everyday.
- Concentrate on your students' needs and interests and try to search authentic materials.
- Surf the Internet and find as many materials as you can.
- Work in collaboration with your colleagues, share your experience and new ideas.
- Organise some training among your colleagues.
- Find UzTEA – Uzbekistan Teachers of English Association and become a member, ask them any questions you have or just e-mail to

f.rashidova@gmail.com.

Authors

UNIT 1. WHAT IS YOUR SPECIALITY?

LESSON 1. INTRODUCTION TO THE SPECIALITY (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *to be going to* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing

Target structure: be going to; I agree, I don't agree;

Target vocabulary: speciality, bring up, eager, take care (of), noble, proper, science, recover, have a fever, catch a cold, important, make a choice, must, patient, legal.

Materials: photos, a tape, textbooks.

Pre-lesson preparation:

Copy the photos from the page 2 (student's book).

Starter Time: 5 min.

Aim: focusing student's attention on the topic.

Ask students to match the pictures A-E with 1-5 in pairs. In whole class discussion, ask what the pictures have in common and why.

Answers:

	in common	
1. Alisher Navoi	Writer	d) William Shakespeare
2. Mirzo Ulugbek	Scientist	e) Albert Einstein
3. Munojot Yulchiyeva	Singer	a) Whitney Huston
4. Saida Rametova	Actress	c) Julia Roberts
5. Ortikali Kozokov	Artist	b) Leonardo da Vinci

Pre-listening Time: 5 min.

Aim: teaching new vocabulary and prepare students to do listening task:

1. Divide class into 3 or 4 small groups. Give 4 – 5 new vocabulary handouts to each group. Ask students to give definitions to the words and identify their parts of speech working in small groups. Tell them to look up the words in the dictionary if necessary. Set the time. Observe and check group work doing. Monitor the process.

Elicit answers. Divide the class into 4 groups and ask them to fill in the table. Check their answers in whole class discussion.

	<i>vocabulary</i>	<i>definition</i>	<i>noun</i>	<i>adjective</i>	<i>verb</i>	<i>phrasal verb</i>	<i>collocation</i>
Handout 1	speciality	particular type of job	✓				
	bring up	look after a child until it becomes an adult				✓	
	eager	strongly wanting		✓			
	noble	excellent quality		✓			
	proper	correct or suitable		✓			
Handout 2	science	particular way of knowing about the world	✓				
	must	something that is necessary	✓				
	take care	look after, provide care for					✓
	recover	get better from illness			✓		
	patient	a person who is ill	✓				
Handout 3	catch a cold	become ill from cold					✓
	have a fever	have a high temperature					✓
	important	necessary or of great value		✓			
	make a choice	choose, make a decision					✓
	legal	allowed by the law		✓			

While-listening Time: 15min.

Aim: listening for gist and detailed information.

2. Tell students that they are going to listen to the tape. Ask them to tick names with jobs while listening. Have students compare their answers in pairs.

TAPE SCRIPT 1. My Future Profession

Teacher

Hi! I'm Kamila. I am going to be a teacher. My future speciality is an English teacher. I love children very much and to be a teacher has been my dream since my early childhood.

To teach and bring up children is the most important and noble thing, to my mind. I am eager to get a proper education to be able to do my best to teach my future pupils my favourite subject.

Doctor

My name is Dilnoza. I want to be a doctor. It is an interesting profession. My mother and my grandfather are doctors. My grandfather works as a surgeon in a hospital. I have been to the hospital several times and spent some time watching him working. His main task is to operate on people. After each operation he takes care of patients until they are recovered. My grandfather can also help if anybody catches a cold or has a fever. I want to become a doctor as well.

Interpreter

Hello! I'm Sevara. I want to be an interpreter. To my mind this is an interesting profession. I want to help different people to understand each other. Today English is the language of the world. It is the language of communication, science, business and culture. I cannot imagine my future life without English. English is a must for every educated person. I am sure it will help me in my life.

Lawyer

Hi! I'm Temur. It is very important for everybody to make the right choice of profession. I changed my plans several times about what I want to be. I have decided that I want to be a lawyer. A lawyer gives you advice on legal problems or defends people in court. A good lawyer is in great demand in all countries.

Answers:

	Find someone who wants to be ...	Kamila	Temur	Dilnoza	Sevara
1	a doctor			✓	
2	a teacher	✓			
3	an interpreter				✓
4	a lawyer		✓		

3. Ask students to complete the gaps using the words from the box. Have students exchange their notes with pairs.

Answers:

Kamila

To teach and to **bring up** children is the most important and noble thing I'm eager to get the proper **education**.

Dilnoza

My grandfather works as a **surgeon** at hospital. After each operation he **takes care** of patients until they are recovered.

Sevara

Today English is the **language** of the world. English is a must for every **educated** person.

Temur

It is very important for everybody to **make the right choice** of profession. A lawyer gives you pieces of advice on **legal** problematic situations or gives reasons for defending people in court.

Students listen to the tape one more time and check. Elicit answers.

Post-listening Time: 20 min.

Aim: practising the introduced materials in speech.

4. Write on the board: "What do you want to be?" "Why?"

Ask students to mingle and to interview as many students as possible and take notes. In whole class discussion choose two students and have them report about each other.

Students' own answers.

Grammar Time: 15 min

Aim: introducing the usage of "to be going to" for future plans.

Write the following sentence on the board:

"I am going to visit my parents at the weekend."

Ask some of your students the following question and emphasize *to be going to*:

"What are you going to do this weekend?"

Pay attention that students should answer using the same structure.

Possible answers:

1. I am going to play football.
2. I'm going to do shopping with my mother.
3. I'm going to visit my grandmother.
4. I'm going to tidy up my room.

Summarize the discussion with following mini lecture. Write some notes on the board if necessary.

Usage

– To talk about a planned future action:

I'm going to see my parents on Saturday.

1. a) Ask students to complete the sentences.

Answers:

1. Kamila is going to be a teacher.
2. Dilnoza is going to be a doctor.
3. Temur is going to be a lawyer.
4. Sevara is going to be an interpreter.

b) Ask students to make up the sentences using the words given below.

Answers:

5. Kamila is going to get the proper education.
6. Dilnoza is going to take care of patients.
7. Temur is going to give advice to people.
8. Sevara is going to help people.

2. Ask students to look at Temur's diary and write sentences using going to. Check correct answers in whole class discussion.

Answers:

1. Temur is going to visit a museum at 2 p.m. on Monday.
2. He is going to have a Maths class at 4 p.m. on Tuesday.
3. He is going to swimming pool at 3 p.m. on Wednesday.
4. He is going to have an English class at 4 p.m. on Thursday.
5. He is going to gym at 3 p.m. on Friday.
6. He is going to play football with his friends on Saturday afternoon.
7. He is going to cinema with friends on Sunday afternoon.

3. Ask students to make their own diary for a week. Ask them to use the example.

4. Ask students to work in pairs asking questions about their plans for the week.

Pre-reading Time: 10 min.

Aim: prepare students to read the text about jobs.

Divide the class into three groups. Tell them you are giving them 3 photos. Ask them to discuss the photo in groups and describe the people without telling jobs described in the photo. The other groups should find the profession. The groups' description of the photos will continue in turn.

1. Draw the students' attentions on the questions.

Answers:

A

1. *cook* –
2. *hairdresser* –
3. *shop assistant* –

B

Students' own answers.

C

Students' own answers.

While-reading Time: 15 min.

Aim: reading for specific information

2. Ask students to read the text quickly.

Jobs for teenagers

About half of 16 and 17-year-olds in the UK have got jobs, and three quarters of this age group also go to school. They do (1) part-time jobs before or after school and at weekends. The most common jobs are (2) babysitting (very popular with girls) and paper rounds (popular with boys). Cleaning and working in a shop are also popular jobs.

In the UK, school students are not allowed to work more than two hours on a school day, or more than twelve hours in total during a school week. They are not allowed to work before 7 a.m. or after 7 p.m. (but babysitters can work later).

They must have at least two weeks' holiday from school each year when they don't work at all.

Teenagers do part-time jobs because they want to (3) earn some money. However, they don't usually earn very much. In the UK, there is (4) a minimum wage for adults: £5.52 an hour. For 16 and 17-year-olds, it is £ 3.40 an hour. For children under 16, there is no minimum wage, so many teenagers work for £ 2 or £3 an hour.

3. Ask students to find the meanings of underlined words with partners. Elicit answers.

Answers:

1. looking after children while the parents are out **babysitting**
2. get (money) for working **earn**
3. jobs that you do for a few hours



part-time jobs

4. the smallest amount of money you can get for working by law **a minimum wage**


4. Tell students to look through the text once more and decide if the statements are true or false. Check answers in whole class discussion.

Answers:

- | | |
|--|--------------|
| 1. Babysitters can work after 7 p.m. | true |
| 2. Part-time jobs are popular with teenagers. | true |
| 3. Minimum wage for 16-years-old is £ 5.52. | false |
| 4. Teenagers don't do part-time jobs after school. | false |

Post-reading Time: 15 min.

Aim: practising the new vocabulary in student's speech; show agreement / disagreement.

5. Prepare 15 statements about job and cut each separately  may wish to put the pieces of paper into a box or a small bag). Tell students to take their chairs and sit in a circle. Invite students to choose one of the strips. They should use the phrase *I agree / I don't agree* and present their opinion. You may wish to elicit in a random order.

Possible handouts:

- | | |
|---|---|
| 1. Cleaners do a lot of physical work. | 8. Women can be taxi-drivers. |
| 2. Musicians are not interested in the Art. | 9. Nurses work at shops. |
| 3. Sportsmen do not have to read much. | 10. Hair-dressers must study at university. |
| 4. People study a lot to become a doctor. | 11. Accountants know mathematics well. |
| 5. Babysitting is the easiest job. | 12. Being a director is a responsible job. |
| 6. Librarians read a lot of books. | 13. Businessmen travel a lot. |
| 7. Women are better teachers than men. | 14. Programmer's job is to produce computer programs. |

6. Homework: Tell students to write down 3 the most popular and 3 the least popular jobs among teenagers. Ask them to give reasons.
 e.g. 1. Shop assistant – easy to get, qualification is not required

LESSON 2. JOB INTERVIEW (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *should* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: the usage of *should*.

Target vocabulary: Curriculum Vitae (n), application (n), smart (adj), employer (n), employee (n), interviewer (n), responsible (adj), hardworking (adj), interviewee (n), experience (n), salary (n).

Materials: photos, a tape, textbooks

Starter Time: 5 min.

Aim: focusing students' attention on the topic.

a) Tell students to look at the picture and guess the situation using the questions given below:

Who are they? Where are they? What are they talking about?

Students' own answers.

b) Tell students to match pictures with interview process steps.

Answers:

- a) *Call the employer.* a-7
- b) *Ask your friends to check your CV (Curriculum Vitae).* b-2
- c) *Go to the interview.* c-8
- d) *Visit the employer to fill in your application.* d-3
- e) *Wait a few days.* e-6
- f) *Write for a CV.* f-4
- g) *Send your application, CV.* g-5
- h) *Follow up application and confirm whether it was received.* h-1

Pre-listening Time: 10 min.

Aim: teaching new vocabulary.

1. Ask students to match the words with their definitions:

1. CV (n)	a) <i>taking work seriously and doing it well</i>
2. application (n)	b) <i>a person who asks questions during an interview</i>
3. smart (adj)	c) <i>a summary of education and employment experience</i>

4. <i>employer (n)</i>	d) <i>a person who works for a company or another person</i>
5. <i>employee (n)</i>	e) <i>having a neat and tidy appearance</i>
6. <i>interviewer (n)</i>	f) <i>a person who answers the questions during an interview</i>
7. <i>responsible (adj)</i>	g) <i>a written form of asking for a job</i>
8. <i>hard-working (adj)</i>	h) <i>a person or a company which pays for a person to work</i>
9. <i>interviewee (n)</i>	i) <i>money which an employer pays an employee every month</i>
10. <i>experience (n)</i>	j) <i>knowledge and skill that is gained through time spent doing a job or activity</i>
11. <i>salary (n)</i>	k) <i>having a duty to deal with</i>

Answers: 1.c 2.g 3.e 4.h 5.d 6.b 7.k 8.a 9.f 10.j 11.i

While-listening Time: 15 min.

Aim: listening for specific information.

2. Tell students that they are going to listen to two friends talking. Let students have some time to look through the questions and predict the answers. Then tell students to listen to the tape and choose the correct answer.

TAPE SCRIPT 2. Job interview

Mansur: Hi, Zafar! How has the job interview gone?

Zafar: Excellent! I'm sure I'm going to be a shop assistant.

Mansur: Congratulations! What questions did they ask?

Zafar: They asked how I had heard about the job. If I had seen the advertisement in a newspaper or on the Internet.

Mansur: And what was your answer?

Zafar: I said no, my friend told me, that here people were always leaving, so you must need somebody.

Mansur: What?! You shouldn't answer like that. OK. What happened next?

Zafar: Then, they asked if I had any experience. I said no, but I'm a fast learner. I'll learn in a month or so.

Mansur: I don't believe it! What else?

Zafar: Let me think. They asked what hours I could work.

Mansur: And you.....?

Zafar: I said that I can't wake up early. So I couldn't be on time, I would only be late if they give me mornings. And.... in the evenings I might have parties with my friends. So they had better give me afternoons.

Mansur: No way, you are joking, aren't you?

Zafar: No, they really liked me. They asked me why I wanted to work as a shop assistant.

Mansur: And you said, it's a great job. And you are very interested in this job.

Zafar: No, I can't tell a lie, you know. I said that I had heard it is a really easy job and the salary is also good.

Mansur: Oh, no... Zafar, you don't know anything about job interviews, you weren't ready for it.

Zafar: No, I was ready, I put on my best T-shirt and shorts, I looked nice in my trainers. I was in black. I looked so smart. And on the way out I asked the interviewer if he wanted me to fill in the application form, but he said it wasn't necessary. It means I'm going to have this position.

Mansur: Yeah Zafar, there is something you should know about job interviews.

Answers:

1. Zafar wants to be a
a) pilot b) driver **c) shop assistant**
d) doctor

2. Zafar put on a
a) black T-shirt and white shorts
b) black T-shirt and black shorts
c) white shirt and black trousers
d) suit

3. Mansur was Zafar's answers.
a) excited at b) angry at
c) satisfied with **d) surprised at**

4. Mansur doesn't think that Zafar will get the job because

a) he didn't know anything about job interviews.
b) the salary wasn't good.
c) Zafar didn't fill in the application form.
d) Zafar didn't want it.

5. Zafar and Mansur are
a) an employer and an employee
b) father and son
c) friends d) neighbours

3. Tell students that each sentence is wrong. Ask them to rewrite them correctly.

Answers:

1. Zafar went shopping. **Zafar went for a job interview.**
2. Mansur went for the job interview too. **Mansur didn't go to the job interview.**
3. Zafar had read the job advertisement in a newspaper. **Zafar's friend told him about the job.**
4. Mansur wants to be a shop assistant. **Zafar wants to be a shop assistant.**
5. Zafar had a lot of work experience. **Zafar didn't have any experience at all.**
6. Zafar asked for morning work hours. **Zafar asked for afternoon hours.**
7. Zafar wore his suit. **Zafar wore his best T-shirt and short.**
8. I think the employer wants to hire Zafar as a shop assistant. **Students' own answers.**

Post-listening Time: 15 min.

Aim: practising the learned materials.

4. Role play. Tell students to work in pairs and answer the following questions in pairs. Tell them to choose a partner to work with. Monitor the process. Go up to each group and monitor their talk.

1. What is your name?
2. How old are you?
3. What are you good at?

4. What is your major weakness?
5. What are your future plans?

5. Ask students to write about their interviewee.

For example:


I have interviewed Laziza. She is 21 years old and lives in Tashkent. She is responsible and hard-working. She said she always studies hard and does her homework. She is good at computers and knows how to use Microsoft, Excel. Her weakness: she is very talkative. In the future she wants to study for a Master's degree. She plans to run her own business.

Grammar Time: 15 min.

Aim: introducing the usage of *should* in advice.

You may wish to tell students different problematic situations where **should** is required as advice. For example, choose one of your students and tell him/her: Imagine you have a bad headache. You don't look well. What do I tell you?

Elicit answers. Establish that you say he/she should go to see a doctor. And write this sentence on the board. Underline the word **should**. Ask students if your sentence is advice, an order or a request. Tell them that **should** is used in giving advice or personal opinion. Then divide class into two groups. Write on the board: **students should** and **students shouldn't** Ask the first group to tell about **what students should** and the second group to tell about **what students shouldn't**. Let students have some time to look through the grammar spot in their book.

1. Ask students to give advice using *should* or *shouldn't* and the following mixed up words. 

Answers:

You should/shouldn't...

e.g. The interviewer/call/earlier. **You should call the interviewer earlier.**

1. hard-working/be/responsible. **You should be hard-working and responsible.**

2. during/the questions/the interview/fully/answer. **You should answer the questions fully during the interview.**

3. be/the interview/late. **You shouldn't be late for the interview.**

4. clothes/wear/casual. **You shouldn't wear casual clothes to the interview.**

2. Tell students to discuss the following situations in pairs and give advice.

Possible answers:

e.g. There are always people leaving, so they must need somebody. **You should not say that. You should say it's a good company to work for.**

a) I don't have any practice. But I'm a fast learner. I'll learn in a month or so. **You shouldn't boast.**

b) I'll say that I can't wake up early. So I can't be on time, I will be late if they give me mornings. **You should ask for afternoon hours.**

c) I'll say that I've heard a shop assistant is a really easy job and the salary is also good. **You shouldn't say this information to the interviewer.**



d) I'm going to put on my best T-shirt and shorts; I look nice in my trainers. **You should wear formal clothes.**

e) I'm not going to fill in an application form. **If you want to get a job you should fill in an application form.**

Pre-reading Time: 5 min.

Aim: raising students' interest.

1. Ask students to look at the pictures and choose the most important things for a job interview.

Possible answers: a, c, d, e, i.

Elicit the answers in a whole class discussion.

While-reading Time: 10 min.

Aim: reading for general information.

2. Ask students to read the text and choose the best heading for the text.

- **Job interview questions.**
- **Job interview tips for teens.**
- **Job interview examples.**

You should follow these rules:

Bring the following items with you to the interview:

- Job application. (Maybe you should send it in advance)
- Work document (In some countries, you need work **document** if you are under 16 or 18)
- Reference letter (Neighbours and teachers can write a character reference for teens.)
- CV
- Note paper and a pen.

Be Polite.

You should show your good manners while interviewing. Shake your interviewer's hand if he/she offers. Don't sit until you are invited to. Don't use slang or swear. Be polite and positive.

Know Your Schedule.

You should know what days and hours you can work. The employer will ask about it. The more time you are available, the easier it is for the employer to set a work schedule.

Be on Time.

You should arrive at the interview a few minutes early. If you are not sure where to go, get directions ahead of time.

Go on Your Own.

If your parents take you to the interview, don't take them into the interview room with you. Go by yourself. You should speak for yourself and connect with the interviewer, without others' assistance.

Send a Thank You Note.

You should take a few minutes to thank the person who interviewed you. If you

have an e-mail address, send an e-mail "a nk you note"; otherwise send a paper note thanking the interviewer for taking the time to meet you.

Dress Code.

You should choose suitable clothes for the position you are being interviewed for. If you're not sure what to wear ask an adult family member or your teacher.

Answer: Job interview tips for teens.

Post-reading Time: 15 min.

Aim: practising introduced materials.

3. Role play. Speed talking. Divide class into two groups: employers and employees. Students are given 1 minute to interview. Employers ask the following questions from the employees and take notes. Tell stop when the time is up. Students should change their partners. The process goes on like this till all the employees are interviewed.

Interviewer

- What is your work experience?
- What did you study at school?
- What languages can you speak?
- What salary do you expect?

After finishing, ask interviewers whom they want to employ and why. Ask for reasons.

Interviewee

- What are the working hours?
- Is there a chance for promotion?
- When will I find out the results?

LESSON 3. JOB ETIQUETTE (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *have to* and *should* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: the usage of *have to*, the differences between *have to* and *should*.

Target vocabulary: workplace etiquette words.

Materials: photos, a tape, textbooks

Starter Time: 5 min.

Aim: focusing student's attention on the topic.

Ask students to look at the signs and find out their meanings.

What do these signs mean?

Answers: 1) no mobile use 2) no chewing gum 3) no littering 4) Stop 5) no smoking 6) no  s

Pre-listening Time: 10 min.

Aim: teaching new vocabulary.

1. Ask students to look at the picture. Tell them that they are going to talk about job etiquette. Ask students to make sentences using ideas in the picture in pairs. Supply with examples.

e.g. Don't take others' things without permission. Don't ask about co-worker's salary. Respect your colleague's ideas,

While-listening Time: 15 min.

Aim: listening for general information.

2. Tell students that they are going to listen to Zilola who has just started her job as a receptionist at the Grand Orzu Hotel. She is very excited about her new job. She is asking advice from her mother who works at the agency. Tell students to compare their ideas about work etiquette with the dialogue.

TAPE SCRIPT 3.

Zilola: Good morning, Mum.... I couldn't sleep well last night and I could only think about my first day job.

Mother: Morning my darling. Don't worry, everything will be OK if you follow job etiquette.

Zilola: What do you mean? Are you talking about dress code and good manners?

Mother: Partly. But there is other necessary workplace etiquette that you always have to be careful about.

Zilola: Oh, really?

Mother: Now listen carefully. First of all – appearance. You have to make sure your clothes are neat. Business casual means nice trousers or skirts not a mini, a blouse and simple jewellery. Don't shout out to your colleagues or guests when you have something to say. If somebody greets you must respond. Words like "Thank you" and "Please" are always welcome. Don't take part in gossiping about your colleagues or somebody else. You just have to say "Sorry, I don't like gossiping". Keep your personal workspace neat and organised. Now about phone manners. Answer the phone with "Hello" not "Hi". Introduce yourself, your company and your department. Do not eat, drink or chew gum while talking on the phone. It's very important to be on time for work, even ten minutes early.

Zilola: I got you Mum. I really need your advice.

Mother: I see. You must be much more careful with others' privacy. Don't ask about his or her salary and personal questions. If you are criticised listen to the comment with an open-mind. Always be polite.

Zilola: Thank you Mum. I feel more comfortable with your advice. OK, It's time to go. I don't want to be late as you said.

Mother: OK, dear. Have a nice day!

3. Ask to write top 5 interesting rules of workplace etiquette according to the conversation.

Example:

Make sure your clothes are neat and clean.

Students' own answers.

4. Ask students to read statements and say whether they are *true* or *false*.

Answers:

- | | |
|--|--|
| <p>1. If your work begins at 9.00 a.m. it is OK to come to work any time between 8.45 a.m. and 9.15 a.m. false</p> <p>2. Jeans and T-shirts are an example of "business casual" clothing. false</p> <p>3. You should use "Thank you" and "Please". true</p> | <p>4. It is not rude to ask other colleagues how much salary they get. false</p> <p>5. You should always respect your boss and other superiors. true</p> <p>6. If your boss or co-worker criticise, you have to listen to the comment with an open mind. true</p> |
|--|--|

Post-listening Time: 10 min.

Aim: practising the learned vocabulary.

5. Revise *I agree/I disagree* instruction with students. Supply with examples. Then distribute the handout where students have to complete the table independently. After completing, ask students to discuss the behaviour with their partners. Ask students to prove them.

Possible answers:

S 1: I'm always late. It's not such a big problem. – I disagree because if you are always late you can lose your job.

Behavior	I agree	I disagree
<i>I'm always late. It's not such a big problem.</i>		
<i>My work is informal, it is OK to chew gum.</i>		
<i>I don't get angry when somebody points out my mistake.</i>		
<i>I don't take a couple of paper towel from the office supply closet, rather than stop to buy them from a shop on the way home.</i>		
<i>Babysitting is an easy job, so I can make personal phone calls while I'm working.</i>		

Grammar Time: 15 min.

Aim: introducing *have to/don't have to*. The differences between *have to* and *should*.

Ask students to list their 4-5 daily tasks.

- e.g.**
- | | |
|------------------------|-----------------------|
| - go to college/lyceum | - keep the room clean |
| - help parents | - study hard |

Tell students that these are their duties. While talking about duties we use **have to** which means *necessary to do*.

e.g. *I have to keep my room clean. (=It is my duty to keep my room clean.)*

Ask students to make sentences using their notes.

The negative form **don't (doesn't) have to** means it's not necessary. Supply with an example.

e.g. I don't have to write this grammar rule, I know it myself.

Ask students to give examples using **don't (doesn't) have to**.

Use notes on the board if necessary.

Ask students to make up sentences using *should/shouldn't/have to/don't have to*.

Possible answers:

- a. You have to arrive 30 minutes early to an appointment.
- b. You should keep others' personal secrets.
- c. You shouldn't use somebody's mobile without asking.
- d. You should listen to your partner patiently.
- e. You have to know basics of computer and phone manners.
- f. You shouldn't talk to a customer with your arms crossed.

1. Ask students to complete the sentences using appropriate forms of *have to/don't have to*.

Answers:

a) has to; b) doesn't have to; c) have to; d) don't have to; e) have to.

2. Ask students to complete the table using the following activities.

e.g. I have to come to the lesson on time.

3. Ask students to write 5 things that they *have to do* and they *don't have to do* at their future work.

e.g. I have to be punctual.

I don't have to ask about my colleagues' salaries.

Pre-reading Time: 10 min.

Aim: preparing students for the new topic, raising students' critical thinking.

1. Divide class into 3 groups. Give them 3 handouts. Ask them to discuss how the quotation in the handouts relates to job etiquette.

Handout 1 "Good manners will open doors that the best education cannot." Clarence Thomas
Handout 2 "Be respectful and be respected." Proverb
Handout 3 "Your clothes speak so loudly, I can't hear you." Anonymous

Possible answers: *Handout 1* – a person can learn good manners from the life even they are not well-educated. For example, politeness, patience, thankfulness, respect, being modest, being a good listener, being well-bred and so on. Even you have the best education you cannot open the doors without these good manners mentioned above. It means you cannot reach your goals without them.

While-reading Time: 15 min.

Aim: improving students' teamwork skills using problem solving situations.

2. Divide class into four. Tell students that they are going to read the text about Aziza who is going to start her new job at the Agency. Here she faces some problems. Give different problematic situations in the form of handout to each group. Ask them to read the problem and give Aziza some advice. Give advice for the first handout as an example.

Handout 1. Aziza is getting dressed for her job at the Travel Agency. When she visited the company previously, she noticed some employees were wearing jeans, T-shirts and trainers. Aziza wants to make a good impression and wants to fit in with her co-workers. How should she dress?

Possible answer: Aziza should not wear jeans, T-shirts or trainers. If she wants to make a good impression she should wear formal clothes like a blouse (but not colourful) and a skirt (not too long and not too short, and not colourful) or just a simple dress. She shouldn't wear too much jewellery.

Handout 2. Aziza arrives at the Agency, and she approaches a very busy receptionist. She introduces herself and says she is here for the first day job. The busy receptionist has no idea what Aziza is talking about and doesn't pay attention to her. What should Aziza do?

Handout 3. Finally, Aziza meets her boss, who keeps her engaged in a variety of tasks. Suddenly, her boss is called into a meeting. After an hour, Aziza has completed the tasks on her list. She is bored and not sure what to do next. What would you advise Aziza to do?

Handout 4. Aziza finds herself in the cafeteria with some employees of the company whose age is close to Aziza's. They are gossiping about their colleagues. What should Aziza do?

Handout 5. A recent college graduate who works at the agency is very friendly with Aziza. She is very helpful. Aziza wants to thank her at the end of the day, but she can't find her anywhere. Aziza remembers her first name, but she has forgotten her last name. What should she do?

Students' own answers.

Post-reading Time: 10 min.

Aim: practising the learned vocabulary.

3. Role play. Ask students to write a problematic situation at their workplace. Then tell them to change the problem with partners. Ask students to help and give advice to their partners using job etiquette rules.



4. Ask students to write about what job etiquette rules are necessary for their future job.

Students' own answers.

REVIEW 1 WHAT IS YOUR SPECIALITY?

I. Listening

Evaluate your listening skills according to the statements below in the 5 point scale:

5. I can listen to and easily understand everything related to **specialty**, job **interview** and job etiquette.  
4. I can listen to and understand most things.
3. I can listen to and understand some things.
2. I can listen to and understand a few things.
1. I cannot listen to and understand anything.

Mark / 10

(Points are doubled, for example, 5+5=10)

II. Reading

Importance of the job etiquette in work place.

a) Fill in the gaps using the words in the box

polite, behavior, punctuality, interpersonal, respecting privacy, inappropriate, neatness, workplace etiquette, respectful language, phone manner

In the world of competition, it is very difficult to get a job and getting one could be an achievement. To survive and continue for long in our professional field, we should follow

(1) _____, use (2) _____ and (3) _____ that have social values. The word phrase "job etiquette" refers to (4) _____, warm and friendly (5) _____ of an individual that he/she should have at work place. As a social being, we need to develop some moral and social values, such as discipline, (6) _____, (7) _____ and (8) _____.

Employers are always in search for candidates with strong (9) _____ skills and etiquette. In the world of a challenging job market, it is really very difficult to succeed. We should be very careful about our behavior. An (10) _____ behavior can create a negative impression on us. However, once you get through the job interview and follow proper job etiquette, you can make further progress by winning respect of your colleagues and thus working for your encouragement in the office. Proper etiquette helps in winning the hearts of employers as well as senior managers, apart from your colleagues.

Mark / 20 (two points for each right answer)

b) Choose the correct words

1. I'm **eager/ proper** to learn English.
2. Children should **bring up/ take care of** their parents when they are old.
3. Being a manager is a **noble / administrative** job.
4. Workplace etiquette requires you to use **body language/ gossip**.
5. You have to demonstrate your work **experience/ salary** to an employer.

Mark / 5

c) Scramble the words related to speciality, job interview and job etiquette. The first letter is given to you

1. alpiatniopc
 2. ivrvieerent
 3. apeaceparn
 4. nstnesea
 5. tuorigtn
- Mark / 5

III. Grammar

Write a question with "going to" for each situation.

1. Your friend has earned his first salary. You ask: (what / do with it?)
2. Your friend is going to an interview today. You ask: (what/wear?)
3. Your friend has decided to have a party. You ask: (who / invite?)
4. Your friend's birthday today. You ask : (where / arrange)
5. Your friend plans to have a new car.
You ask: (when / buy?)

Mark / 10 (two points for each right answer)

IV. Speaking

Evaluate your speaking skills according to the statements below in the 5 point scale:

5. I can confidently speak about everything related to speciality, job interview, job etiquette.
4. I can confidently speak about most things.
3. I can confidently speak about some things.
2. I can confidently speak about a few things.
1. I cannot confidently speak about anything.

Mark / 10

(Points are doubled, for example, 5+5=10)

V. Writing

Imagine about the job which you wish to apply for and write how you behave in a job interview.

Write (50-60) words

Mark /40

1. What are you going to do with it?
2. What are you going to wear?
3. Who are you going to invite?
4. Where are you going to arrange it?
5. When are you going to buy it?

IV. **Speaking** Self evaluation

V. **Writing** (Students writing)

UNIT 2. TIME MANAGEMENT

LESSON 1. WHEN? HOW? WHERE? (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *prepositions of time* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: *prepositions of time*.

Target vocabulary: to do things very well and quickly without wasting time, time or date that you have to complete something, something that is to be done, planned, list of things that you have to do something written or noticed to be done, timing of activities, improvement, something good to receive, additional time, different tasks at the same time, make more modern.


Materials: photos, a tape, textbooks.

Starter Time: 5 min.

Aim: focusing student's attention on the topic.


Tell students to look at the picture and ask what it means. Ask them to read the statements and add their own sentences about time.

Possible answers: You can't save time. You can't borrow time. You can't buy it. You can only do two things with time: use it or lose it.

Answers might be .

Pre-listening Time: 10 min.

Aim: teaching new vocabulary and preparing students for the listening tasks.

1. Tell students to work in pairs to match the words with the definitions  to their colour to find the right meaning. Tell them to look up the words in a dictionary if necessary. Set the time. Monitor the process. Elicit answers.

Answers:

to do things very well and quickly without wasting time – *efficient*
time or date that you have to complete something – *deadlines*

something that is to be done – *task*
planned – *organised*
list of things that you have to do – *to-do list*

something written or noticed to be done – <i>reminder</i>	additional time – <i>extra time</i>
timing of activities – <i>schedule</i>	different tasks at the same time – <i>multi-task</i>
improvement – <i>progress</i>	make more modern – <i>to update</i>
something good to receive – <i>benefit</i>	

While-listening Time: 15 min.

Aim: listening for gist; listening for detailed information.

2. Tell students that they are going to listen to Surayyo and Kamila's conversation. Ask them to listen to the tape and answer the questions. Encourage students to compare their answers in pairs.

TAPE SCRIPT 4.

Kamila: I'm very busy with work! I can't do all things I have to do. You're always so organised and efficient. How do you manage it?

Surayyo: I'm not always organised and efficient, but I've gotten better since I read a book about time management. I use a few tools that the book recommends, which help me to plan and do everything before deadlines.

Kamila: Do you think it will help me?

Surayyo: Definitely! This is what I do. I keep a to-do list of all things I need to do. Then, I decide which tasks are urgent and which are less urgent. I write down the deadline I'm given for the task or I set a deadline of my own, and I make a note of the most urgent tasks.

Kamila: That seems pretty simple, but how do you keep the track of the progress?

Surayyo: I do a couple of things. First, I keep my list updated. I check off or cross those that I've done. I also put reminders for myself on my computer to help me with scheduling. It helps me to remember my appointments.

Kamila: Oh, Surayyo... That sounds like a great system. All I need now is some extra time so I can start doing some time management!

Answers:

1. Who is organised and efficient? **Surayyo is.**
2. Who has problems with time management? **Kamila has.**
3. How did Surayyo learn about time management? **She read a book about time management.**
4. Does Surayyo think the recommendations will help Kamila? **Possible answer: I think yes, because she said that it sounded like a great system.**
5. Why does Surayyo keep a to-do list? **She keeps a to-do list to make a note of the most urgent tasks.**

6. Did Kamila like Surayyo's suggestions? **Possible answer: I think yes.**
7. What does Kamila need to do with time management? **She needs some extra time.**

Note: Play the tape again if necessary.

3. Ask students to fill in the gaps.

1. Surayyo is always f i t and organised.
2. Kamila didn't know about m a e .
3. Surayyo keeps a o d t.
4. Kamila doesn't do anything by a e i .
5. R n s help us to remember appointments.


Answers:

1. efficient 2. time management 3. to do list 4. deadline 5. Reminder

Post-listening Time: 10 min.

Aim: using the introduced materials in speech.

4. Divide class into 3-4 small groups. Ask them to discuss and make a list of benefits of time management. Monitor the process. Help students if necessary. Encourage students to think.

Possible answer: If you follow time management rules, you can save **you**  **time**, become more efficient and achieve success.

5. In pairs, ask students to discuss the following statement. Do you agree? Why/Why not?

"There will never be enough time to get everything done. But there will always be enough time to get the most important things done."

Possible answer: It means that you have to pay attention to the most important things for you. If you follow these rules then you can achieve success and save your time.

Grammar Time: 20 min.

Aim: introducing the usage of prepositions of time: *in, on, at*.

Ask students some questions like:

What do you usually do on Sundays/Mondays/...?

What are you going to do in November/December?

What did you do in summer last year?

What were you doing at 9 p.m. yesterday?

Elicit answers.

Write the questions and answers on the board and underline the prepositions **IN, ON, AT**. Explain the rule and tell students to read the information given in the table.

Note: if possible you can use pictures.

1. Ask students to complete the sentences with the correct preposition.

Answers:

1. I always get up **at** 7 o'clock **on** weekdays and **at** 9 o'clock **at the weekends**. 

- Both my little brother and I were born **in** the same month. His birthday is **on** 10th April and I was born **on** 30th.
- At** the moment we are practising prepositions of time.
- In England it often rains **in** spring.
- My father is a doctor and he sometimes works **at** night.
- Our neighbours moved in the next door **in** 1998.
- My grandma started learning English **at** the age of 40.
- In** the past people didn't travel so much.
- James proposed to Linda **at** sunset. It was **on** Sunday.

2. Ask students to fill in the gaps with the prepositions of time.

Answers:

My Day

It was one of my usual days. I got up **at** 7 o'clock **in** the morning, washed, dressed and had breakfast **at** 7.30. Then I went to my office. There I worked with the documents till 1 o'clock **in** the afternoon. Then I had lunch **at** 1.30. After that I looked through my diary and saw that I had an important meeting with my companions **at** 3 p.m. in the café **on** Monday afternoon. I was short of time. I was in a hurry and forgot to take some important documents with me. I was forced to return to my office. As you could guess I was late. It was awful! I came to the café **in** 20 minutes. Luckily my companions were still there. I apologised for my being late. Then we discussed some questions. It was a hard day.

Note: *If time allows, you can ask your students to retell their worst day using the sample.*

Pre-reading Time: 5 min.

Aim: focusing students' attention on the topic.

1. Tell students to look at these 2 students' photos in pairs and find the differences between them.

Possible answers: Picture A shows an unhappy student who has difficulty in managing her time. Picture B shows a successful student. It is clear that she follows time management very well.

While-reading Time: 15 min.

Aim: reading for general information.

2. Divide class into four. Ask each group to read *Try Easy Time Management Tips*. For example, 1st group reads the first 1-2 tips, 2nd group reads 3-4 tips,.... Then ask groups to present their tips in turn. Encourage students to add extra information from their own life as an example. Monitor the class.

Are you...

Stressed?

Disorganised?

Getting poor results?

Try Easy Time Management Tips

Many people mistakenly believe that time management is about doing more tasks and activities in a day. Time management is actually to do important things. It's also about learning to do things efficiently. Here's how:

- 1. Focus.** Write the important things in your life. At home, attach it to your refrigerator. At work, stick it on your computer monitor.
- 2. Write it down.** If you're working on a task and suddenly you remember to do something write it down in the notebook.
- 3. Keep a daily to-do list.** Write down the most important 12 things you need to do tomorrow.
- 4. Make a daily schedule.** You'll be more efficient. Look at tomorrow's appointments and meetings. Mark deadlines in your calendar. Then review your to-do list and schedule time for your to-do's. Remember, only 70% of your day should be scheduled. The other 30% will be filled with interruptions and emergencies.
- 5. Multi-task the details.** Cook dinner while answering phone calls. File while watching TV. Check your e-mail while listening to voice mail messages.
- 6. Organise your surroundings.** *The Wall Street Journal* reported that the average employer/employee can spend an hour per day looking for misplaced papers. You'll save time if you don't have to look for your notes.
- 7. Analyse everything you do for next week.** Try to find a quicker and more efficient way to do things. Work with a friend or co-worker shortly to come up with ideas.
- 8. Read it better.** Learn to skim information. Carry reading materials with you wherever you go. Consider taking a speed reading course. Don't forget "A" students aren't the smartest in the class But they usually have great time management skills and self-discipline.

Follow the time management rules and enjoy benefits:

Efficient Successful Healthy

Post-reading Time: 10 min.

Aim: practising the learned vocabulary in speech.

3. In small groups, ask students to discuss time management tips.

Possible answers: We think that the best tip of time management is to keep a daily to-do list, because it helps you find out what is the most important and what is the least important for you.

4. Ask students to choose one of the statements and write about 60 words on: How will you follow time management in your future profession?

Describe the most efficient and organised student in your class. Encourage students to give reasons.

LESSON 2. TEN TIME-SAVING SUGGESTIONS (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *will* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: the usage of *will* for future;

Target vocabulary: spend time, waste time, save time, free/spare time, have time, kill time / pass the time, it's about time, run out of time, on time, just in time, have a hard/rough time.

Materials: photos, a tape, textbooks.

Starter Time: 5 min.

Aim: raising students' interest.

Ask students to read the quotations below and discuss in small groups.

1. He is not handsome at 20, nor strong at 30, nor rich at 40, nor wise at 50, will never be handsome, strong, rich or wise. **George Herbert (1593-1632) British poet**

2. It has been my observation that most people get ahead during the time that others waste. **Henry Ford (1863-1947) industrialist**

3. It's funny how day by day, nothing changes. But when you look back, everything is different.

Students' own answers.

Pre-listening Time: 10 min.

Aim: teaching collocations with *time*.

1. Tell students to learn common collocations with the word *time*. Ask them to guess the meanings. Encourage them to use a dictionary if necessary.

▪ **spend time**

I **spend a lot of time** studying English.

▪ **waste time**

Stop **wasting time** playing computer games and get to work!

▪ **save time**

Shopping online **saves my time** because I don't have to wait in a line at the store.

▪ **free/spare time**

In my **free time**, I enjoy reading, painting, and cooking.

▪ **have time**

I'd like to take violin lessons, but I don't **have enough time**.

▪ **kill time/pass the time**

Let's bring some magazines to help **pass the time** on the train.

▪ **on time**

It's important to arrive **on time** for a job interview.

▪ **just in time**

Hi, Henry! Have a seat – you got here **just in time** for dinner.

▪ **have a hard/rough time**

I'm **having a hard time** solving this

maths problem. Could you help me?

▪ **it's about time**

▪ **It's about time** they fixed the air conditioner in my classroom! It's been broken for three years!

▪ **run out of time**

I ran out of time before I finished the test, so I couldn't answer the last five questions.

While-listening Time: 15 min.

Aim: listening for specific information.

2. Tell students that they are going to listen to a conversation between a man and a woman. Ask them to fill in the gaps in pairs with the words from the box. Make sure all students know the words in the box.

After completing, play the tape and check their answers.

TAPE SCRIPT 5.

Answers:

Woman: So, what's your usual day like? You always seem to be so (1) **busy**.

Man: Well, I (2) **usually** get up around 5.00 a.m. and work on the computer until 6.00 a.m.

Woman: Why do you get up so early?

Man: Well, I have to (3) **leave** home at twenty to seven (6.40 a.m.) so that I can catch a bus at 7.00 o'clock. It takes me about twenty minutes to walk to the bus stop from my house.

Woman: And what time do you get to work?

Man: Uh, my bus (4) **takes** about an hour to get there, but it stops right in front of my office.

Woman: That's nice. And what time do you get off work?

Man: Uh, (5) **around** 5.00 o'clock. Then we eat dinner around 6.30. My wife and I read something or play with the kids until 8.00 or so.

Woman: So, when do you work on your website? Once you said you had created it at home.

Man: Well, my wife and I (6) **often** watch TV or talk until 10 o'clock. Then she often reads while I am working on my site, and I sometimes stay up (7) **late**, but I try to finish everything by 1 a.m. or 2 a.m.

Woman: And then.... you get up at 5.00 a.m.?

Man: Well, yeah, but it's important to live a balanced life. I enjoy what I do, but you have to set aside (8) **time** for family and yourself.

Woman: I agree.

Man: But I think my wife has the toughest job. She (9) **spends** her whole day taking care of our family... taking the kids to school, working in the garden, buying (10) **groceries**, taking the kids to piano lessons... Wow! That's a full-time job, but she enjoys what she does.

Woman: Well, it sounds you're a busy but a lucky man.

Man: I think so.

3. Ask students to choose the best answer:

1. **He gets to work at...**

- a) 7 a.m.
- b) 8 a.m.
- c) 9 a.m.

2. **At around 6.30 p.m. he and his family...**

- a) read books together.
- b) play games.
- c) eat dinner.

3. **He thinks it is important to...**

- a) enjoy the time.
- b) live a balanced life.
- c) keep secrets.

4. **What is one thing the man does not say about his wife?**

- a) She has to take their children to school.
- b) She helps the kids with their homework.
- c) She goes shopping for food

Answers: 1.b 2.c 3.b 4.b

Post-reading Time: 10 min.

Aim: practising the introduced information in speech.

4. In pairs, ask students to discuss their own typical schedule for weekdays and the weekends. Write on the board: What activities do you usually do with your family and friends on weekdays/at weekends? Go up to each pair and try to listen to their conversation. Whole class discussion follows.

Grammar Time: 20 min.

Aim: introducing the usage of *will* for prediction, decision and promise.

Ask students to look through the grammar spot. Give them some time. Then you may wish to ask some comprehension questions. For example, What kind of structures or words can we use with *will*? When does the action happen if you use *will*? Is it a planned action? Elicit answers and establish that *will* is used for future action which is not planned beforehand.

1. Ask students to rearrange the words to make sentences.

Answers:

e.g. *He will probably call you later.*

- 1. I think you will get the job.
- 2. I will come back in 20 minutes.
- 3. I'm sure they will pass the exam.
- 4. My father will be 50 next year.

2. Ask students to complete the sentences with their own ideas using *will*.

Possible answers:

e.g. Let's have a break. *I'll have some coffee.*

1. This dress is perfect. *I think I'll buy it.*
2. OK. See you this evening. *I'll pick you up.*
3. Thank you for your invitation. *I'll come.*
4. These bags seem to be heavy. *I'll help you to carry them.*

3. Ask students to match sentences 1-10 with a-j.

1. The weather forecast isn't very good.	a) you will not be ready when they arrive.
2. He is coming to the party.	b) I'm sure he'll forget.
3. I'll put it in today's post, but	c) The plane will be full.
4. He is the best player.	d) It will rain later.
5. I asked him to do it, but	e) I'm sure he will be late.
6. There are lots of people at the check in.	f) I'm sure he will win the competition.
7. I told him at 10 o'clock, but	g) John will be forty.
8. That's very expensive.	h) They will not pay that price!
9. Hurry up or	i) you won't get it until Thursday.
10. We are having a party on Friday.	j) You'll see him then.

Answers: 1.d 2.j 3.i 4.f 5.b 6.c 7.e 8.h 9.a 10.g

Pre-reading Time: 5 min.

Aim: preparing students for the reading tasks.

1. Tell students to work in pairs and ask them to write numbers next to the pictures to put them in order.

Students' own answers.

While-reading Time: 15 min.

Aim: reading for general information.

2. Ask students to check their predictions by reading the following text.

How to save time?!

1. **Take a shower or take a bath at night, instead of in the morning.** You can save time that way.
2. **Start deciding the night before what to wear the next day.** Leave everything you normally need to get ready in the morning out and ready. Also, decide how you will have your hair.
3. **Prepare your breakfast in time.**
4. **If you take a lunch or snack with you to work or elsewhere - prepare and pack it the night before.** You will make wiser (healthier, tastier, cheaper) choices preparing in advance.
5. **Pack your work/school bag the night before.** Have your bag ready with shopping lists, library books, borrowed videos, etc
6. **Brush your teeth (every morning).**
7. **Do morning exercises before breakfast.** It wakes up your mind for school/work and get your blood pumping.

8. Get dressed and ready to go. Make your bed and you're done in this room.

Answers: a.8 b.5 c.1 d.4 e.6 f.2 g.7 h.3

3. Tell students to discuss the following questions in pairs. Elicit answers in a whole class discussion.

Have you ever tried to save **your**  time? Why/Why not?

How important will it be to save time in your future profession?

Students' own answers.

Post-reading Time: 10 min.

Aim: using the introduced material in speech.

4. Ask students add their own 2 tips.

Possible answers:

1. Don't go to bed late.

2. Never leave work till tomorrow if you can do it today.

Homework: Write about 60 words how important it will be to save time in their future profession. Ask them to give examples.

LESSON 3. PRIORITY ORGANISER (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *don't have to* and *must* in an appropriate context and situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: *should, shouldn't, must, mustn't, have to, don't have to.*

Target vocabulary: priority, gain, trophy, remain, purpose, heaven, embrace, rock, pebble, stuff, jar, dress code.

Materials: a tape, textbooks.

Starter Time: 5 min.

Aim: focusing student's attention on the topic.

Write the word **organiser** on the board and brainstorm students' ideas about it. Ask students how often they use daily organiser and what the advantages are. Tell them to look at the picture and explain that it represents an electronic daily organiser. Elicit answers from the students what other forms of daily organisers they know. Focus their attention on the *word priority*.

Students' own answers.

Pre-listening. Time: 5 min.

Aim: teaching new vocabulary and prepare students for the to listening task:

1. Ask students to look at the picture and tell them to make a list of the most important people, events or things in their life according to their priority. Then they should compare their results with partners. Monitor the process. After pair work ask students to share with the whole group.

Students' own answers.

While-listening. Time: 15 min.

Aim: listening for gist and detailed information.

2. Tell students that they are going to listen to a song. Ask them to look at the pictures and try to guess what words are described in pictures a-f. Students may have different answers. Elicit as many as possible from them and help them find out correct answers.

Answers: a) love b) gain c) season d) laugh e) stone f) time

TAPE SCRIPT 6.

To Everything There is a Season (by The Byrds)

To everything – turn, turn, turn
There is a **season** turn, turn, turn
And a **time** to every purpose under
heaven

A **time** to be born, a **time** to die
A **time** to plant, a **time** to reap
A **time** to kill, a **time** to heal
A **time** to **laugh**, a **time** to weep

To everything – turn, turn, turn
There is a **season** turn, turn, turn
And a **time** to every purpose under
heaven

A **time** to build up, a **time** to break
down
A **time** to dance, a time to mourn
A **time** to cast away **stone** A **time** to
gather **stone** together

To everything – turn, turn, turn
There is a **season** turn, turn, turn
And a **time** to every purpose under
heaven

A **time** of war, a **time** of peace
A **time** of **love** a **time** of hate
A **time** you may embrace
A **time** to refrain from embracing

To everything – turn, turn, turn
There is a **season** turn, turn, turn
And a **time** to every purpose
under heaven

A **time** to **gain**, a **time** to lose
A **time** to rend, a **time** to sew
A **time** to **love**, a **time** to hate **time** of
peace, I swear it's not too late!

3. When students have found and discussed the answers to exercise 2, ask them to look at the text of the song. The text contains blanks with pictures. As this is pre-listening activity students have to guess the words represented in the pictures and fill in the gaps before listening. First, they do the task individually and then tell them to compare their findings with the partner.

Ask students to listen to the song and check the words. Play the audio.

Post-listening Time: 15 min.

Aim: practising the introduced materials in speech.

4. Write on the board: What is the meaning of the song? Did you like the song? Why? Why not?

Ask students to discuss the questions in small groups. Then invite one speaker from each group and ask him/her to share the most interesting ideas of their discussion.

Students' own answers.

Grammar Time: 15 min

Aim: introducing the usage of the modals: *should, shouldn't, must, mustn't, have to, don't have to.*

Write the following sentences on the board:

I think you should study hard to achieve success. We must respect elder people.

Ask your students to find out if there are any differences in meaning between *must* and *should*. Tell students to give their own examples using the same structure. Establish that *should* is used for giving advice. *Must* is used to express strong obligation, often used for laws and rules. Ask your students to study the table with grammar focus. Guide them. Explain where necessary and give more examples. Prepare them in advance.

1. Ask students to complete the sentences with *should, must, mustn't, have to, don't have to*. There are 15 sentences divided into three sections according to the use of modals. Tell students to work individually. Check correct answers in a whole class discussion.

Answers:

Should, must/mustn't.

e.g. I think you **should** know about priority organiser. It's good for your future plans.

1. Students **must** behave well when they're in class.
2. If you drive a car, you **must** stop at marked crossings.

3. I think waiters **should** try to be pleasant with customers.

4. Some workers **must** wear helmets because their jobs are considered to be dangerous.

5. If you feel sick, you **should** stay at home. It's better for you.

Must and have to

6. I **have to** do my homework. My teacher always checks if we have done the exercises.

7. We **have to** organise our portfolio. At the end of the term it will be marked.

8. I **must** study hard. I want to pass

the exam.

9. In Uzbekistan, children **have to** go to vocational colleges or academic lyceums after finishing school.

10. You **must** phone your parents every day, when you are abroad.

Mustn't and don't have to

11. You **mustn't** accept things from strangers!

12. You **mustn't** offend your friend or

colleague.

13. Children **don't have to** think about their future profession seriously.

14. Children **mustn't** play computer games all day.

15. We **don't have to** get up very early at the weekends.

Pre-reading Time: 5 min.

Aim: preparing students for the topic.

1. Divide class into three groups. Tell them you are going to give them one quotation. Ask them to discuss the quotation in groups. Invite several students to share their opinions: **"I don't have time to hate people who hate me because I'm too busy loving people who love me."**

Students' own answers.

While-reading Time: 15 min.

Aim: reading for gist.

2. Ask students to read the text individually and choose a title with their partners.

A professor stood before his class with some things on the table in front of him. When the class began, silently he picked up a very large and empty mayonnaise jar and continued to fill it with small rocks.

Then he asked the students if the jar was full. They agreed that it was.

So the professor then picked up a box of pebbles and poured them into the jar. He shook the jar lightly. The pebbles, of course, rolled into the open areas between the rocks.

He then asked the students again if the jar was full. They agreed it was.

The professor picked up a box of sand and poured it into the jar. Of course, the sand filled up everything else.

He then asked once more if the jar was full. The students answered unanimously, "Yes."

"Now," said the professor, "I want you to know that this jar represents

Possible answers: 1. A Professor and a Jar; 2. Identifying Goals in Life; 3. Priorities.

3. Ask students to work in pairs and discuss the following questions:

1. What is the meaning of the words – jar, rock, pebble and sand in the text?

your life. The rocks are the important things – your family, your partner, your health, your children.

The pebbles are the other things that matter – like your job, your house, your car.

The sand is everything else. The small stuff."

"If you put the sand into the jar first," he continued "there is no room for the pebbles or the rocks. The same goes for your life.

If you spend all your time and energy on the small stuff, you will never have room for the things that are important for you. Pay attention to the things that are critical for your happiness. Play with your children. Take your partner out dancing. There will always be time to go to work, clean the house, give a dinner party.

Take care of the rocks first – the things that really matter. Set your priorities. The rest is just sand."

2. How do you feel about the story?
3. What are the differences between a classmate and a colleague?

Ask students to share personal experiences like in the text from their own life.

Post-reading Time: 15 min.

Aim: practising the new vocabulary in student's speech.

4. Tell students to write about what will be important in their future profession (about duties, relationships, dress code, behaviours.....).

e.g. I think the relationship between people is very important in my future profession. I'll be in contact with many people every day. I'm going to be a flight attendant. A dress code is also very important in my future profession. I have to make a good impression on passengers by wearing neat and tidy uniforms.

REVIEW 2. TIME MANAGEMENT

I. Listening

Evaluate your listening skills according to the statements below in the 5 point scale:

5. I can listen to and easily understand everything related to time management.
4. I can listen to and understand most things.
3. I can listen to and understand some things.
2. I can listen to and understand a few things.
1. I cannot listen to and understand anything.

Mark / 10

(Points are doubled, for example, 5+5=10)

II. Reading

Time Management Techniques - How to Manage Time Properly

a) Fill in the gaps using the words in the box

schedule, benefits, progress, spend, efficiently, to-do list, priority, update, reminder, deadline

Successful achievements in life depend on effective *time management techniques*. Effective time management has many positive (1) _____,

It's discover time management techniques:

Set clear goals. In order to (2) _____ your time, it's an important to know your goals. What are you searching for _____? What tasks do you attempt to (3) _____?

How do you spend most of your _____? It's important to pay attention on _____ how you (4) _____ your time. In order to manage your time more (5) _____, you have to understand how you spend it if you want to achieve _____.

better results, but a majority of time you spend on such activities as watching TV and so on. I doubt that you will be able to reach successful achievements.

Plan Your Time. The most effective way to plan time is at the beginning of the week. Always make a (6) _____ of tasks you _____ to perform. Prioritize your tasks according to the importance and (7) _____. It's recommended to do one thing at a time. _____ and set an exact (8) _____. Plan every day. Write down all tasks you have to do. Use (9) _____. It helps you to organize and (10) _____ your tasks. At the end of the week, write an analysis of what you did successfully, what prevented to do the tasks. Think how you can improve your performance of tasks.

Mark / 20 (two points for each right answer)

b) Find the synonyms of the underlined words from the text.

1. Effective time management has many positive benefits.
2. In order to manage your time more efficiently you have to understand how do spend it.
3. The best way of saving time is to set clear objectives.
4. When you plan your day make a to do list.
5. It helps you to organize and update your tasks.

Mark / 5

c) Put the letters in the right order to find the words related to time management. The first letter is given to you.

1. mdrmeei
2. pgreosrs
3. ecniifetf
4. sdceheul
5. dldneaie

Mark /5

III. Grammar

Use have to / has to _____ the sentences.

1. Otabek starts work at 5 a.m. (He/get up) _____
2. Anvar can't stay for the whole meeting. _____
_____ earlier. (He /leave)
3. I don't have much time. _____ (I/hurry)
4. How is Aziz enjoying his new job? _____
a lot? (He/travel)
5. I'm afraid I can't stay long. What time _____
_____? (You/go)

Mark / 10 (two points for each right answer)

IV. Speaking

Evaluate your speaking skills according to the statements below in the 5 point scale:

5. I can confidently speak about everything related to time management
4. I can confidently speak about most things.
3. I can confidently speak about some things.

I. Listening Self evaluation

II. Reading

a) 1.benefits 2.schedule 3.progress 4.spend 5.efficiently 6.to-do list 7.priority
8.deadline 9.reminder 10.update

b) 1.advantages 2.effectively 3.keeping 4. daily list 5.refresh

c) 1. reminder 2.progress 3.efficient 4.schedule 5. deadline

III. Grammar

1. He has to get up at 5 a.m. 2. He has to leave earlier 3. I have to hurry 4. He has to travel a lot. 5. What time do you have to go?

IV. Speaking Self evaluation

V. Writing (Students writing)

UNIT 3. INDEPENDENT LEARNING

LESSON 1. BENEFITS, CHALLENGES AND RISKS OF INDEPENDENT LEARNING (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *adverbs of frequency* .

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: adverbs of frequency.

Target vocabulary: scholarship, regard, risk, challenge, contribute, be ashamed, feedback.

Materials: photos, a tape, textbooks.

Starter Time: 5 min.

Aim: preparing students for the new lesson, identifying the advantages and disadvantages of traditional way of learning and independent learning.

Tell students to look at the photos and find the differences between the way of studying.

a) Here are described traditional way of teaching and independent way of learning. We think independent learning is more important, because a learner controls his/her time, can choose subjects, can learn at a place where she/he likes.

b) Because it's easy to react with a teacher, get answers immediately and higher results, chooses a teacher.


Ask students to answer the questions in pairs according to the photos.

Pre-listening Time: 5 min.

Aim: introducing new vocabulary and prepare students for the listening tasks.

1. Ask students to match the definitions with the words in the box.


Answers:

1. a grant or payment made to support a student's education
2. respect
3. the possibility that something unpleasant or unwelcome will happen
4. help achieve or provide something
5. a call to someone to participate in a competitive situation or fight to decide who is superior in terms of ability or strength
6. information about reactions to a product, a person's performance of a task
7. embarrassed or  iltily because of one's actions

- scholarship
- regard
- risk
- contribute
- challenge
- feedback
- be ashamed

While-listening Time: 15 min.

Aim: listening for gist.

2. Tell students that they are going to listen to Shokhsanam who shares  her secrets of success. First, give a few minutes to look through the questions. Then ask them to listen to the tape and tick the correct answers.

TAPE SCRIPT 7.

I'm Shokhsanam Azizova. I study at University and I won the President's scholarship last year. I regard my parents and teachers every time. I achieved more success than my friends, do you know why? I prefer to be an independent learner. Because you can control your study time or spare time yourself, you can choose the place, time and subjects yourself, there isn't a teacher looking over your shoulder all the time, you are responsible for your success. Yeah..., there are full of risks too: wasting time, forgetting things that must be done, missing essential deadlines, not getting down to study, not addressing for weaknesses, ignoring feedback, losing motivation, and not asking for help. But ... if you manage time effectively, meet deadlines, use spare time effectively, organise a place to study, you will be more independent and self-issuer. Never be ashamed of asking for help if you need it. Remember our teachers are always ready for help!



Answers:

- a) Who won the scholarship? Shokhsanam Azizova.
- b) Where does she study? At University.
- c) What kind of learning does she prefer? Independent learning. ✓
- d) What kind of risks are there in learning? Ignoring feedback, using all spare time for study. ✓
- e) What are the advantages of independent learning? We can choose the subject ourselves and control our time. ✓

Note: Play the tape if necessary. You can ask to correct wrong sentences if your students' level allows.


3. Ask students to listen the tape again and complete the table.

Possible answers:

Benefits	Challenges	Risks 
<i>control study time</i> <i>choose a subject independently</i>	<i>manage time</i> <i>meet deadlines</i>	<i>wast ti</i>  <i>ignore feedback</i>

Post-listening Time: 10 min.

Aim: improving students' speaking skills.

4. Ask students to work in pairs and write about the advantages of  traditional way of study. Then ask them to compare their list with independent learning completed in the table.

Students' own answers.

Grammar Time: 20 min.

Aim: introducing *adverbs of frequency*.

Tell students that they are going to practise adverbs of frequency. Ask them to look through the grammar spot. Elicit examples from students and write them on the board. Remind students the grammatical order of words.

1. Ask students to put the following adverbs of frequency in the correct order.

Answers: e.g. Sometimes students play football on Sundays.

1. **Never** be ashamed of asking for help.
2. We **seldom** have fish for dinner.
3. She **rarely** goes to the cinema.
4. Shokhsanam **usually** gets up before seven.
5. Our teachers are **always** ready for help.
6. Shokhsanam **hardly ever** watches TV.

2. Ask students to give their opinion to these statements using adverbs of frequency.

e.g. to plan time carefully.

I usually plan my time carefully.

Possible answers:

- | | |
|--|---|
| 1. to find a good place to study. | I usually find a good place to study. |
| 2. to follow the schedule. | I seldom follow the schedule. |
| 3. to concentrate on the subject. | I always concentrate on the subject. |
| 4. to read newspapers. | I hardly ever read newspapers. |
| 5. to make a list what to do. | I sometimes make a list what to do. |
| 6. to set aside enough time for hobbies. | I usually set aside enough time for hobbies. |

Pre-reading Time: 10 min.

Aim: enlarging students' critical thinking.

1. Divide class into four groups. Give Jim Rohn's words in the form of a handout to

each group. Ask them to read and discuss it. Check in a whole class discussion. Go around the groups. Encourage students to talk.

“Formal education will make you a living, self-education will make you a fortune” – Jim Rohn.

Listen to students' own answers.

While reading Time: 15 min.

Aim: reading for detailed information; reading for gist.

2. Tell students that they are going to read the text about a type of study. Ask them to read the text.

Throughout history, almost all of the world's smartest people have been largely self-taught. Leonardo de Vinci was one of the greatest painter, engineer, and genius of his time. He invented the helicopter, airplane, tank, and scuba-gear, however his only education was a few years at an art academy. Benjamin Franklin dropped out of school when he was ten, going on to invent several musical instruments and discover electricity.

There are several benefits of independent study which you might consider.

PLAN your time carefully. When you plan a trip, one of the first things you must do is to make a list of things to take. If you don't, you are almost certain to leave something important at home. When you plan your week, you should make a list of things that you have to do. Then make a schedule of your time. Decide on a good and regular time for studying.

FIND a good place to study. Look around the house for a good study area. Keep this space free of everything but study materials. No games, radios, or TV! If you can't find such a place at home, go to the library where you can study. When you start to work, concentrate on the subject!

STUDY regularly. When you get home, look through your notes. Review the important points that your teacher mentioned in class.

3. Ask students to choose the best title.

The text is about ...

- being famous and popular;
- improving study habits.
- following the schedule;
- concentrating on the subject.

4. Ask students to answer the questions.

Answers:

1. Who invented the scuba-gear? **Leonardo de Vinci.**
2. Who invented several musical instruments? **Benjamin Franklin.**
3. What should you do while you are planning your week? **Make a list of things that you have to do.**
4. Where is a good place to study? **A place free of everything but study materials.**
5. How can you study regularly? **Review the important points that the teacher mentioned in class.**

Post reading Time: 10 min.

Aim: using the introduced tips in a conversation.

5. Ask students to discuss with their partners. Tell them to think of tips for improving study skills. Encourage having a conversation with their partners.

Do you agree with partners' tips? Why?/Why not?

Students' own answers.

6. Ask students to write some suggestions for managing their study time successfully. (about 60 words)

e.g. I think you have to keep a to-do list. Maybe it is better if you

LESSON 2. TYPES OF LEARNING.

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *Relative Clauses* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: Relative Clauses.

Target vocabulary: hand-on, skim, background, visual, freshman, associate, auditory, tutoring, kinesthetic.

Materials: photos, a tape, textbooks.

Starter Time: 5 min.

Aim: introducing types of learning.

Focus the students' attention on the photos. Tell them to work in pairs and answer the questions.

- a) How can you describe these photos?
- b) What do you know about types of learning?

Students' own answers.

Pre-listening Time: 10 min.

Aim: teaching new vocabulary.

1. Ask students to match words 1-10 with their definitions a-i:

- | | |
|----------------|---|
| 1. hands-on | a) a first year student |
| 2. skim | b) a person's education, experience |
| 3. background | c) related to the sense of hearing |
| 4. visual | d) private teaching |
| 5. associate | e) quickly look through the main points of the text |
| 6. auditory | f) link two things together |
| 7. tutoring | g) able to be seen |
| 8. kinesthetic | h) learning by touching or moving |
| 9. freshman | i) practical |

Answers: 1.i 2.e 3.b 4.g 5.f 6.c 7.d 8.h 9.a

While-listening Time: 15 min.

Aim: listening for detailed information.

2. Tell students that they are going to listen to Kamila who is talking about the types of learning styles. Ask them to listen to the tape and answer the questions:

TAPE SCRIPT 8.

Hi everybody! My name is Kamila and I'm a teacher at university. Today I want to talk you about three types of learning styles. You have kinesthetic which is more of your interactive hands-on type of learning. Visual learning is mostly just read or skim the notes. If you like lots of pictures, different backgrounds or different things like that they help you understand and connect the learning material. And the final type is auditory. You can just sit there and the teacher can play audio materials and you listen to what is being said and learn that way. Now I'm personally a mixture of three styles I think. As I said before I'm a teacher, I have a lab associated with my lecture classes for teaching. For the lab part of my teaching class I'm very kinesthetic, so I'm very hands-on. I'm also visual... we are all very hands-on in the lab so we can learn how to do different skills. So, if you are an audio learner, definitely pay attention and just you know, bring a tape recorder to class and record the teacher as he is talking. I actually did that during my freshman year and it helped me a lot.

Answers:

1. What is Kamila's job? **She is a teacher at university.**
2. How many types of learning are basically used here? **Three.**
3. What are they? **They are kinesthetic, visual and auditory.**
4. Give short definitions for each one. **Kinesthetic is an interactive hands-on type of learning. Visual is learning by seeing. For example, reading notes and skimming. Auditory is learning by listening.**

3. Play the tape again and decide whether these sentences are *true* or *false*.

e.g. *Kamila is a teacher at university.*

true

a) Kinesthetic is just reading the notes for learning.

false

b) Visual learning style helps you to understand and connect the learning material.

true

c) Audio learning style is listening to and learning through this way.

true

d) Kamila is a teacher trainer.

false

e) Sometimes she has classes in a laboratory.

true

f) She is a freshman.

false

g) She is in the lab now.

false

Post listening Time: 10 min.

Aim: encouraging students to talk about their types of learning.

4. Have students to work in pairs. Ask them to look at the signs and guess the

connections with pictures.

Possible answer: Auditory learners remember things when they listen about it. Visual learners can easily remember by pictures or objects. While kinesthetic learners remember by touching and feeling things.

Grammar Time: 20 min.

Aim: introducing and teaching *Defining Relative Clauses*.

Write on the board two simple sentences:

I have a friend. He speaks three languages.

And ask them to join these two sentences with the words *who, that, which, where, when, whose*.

Answer: I have a friend *who* speaks three languages.

Then explain that we use the word *who* when we talk about a person.

Supply other example with *which, that, whose, where and when*. Ask students to read the instruction in the box. After reading, ask students to make up their own examples.

1. Ask students to underline the correct answer. Tell them sometimes both answers are possible. Explain the example with class.

e.g. *Football is a game which/ who many people play.*

Answers:

1. Kinesthetic is one of the style which/who many people usually use.

2. University is a place that/where Kamila works.

3. The people who/that learn by seeing are visual.

4. Auditory is the style who/that learners learn by listening.

5. A freshman is a person who/ that studies at the first year.

6. Kamila says that/which she has all types of learning.

2. Ask students to complete the sentences with a relative pronoun.

e.g. *A true friend is a person **who** is always ready for a help.*

1. You're the teacher **whose** classes I like.

2. Aziz is the person **who** has helped me a lot.

3. This is the town **where** I lived in when I was eight.

4. Autumn is the best time of the year **when** the leaves fall off the trees.

5. This is the unit **that** I really like.

6. That was the person **who** took my phone without asking.

Pre-reading Time: 5 min.

Aim: preparing students for the reading tasks.

1. Ask students to look at the pictures and identify their personal learning style working in pairs.

Students' own answers.

While-reading Time: 15 min.

Aim: reading for specific information.

2. Ask students to read the text quickly and fill in the gaps.

There are three main types of learning styles: auditory, visual, kinesthetic. Most people learn best through a combination of three types of learning style, but everybody is different.

1. _____ learners would rather listen to explanations than read them.

Reciting information out loud and having music in the background may be a common study method.

2. _____ learners learn best by looking at graphics, watching a **demonstration** or reading. For this kind of person it's easy to look at charts, and graphs, but they may have difficulties **focusing** while listening to explanations.

3. _____ learners get information best through a "hands-on" experience. Actually doing an activity can be the easiest way for them to learn. Sitting still while studying may be difficult, but writing things down makes it easier to understand.

But most people use a combination of three learning styles, they usually have a clear **preference** for one. Knowing and understanding the types of learning styles are important for students of any age. It is useful for students to understand their type of learning style, so that doing homework and learning materials may become easier and less stressful.

Answers: 1. Auditory 2. Visual 3. Kinesthetic

3. Ask students to replace highlighted words with suitable one.

play, mixture, revising, concentrating, selection.

Answers: combination-mixture, reciting-revising, demonstration-play, focusing-concentrating, preference-selection.

Post-reading Time: 10 min.

Aim: using learned vocabulary in writing.

4. Ask students to write a short essay about their learning styles. They should write about 60 words.

- What learning style do you have?
- How do you know?
- Why do you think so? Give an example of a time when you realised you learnt best this way.
- Can you give an example when you didn't learn because it was not your learning style?

Ask students to give an example of a time when they realised they learned best this way.

Students' own answers.

LESSON 3. BASICS OF E-LEARNING. (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;

✓ use the construction *there is/are* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: *there is, there are*.

Target vocabulary: screen, web-cam, printer, laptop, mouse, hard drive, speakers, USB port, opportunity, extra lesson, tutor, assignment, delivery.

Materials: photos, a tape, textbooks

Starter Time: 5 min.

Aim: preparing students for the new topic.

Ask students to work in small groups and answer the following questions:

- How often do you use the Internet?
- What do you know about e-learning?
- Are you an e-learner? Why?/Why not?

Students' own answers.

Ask students to work in pairs and match photos a-h with words 1-8.

- | | | |
|------------|---------------|-------------|
| 1. screen | 4. laptop | 7. speakers |
| 2. web-cam | 5. mouse | 8. USB port |
| 3. printer | 6. hard drive | |

Answers: 1.d 2.h 3.c 4.a 5.b 6.e 7.f 8.g

Pre-listening Time: 10 min.

Aim: teaching new vocabulary.

1. Ask students to match the suitable words with the meanings:

Answers:

- a chance for progress – opportunity
- additional class – extra lesson
- a teacher of a small group of students – tutor
- task or homework – assignment
- handing over – delivery

While-listening Time: 20 min.

Aim: listening for general information.

2. Tell students that they are going to listen to a talk between Otabek and Farukh. Ask them to listen to the conversation and answer the following questions given below. Give them a few minutes to look through the questions and let them listen to the conversation.

Answers:

e.g. Where are the boys talking? **In the metro.**

- Why is Farukh coming to the site? **Because he's been preparing with a tutor after classes.**
- What are they talking about? **They are talking about ways of learning a language.**
- How does Otabek improve his knowledge? **He uses the internet sites to**

improve his knowledge.

4. What kind of learner is Otabek? **Otabek is an e-learner.**

5. What is Farukh's learning style? **His learning styles are visual and auditory.**

TAPE SCRIPT 9.

Otabek: Hi, Farukh! Oh, where are you coming from so late?

Farukh: Hello, Otabek! I'm coming from my evening classes. You know I want to enter university, so I must know English well.

Otabek: Are you preparing with a tutor?

Farukh: Yes, it's an effective way of learning I think. Where are you going?

Otabek: I'm coming from my job. I work as a waiter at the restaurant after classes, I help my family...

Farukh: When are you preparing for your lessons? I know you speak English quite well.

Otabek: Yeah, I usually spend my day-off on the Internet learning English. I'm an e-learner.

Farukh: Sorry? I don't understand. How can you evaluate yourself and what about a teacher?

Otabek: You know, I haven't got spare time for improving my knowledge. I work after classes, I come home late. So there are many websites on the net for learning languages at any time of the day, I think it's the best way because there is e-mailing to and from tutors, e-mail between students, delivery of assignments by e-mail.

Farukh: How do you get materials?

Otabek: It's also easy – video-links and webcams give you opportunities to learn at a distance. There are also electronic reading materials which include a website or web pages for your program; copies of lecture notes; revision notes and activities and so on.

Farukh: It sounds interesting! Can you show me tomorrow how to use them?

Otabek: Yeah, during the break I can do it. I have the Internet access on my mobile too. Sorry, it's my station, I have to get off.

Farukh: Thanks for the information. See you tomorrow. Bye!

Otabek: You are welcome, bye-bye!

3. Play the tape and tell students to listen again. Ask them to tick the correct answers.

e.g.

✓ The classmates met in the metro.

Answers:

1) Otabek attends English courses.

2) Farukh works after classes.

3) Otabek gets materials from the Internet. ✓

4) Video-links and webcams help to learn at a distance. ✓

5) Farukh is preparing for university with a tutor. ✓

6) Otabek works as a waiter. ✓

Post-listening Time: 5 min.

Aim: practising introduced materials.

4. Ask students to discuss these questions with their partners:

1. How often do you use the Internet every day?
2. What are the advantages and disadvantages of working online?

Students' own answers. Go round if necessary. Encourage students to speak. Elicit the answers in a whole class discussion.

Grammar Time: 15 min.

Aim: introducing the construction *there is/are*.

Tell students to look through the grammar spot and elicit answers from them. Ask them to give examples and write them on the board. For example: *It is a book. There is a book on the table. They are English books. There are some English books in my bag.*

Ask students to make up their own sentences using *there is/are*.

Students' own answers.

1. Ask students to choose the correct answer.

e.g. *There is/ are five people in my family.*

Answers:

1. There ~~is/are~~ a lot of information about study on the Internet.
2. Look! There ~~is/ are~~ some photos of my classmates on Facebook.
3. Excuse me, ~~is/are~~ there a net-club near here?
4. There ~~is/are~~ a good opportunity to talk with my favorite singer!
5. How many students ~~is/are~~ there in your group?
6. What's wrong? ~~Is/Are~~ there something wrong with my web camera?

2. Ask students to make up sentences using *there is/there are*.

Answers:

e.g. (days/ February) **There are 28 or 29 days in February.**

1. (thirty two teeth/ a mouth) **There are thirty two teeth in a mouth.**
2. (tasty roll/ the plate) **There is a tasty roll on the plate.**
3. (delivery service/ this supermarket) **There is a delivery service in this supermarket.**
4. (some changes/ the schedule) **There are some changes on the schedule.**
5. (new email address/ the top of the sheet) **There is a new email address at the top of the sheet.**
6. (many advantages/ online courses) **There are many advantages of online courses.**

Pre-reading Time: 10 min.

Aim: preparing students for the new text.

1. Ask students to work in pairs and answer the following question:
What language learning web-sites do you know?


Students' own answers.

Elicit answers in a whole class discussion.

While-reading Time: 15 min.

Aim: reading for detailed information.

2. Ask students to read the text and give a suitable title.

E-learning is full of materials that can be delivered on a CD-ROM or DVD, over local area network or on the Internet. It includes distance or on-line. The major advantage is its easy access in a setting free from time and place. There are multimedia forms as audio and video. The learner can assess the ress.

There are many advantages of online and computer-based learning compared to traditional face to face courses and lectures:

- students may have the option to select materials suitable to their level of knowledge and interests;
- students can study anywhere they have access to a computer and an Internet connection;
- students who want to successfully complete online or computer-based courses should take responsibility for their learning.

But there are a few disadvantages as well:

- learners with low motivation or bad study habits may fall behind;
- without the routine of a traditional class, students may get lost or confused about course activities and deadlines;
- students may feel isolated from the instructor and classmates;
- instructors may not always understand when students need help;
- there is a slow Internet connection.

Students' own answers.

3. If possible, ask students to use an on-line monolingual dictionary and find the definitions of the underlined words. **e.g.** assess – *estimate*

Answers:

responsibility – **duty**

isolated – **separated**

motivation – **encouragement**

access – **admission**

routine – **direction, way**

Post-reading Time: 10 min.

Aim: practising introduced materials.

4. Ask students to work in a group and answer the following questions:
What apps do you know? Which of them do you use? Why?

Students' own answers. Elicit the answers. Check in a whole class discussion.

5. Ask students to write about the advantages of the most popular apps they know.

What three apps do you use most? Why and when do you use them? (Write

about 60 words.)

Students' own answers.

REVIEW 3. INDEPENDENT LEARNING

I. Listening

Evaluate your listening skills according to the statements below in the 5 point scale:

5. I can listen to and easily understand everything related to an independent learning.
4. I can listen to and understand most things.
3. I can listen to and understand some things.
2. I can listen to and understand a few things.
1. I cannot listen to and understand anything.

Mark / 10




(Points are doubled, for example, 5+5=10)

II. Reading

How to study according to what type of learner you are

a) Fill in the gaps using the words in the box

associate, hands-on, contribute, skim, visual, ashamed, auditory, hand over, a chance for progress, kinesthetic

Have you ever had to study for a big test or just need to get a better grade in a class that seems uninteresting to you and sometimes **you**  of. It might not be as hard as you think. In this article, you can learn how to make the most of your learning style to learn with more interest and (2) _____. Be aware that every person has **own**  of learning. There are generally four types of learners: Visual learners: these are people who prefer to see some sort of illustrations and (3) _____ a subject. Auditory learners: these are people who (4) _____ hearing and speaking to understand information and instructions. They may struggle with understanding written instructions. Kinesthetic learners: these are the "doers". They prefer completing (5) _____ activities and experiments to understand what they are learning. These people (6) _____ to science **real**  subjects because of the hands-on atmosphere they present. If you are a (7) _____ learner, watch educational videos about the subject instead of reading the textbook. You may also use graphic organizers and other illustrations to understand a specific topic. If you are an (8) _____ learner, buy an audio version of the textbook being used, or simply read it aloud. As opposed to writing notes, record them with a tape recorder and play them back to study. If you are a (9) _____ learner, think of some creative activities. If you are a

reading or writing-preference learner, all you have to do is (10) _____
whatever information you are required to know.

Mark / 20 (two points for each right answer)

b) Replace the synonyms of the underlined words from the text.

1. These are people who connect hearing and speaking to understand information and instructions.

2. They prefer completing practical activities and experiments to understand what they are learning.

3. These people add to science related subjects.

4. All you have to do is read for gist whatever information you are required to know.

5. If you are learning by touching, think of some creative activities

Mark / 5

c) Unscramble the words. The first letter is given to you

1. shoclrsiph 2. chIngleae 3. fkaeedcb 4. bdcaokungr 5. agsietnsnm

Mark / 5

III. Grammar

Choose the right parts of zero conditional sentences.

1. If you don't sleep enough a) the food burns

2. If the oven is too hot b) you put on weight

3. If you study hard c) you put on muscles

4. If you eat too much d) you feel tired

5. If you work out e) you get good grades

Mark / 10 (two points for each right answer)

IV. Speaking

Evaluate your speaking skills according to the statements below in the 5 point scale :

5. I can confidently speak about everything related to an independent learning.

4. I can confidently speak about most things.

3. I can confidently speak about some things

2. I can confidently speak about a few things

1. I cannot confidently speak about anything.

Mark / 10

(Points are doubled, for example, 5+5=10)

V. Writing

Write about your learning style. Which ways of learning are helpful for you to learn information?

Mark / 40



V. Writing (Students writing)

UNIT 4. FILLING IN FORMS.

LESSON 1. FORMAL AND INFORMAL TEXTS (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *linking words* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: the usage of *linking words*.

Target vocabulary: informal conversation, awkward, comic, relief, formal conversation, limitation, a good sign, to step out of line, to depend on, casual, to bring out, actually.

Materials: photos, a tape, textbooks

Starter Time: 5 min.

Aim: introducing formal and informal writing.

Focus the students' attention on the photos and discuss.

- 1) What are the differences between two photos?
- 2) What **are** formal and informal **writings?**

Answers:



Students' own answers.

e.g. Formal writing is when you write to a bank manager, your head teacher or your business partner. Informal writing is when you write to your friends, relatives or pen pals.

Pre-listening Time: 10 min.

Aim: teaching new vocabulary.

1. Ask students to choose the best definitions for these words and expressions.

1. a good sign	a) your name written by yourself, always in the same way, usually to show that something has been written or agreed by you
	b) a notice giving positive information or directions.
2. comic	a) very sad, often involving death and suffering
	b) making you want to laugh; funny
3. awkward	a) causing problems, worry or embarrassment
	b) relaxed and free from pain
4. to step out of line	a) to behave in a way that is unacceptable or not expected
	b) a stage in a process

5. to depend on	a) to say or do something as a reaction to something that has been said or done
	b) to trust in someone or something and know that they will help you or do what you want or expect them to do
6. casual	a) a person injured or killed in a serious accident or war
	b) not serious or considered; (done) by chance
7. limitation	a) talk between two or more people in which thoughts, feelings and ideas are expressed, questions are asked and answered, or news and information are exchanged
	b) the act of controlling and especially reducing something
8. to bring out	a) to take or carry someone or something out of a place or a person, or in the direction of the person speaking
	b) to agree to take something
9. actually	a) quickly and unexpectedly
	b) in fact or really
10. relief	a) to make an unpleasant feeling, such as pain or worry, less strong
	b) a feeling of happiness that something unpleasant has not happened

Answers: 1.b 2.b 3.a 4.a 5.b 6.b 7.b 8.a 9.b 10.a

While-listening Time: 15 min.

Aim: listening for specific information.

2. Ask students to listen and fill in the gaps.

TAPE SCRIPT 10.

Answers:

1) **Formal conversation** is left at work. Try not to talk about your work when you are having drinks or meals with co-workers. It is an important conversation. Usually joking around is not 2) **a good sign**. However, 3) **comic relief** is always good when a situation gets too serious when it doesn't need to be.

With this type of conversation there are always ways to meet and greet others, try hard not to 4) **step out of the line** that could make a situation tense or 5) **awkward**.

6) **Informal conversation** is when you go out with your friends and have fun. 7) **Depending on** how close you are with that 8) **casual** comments can go so far. Keep it clear if you need to, but usually there are no 9) **limitations**. Don't

10) **bring out** work with you when you are with friends. Keep these conversations at work. In this way you will show your true self and may actually be great to have a friend.

Post-listening Time: 10 min.

Aim: summarising of introduced materials.

3. Ask students to look at these parts of letters below identify and divide into formal and informal writings.

Answers:

Formal letters are for people like head teachers or bank managers	Informal letters are to your family or friends
<ol style="list-style-type: none"> 1. Dear Sir 2. Dear Madam 3. I look forward to hearing from you. 4. Yours faithfully. 5. I am writing about your bank account... 6. I would like to remind you that your car is due for service. 7. Yours sincerely 	<ol style="list-style-type: none"> 1. Dear Ahmed 2. Dear Fatima 3. Best wishes 4. See you soon 5. We are having a lovely time at the seaside. 6. The weather is wet. 7. It's Auntie Jasmine's birthday tomorrow. 8. Aunt Sara sent me three birthday cards last week.

Grammar Time: 20 min.

Aim: introducing linking words.

Tell students to look through the grammar spot.

Ask them comprehension questions:

1. What happens if you don't use linking words between your ideas?
2. What kind of linking words join contrasting ideas?



Establish that without linking words your ideas may not be clear and connected.

1. Tell students to link the following sentences with appropriate linking words.



Answers:

e.g. *When you are in the office use a formal language, especially in front of the boss.*

1. Formal conversation is left at work **and** don't bring it out when you are having drinks or meals with co-workers.
2. Usually joking around is not a good sign **but** comic relief is always good when situations get too serious when **it doesn't** need to be.
3. Keep the conversation **clear** if you need to **but** usually there are no limitations.
4. Formal speech is more accurate **whereas** informal speech is the opposite.

5. My business partner  kept formal speech although he was one of my best  friend.

2. Encourage students to try to make the same structured sentences using linking words:

e.g. *Formal speech is used  indoors, while informal  one outdoors.*

Students' own answers.

Pre-reading Time: 10 min.

Aim: raising students' interest.

1. Write the following sentence on the board and conduct the conversation.

a. Why and when do we need to write letters?

b. What type of letter do you usually write?

Students' own answers. Elicit answers.

While-reading Time: 15 min.

Aim: reading for specific information

2. Tell students to find the differences between these two letters.

3. Tell them to read two letters and ask them to fill each space with one of the formal expressions below. In each space in the second letter, they should write the number that corresponds to the correct phrase.

Text 1

Hi Darren,

Sorry I wasn't able to get to your house warming party last Friday. I was really looking forward to it and I was ready to leave the house when my aunt from Ireland arrived for a surprise visit. She was in town only for a night before she went to my brother's so I had to stay with her. I'm really sorry Darren.

I tried to phone you but your line was busy. Then I was out with my aunt in town and didn't have a chance to ring again.

I hope you do understand me.

See you soon

Regards

Nicholas.

<ol style="list-style-type: none"> 1. <i>Later, I was otherwise engaged.</i> 2. <i>I hope this will be possible at the next available opportunity.</i> 3. <i>I hope you can understand my difficulties.</i> 4. <i>I hope the dinner went well for all concerned.</i> 5. <i>a relative arrived unexpectedly.</i> 6. <i>I regret not being able.</i> 7. <i>Please accept my sincerest apologies.</i> 8. <i>was twice engaged.</i> 9. <i>introduce me to Ms. Phoenix.</i> 10. <i>Dear Mr. Jones.</i> 11. <i>Sincerely</i> 12. <i>I look forward to hearing from you soon</i> 	<p>Text 2</p> <p>Answers:</p> <p>a) 10,</p> <p>b) 2 to get to your business dinner last Friday. I was really looking forward to it and I was all ready to leave the house when c) 5 She was only in town for the one evening before she went to my brother's house so I had to stay with her. d) 3.</p> <p>I tried to telephone you but your line e) 8 when I called. f) 1 and didn't have the chance to ring again. g) 4. I know you wanted to h) 9 who you work with. i) 6. j) 7.</p> <p>k) 12 l) 11.</p> <p>Nicholas</p>
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Post-reading Time: 10 min.

Aim: using the learned vocabulary.

4. Tell students to write a text message to their favourite subject teacher. Ask students to compare their messages. Conduct the whole class discussion eliciting the answers.

LESSON 2. WHEN AND HOW TO FILL IN FORMS. (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *prepositions* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.


Target structure: prepositions of time/place/directions.

Target vocabulary: Curriculum Vitae (CV), qualification, personal qualities, work experience, reference, reliable, responsibility, challenge, sociable

Materials: photos, a tape, textbooks

Starter Time: 5 min.

Aim: preparing students for the new lesson.

Ask students to discuss the following questions in a group. Have you ever filled in forms? If yes, share **you**  experience.

Ask students to match **questions**  column A,  the answers in column B, then students should find out what category they belong to (column C).

A	B	C
How old are you?	abdullaeva@mail.uz	name

Where are you from?	Tashkent Medical College	age
What's your surname?	English, Russian	surname
What's your e-mail address?	Tashkent	home
What's your name?	Biology and Chemistry	languages
What languages do you speak?	17	subject
What college/lyceum do you go to?	Abdullaeva	e-mail address
What's your favourite subject?	Madina	college/ lyceum

Answers:

How old are you? 17 / *age*

Where are you from? Tashkent./ *home*

What's your surname? Abdullaeva./ *surname*

What's your e-mail address? *abdullaeva@mail.uz.* / *e-mail address*

What's your name? Madina / *name*

What languages do you speak? English, Russian./ *languages*

What college/lyceum do you go to? Tashkent Medical College./ *college/lyceum*

What's your favourite subject? Biology and chemistry./ *subject*

Pre-listening Time: 10 min.

Aim: teaching new vocabulary.

1. Ask students to find and match definitions of the following words and phrases:

Answers:

1. Curriculum Vitae (CV)	f) a written list of personal details, education, job somebody has had
2. qualification	c) certificates or diplomas you need to get a job in a particular profession
3. personal qualities	d) good points about a person
4. work experience	e) knowledge or skill gained in a particular job or activity
5. reference	h) information given by someone about you when you are applying for a job
6. reliable	b) can be trusted to work well
7. responsibility	a) duty
8. challenge	i) something new and difficult which needs great efforts
9. sociable	g) get on easily with people

While-listening Time: 15 min.

Aim: listening for gist and detailed information.

2. Tell students to complete the conversation between Nodira and the interviewer using the words in the box:

<p>a nurse, Russian, in Tashkent, work experience, 2010, English, qualifications, 2008, college, sociable</p>
--

TAPE SCRIPT 11.

Answers: Nodira = N; Interviewer = I.

I: – Where do you live?

N: – (1) **In Tashkent.**

I: – Have you been to university?

N: – No, I haven't. I have been to (2) **college.** I went to Tashkent Medical College from (3) **2008** to (4) **2010.**

I: – What subjects did you study there?

N: – Nursing.

I: – Do you speak any languages?

N: – Yes, I do. I speak (5) **Russian** and (6) **English** fluently.

I: – Do you have (7) **work experience?**

N: – Yes, I do.

I: – What kind of work did you do?

N: – I worked as (8) **a nurse** at a hospital.

I: – What are you doing now?

N: – I'm working as a nurse at a private clinic.

I: – How long have you been working there?

N: – Since March 2013.


I: – What (9) **qualifications** do you have?

N: – I'm (10) **sociable** and hardworking.

3. Tell students that they are going to listen to Nodira's interview and decide whether the sentences are *True* or *False*. Give some time to look through the sentences.

Answers:

e.g. *Nodira lives in Samarkand.*

1. She has got secondary specialised degree.
2. She studied astronomy.
3. she hardly speaks **foriegn**  guages
4. She has work experience.
5. She is sociable and hardworking.
6. She has been working at a hospital since January 2013.

false
true
false
false
true
true
false

Ask a question: *How do you like this interview?* Elicit answers. Tell them to read *Did you know...?* part.

Post-listening Time: 10 min.

Aim: to use the introduced materials in speech.

4. Role play. Tell students to work in pairs, take turns interviewing as many students as they can and take notes. Monitor the class. Encourage students to speak.

1. What is your name?
2. What is your address?
3. What kind of experience do you have?
4. What are your personal qualities?
5. What do you do in your free time?
6. What did you study at college/lyceum?
7. Who can give you a reference?
8. What are your future plans?

9. What are your interests?

Students' own answers.

Grammar: 20 min.

Aim: introducing prepositions of time/place/direction.

Find as many pictures as possible where you use prepositions of place/time/direction (magazines, journals not necessarily in English). You may wish to stick them on the board. Ask students to make sentences. Elicit answers. Write the answers on the board without correcting students' mistakes if they have made. e.g.: There is a photo of a girl on the picture. Then ask students if there are any mistakes. Underline the preposition ON and make students correct it into IN. there is always possibility that at least one student knows the answer. Cross ON and write down IN. Let students look through the grammar spot. Set the time. You may wish to write wrong sentences of your own. Students should correct them. e.g.: I was born on 1984. (=in 1984) we are sitting at the room. (= in the room)

1. Ask students to complete the sentences using the correct prepositions from the box.

at, in, on

Answers:

e.g.: *Khilola is going to an interview on Monday.*

1. My father's birthday is **on** 24th of May.
2. Mother's birthday is **in** January.
3. I don't like walking alone in the streets **at** night.
4. It's difficult to listen if everyone is speaking **at** the same time.
5. I have to finish this essay about personal qualities **on** time.
6. The price of electricity is going up **in** October.
7. The course begins **on** the 7th January **at** 1 o'clock and ends sometime **in** April.

2. Put in preposition of place (on, in, at):

e.g.: *There was a long queue of people at the bus stop.*

1. He spends most of the day sitting **in** looking outside.
2. The leaves **on** that tree are beautiful **on** our.
3. One of the strings **on** my rubab is broken.
4. The man, the police are looking for, has a scar **on** his right cheek.
5. I like that **on** the manager's table.
6. I wouldn't like an office job. I couldn't spend the whole day sitting **at** a desk.
7. If you come here by bus, get off **at** the stop after the traffic lights.

Pre-reading Time: 5 min.

Aim: focusing students' attention on the new topic.

1. Focus on students' attention on questions, discuss in small groups.
 - a. What forms give you detailed information about a person?
 - b. Have you ever filled in CV forms? If yes, when?

Students' own answers.

While-reading Time: 15 min.

Aim: reading for specific information.

2. Ask students to read the text about Madina quickly.

I am Madina Abdullaeva. I live in Navoi Street in Tashkent. I'm 20 years old. My date of birth is 10 January 1993. My e-mail address is abdullaeva@mail.uz and my mobile number is +998 90 174 15 42. I finished Tashkent Vocational College of Tourism and Business in 2012. I've just finished a six-month training course in management and now I have a Certificate in Management. My IT skills are excellent and I can speak and write both English and Russian well. I had a summer job as a receptionist at the Grand Mir Hotel in Tashkent working with the general manager, Mr. Azim Kadirov who has agreed to give me a reference. I'm hardworking and sociable. I feel responsibility, so I am not afraid of challenges. I'm a quick worker as well as being a reliable person. I like walking and reading books in my free time.

3. After reading the text, ask students to complete Madina's CV using text.

Answers:

CURRICULUM VITAE

1. Surname	Abdullaeva
2. Given name(s)	Madina
3. Address	47 Navoi Street in Tashkent
4. Tel:	-
5. Mobile:	+998 90 174 15 42
6. E-mail	abdullaeva@mail.uz
7. Date of birth	10 January 1993
8. Education	finished Tashkent Vocational College of Tourism and Business in 2012
9. Qualification	a Certificate in Management
10. Work experience	a receptionist at the Grand Mir Hotel in Tashkent
11. Personal qualities	hardworking, sociable and get on easily with people
12. Reference	Mr. Azim Kadirov, general manager of the Grand Mir Hotel
13. Interests	walking and reading books

Post-reading Time: 10 min.

Aim: consolidating the introduced materials.

4. Ask students to fill in their own CV form using the sample.

CURRICULUM VITAE

1. Surname	.....
2. Given name(s)	.....
3. Address	.....
4. Tel:	.....
5. Mobile:	.....
6. E-mail	.....
7. Date of birth	.....
8. Education	.....
9. Qualification	.....
10. Work experience	.....
11. Personal qualities	.....
12. Reference	.....
13. Interests	.....

Students' own answers.

LESSON 3. FILLING IN APPLICATION FORMS. (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *-ed and -ing adjective forms* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: Adjectives *-ed* and *-ing* forms

Target vocabulary: desired, addressed, employ, educate, work, interested, locate, apply, expect, choose, record, correct, important.

Materials: photos, a tape, textbooks.

Starter Time: 5 min.

Aim: preparing students for the new lesson.


Ask students to work in pairs and discuss the following questions using the two pictures.

1. *What kind of forms are they?*
2. *Have you ever filled in the forms? When/what for?*
3. *What difficulties do you have while filling in the forms?*

Students' own answers.

Pre-listening Time: 10 min.

Aim: teaching new vocabulary.

1. Ask students to make a noun form using these words in pairs. Elicit answers. Monitor the process. Encourage **to use**  dictionary if necessary.

e.g. *desired-desire*

Answers:

- | | |
|--|--|
| 1. suggest (v) – suggestion | 8. apply (v) – application |
| 2. address (v) – address | 9. expect (v) – expectation |
| 3. employ (v) – employment | 10. choose (v) – choice |
| 4. educate (v) – education | 11. record (v) – record |
| 5. work (v) – work | 12. correct (v) – correction |
| 6. interested (<i>adj.</i>) – interest | 13. important (<i>adj.</i>) – importance |
| 7. locate (v) – location | |

While-listening time: 15 min.

Aim: listening for detailed information.

2. a) Tell students to think about the job application details and write as many notes as possible.

Possible answers: first name, surname, address.....

b) Encourage students to listen to the list of tips for filling in an application form and take notes. Ask to compare them with partners.


e.g. *name, address e-mail.*

TAPE SCRIPT 12.

Dear my friend! Don't forget these tips when you fill in the applications:

- | | |
|--|--|
| • Name, address, telephone number, email; | • Specific skills related to the job (may be a checklist); |
| • Desired job; | • Essay with topics like why you are interested in or qualified for the job; |
| • Desired salary; | • Hobbies/Interests; |
| • Previous jobs including titles, duties, employers, locations and dates of employment; | • How you found out about the vacancy; |
| • Reasons for leaving prior jobs; | • Employees you know; |
| • Educational background including majors, degrees, schools, locations and dates of attendance/graduation; | • References (typically three references with contact information); |
| • Honours/Awards; | • Licenses/Certifications; |
| • Military experience; | • Driving record; |
| • Volunteer work; | • Times and days available to work. |

Play twice if necessary.

3. Ask students to fill in an  application form given below and compare with partners.

How do I write my name?

Today's Date (M/D/Y) / /	Name: Last	MI	First	Maiden
DOB (M/D/Y) / /	Age	Signature of Applicant		

Full name (print)	Date
Date of birth (day/month/year)	Applicant Signature

Complete with blue or black ink only. Print only

Name: Last	First	Middle Initial
Date of birth: Day Month Year		
Current Age		

Complete this form entirely. Please print.

FIRST NAME	LAST NAME	MIDDLE	DATE
BIRTHDATE (MONTH, DAY, YEAR)		SIGNATURE	

1	Print full name you will use in your work or business	FIRST	MI	LAST
2	Print your full name given at birth			
3	Your signature			

Post-listening Time: 10 min.

Aim: summarising and practising the learned materials.

4. Divide class into three. Tell them that they are going to role play an interview. Choose three candidates as interviewers from each group. Tell them to ask the following questions and choose the best one. They should explain why.

- What is your name/ address/ telephone number/ e-mail?
- Could you please tell me about your dream job?
- Did you fill in application forms?
- How much salary do you expect to get?
- Could you briefly tell me about your previous job?
- What about your educational background?
- Do you have some other specific skills?
- Why did you choose our company?

Students' own answers.

Grammar Time 15 min.

Aim: introducing *-ed* and *-ing* adjective forms.

Ask students some questions like:

Who likes history? Is it interesting for you? Are you interested in history?

Who doesn't like gossips? Is it annoying for you? Are you annoyed from gossips?

Elicit answers. Write the questions and answers on the board and underline the adjectives (interesting, interested, annoying, annoyed)

Then explain the rule that we use *-ed* form adjective for somebody (for people) and *-ing* form adjectives for things. Remind that not all adjective have such forms. That is why present a list of *-ed* and *-ing* forms of adjectives.

Tell students to find out which of the following adjectives express positive and negative meanings:

- | | | | |
|-----------|---------|------------|----------|
| 1) amazed | amazing | 2) annoyed | annoying |
| 4) amused | amusing | 3) bored | boring |

Answers: positive meanings – amazed, amused; negative meanings – annoyed, boring

1. Ask students to complete the sentences using suitable adjectives from the box.

Answers:

e.g. I do the same thing every day. My job is very boring.

1. I have nothing to do. I'm bored
2. My job is very varied. I find it interesting
3. I'm interested in applying for the job.
4. I heard some very disappointing news. I'm going to lose my job.
5. Don't feel so disappointed. There are plenty of other jobs.
6. It's not surprising that you failed the exam. You never did any work.
7. I was surprised by the news. I didn't expect it.
8. My trip to Bukhara has been cancelled. I'm really depressed. I really wanted to go.
9. The performance of the English team was very depressing. They played much worse than expected
10. I don't understand this exercise. I'm very confused.
11. There are a lot of road signs. They are all very confusing.

2. Tell students to write what these people are saying. Put in these words: *depressing, exciting, exhausted, fascinating, interested*.

e.g. This is a *depressing* place.

1. I'm absolutely **exhausted**.
2. I'm **interested** in astronomy.
3. Chess is a **fascinating** game.
4. This is really **exciting!**

Pre-reading Time: 10 min.

Aim: raising students' interest.

1. Have students work in pairs and answer the following questions. The whole class discussion follows.

- What is the job application?
- What are you asked when you apply for a job?
- What are job application details?

Students' own answers.

2. Tell students to read the following text about job application and fill the gaps

using the words in box:

impression suggestions resume accurately job application form

While-reading Time: 15 min.

Aim: reading for general information.

When you apply for a job you are asked to complete an employment application. You may be asked to complete a (1) *resume* even if you have already sent a (2) *job application form* and cover letter. In this way, the employer has a record of your personal and employment history.

It's important for you to complete a job application correctly (no errors) and (3) *accurately*. Here is the information you will need to complete an application form for employment and tips and (4) *suggestions* for writing application forms that make a great (5) *impression*.

Regardless of whether you complete online or paper-based job application forms, make sure you have all information that you need ready before you apply for a job.

Post-reading Time: 10 min.

Aim: using the learned vocabulary in speech.

3. Ask students to discuss the most important tips of filling an application form in pairs. Collect the ideas in a whole class discussion.

4. Ask students to create their own application forms in order to give it to their partners to fill in.

REVIEW 4. FILLING IN FORMS

I. Listening

Evaluate your listening skills according to the statements below in the 5 point scale:

5. I can listen to and easily understand everything related to filling in forms.
4. I can listen to and understand most things.
3. I can listen to and understand some things.
2. I can listen to and understand a few things.
1. I cannot listen to and understand anything.

Mark / 10

(Points are doubled, for example, 5+5=10)

II. Reading

Fill in forms

a) Fill in the gaps using the words in the box

good sign, Don't step out of line, Bring out, limitations, depends on, comic, Actually, relieve, casual, awkward

There are many times when you are asked to fill in a form. It is not often (1)_____ and it seems (2)_____. (3)_____ we fill in forms to (4)_____ some personal issues. For example: Applying for a passport, applying for a driving license, applying to join a library or club, applying for a job. Tips for filling in forms: It is (5) a _____ to keep all the information you might need together so you can find your personal details quickly and easily, for example, your Personal Tax Identification Number (PTIS number). You can get this number from the Department of Tax and Services.

Make a copy of the form so that if you make a mistake you can start again. You can always ask for an extra form to practise on.

Read the form carefully before you write anything. (6) _____ !

There you can find some (7)_____. You needn't to fill in everything. If it does not apply to you, leave it blank. If there is something on the form you do not understand, ask for help. (8) _____ instructors explanations. It (9) _____ you how to provide appropriate information about yourself. Once you get used to filling in forms they will all become easier and they become (10) _____ in some cases.

Mark / 20 (two points for each right answer)

b) Here is some form fill in vocabulary. Decide which option is correct.

1. Not Applicable or N/A

- A) Information is not necessary
- B) Information is very important
- C) Information must not be ignored

2. Occupation

- A) If you are married
- B) The job you do
- C) What you like doing in your spare time

3. Marital Status

- A) Say if you have children
- B) Say if you have a job
- C) Say if you are married or not

4. d.o.b

- A) When you were married
- B) When you were born
- C) When you left school

5. Forename

- A) Your last name
- B) Your middle name
- C) Your first name

Mark / 5

c) **Unscramble the words from the text. The first letter is given to you**

1. ciomc 2. laitmntio 3. rveleie 4. awrdkaw 5. caluas

Mark / 5

Grammar

III. Fill in the blanks with the most suitable linking words.

1. I went for a walk (because / but) the weather was great.
2. I like going to the beach, (so / but) I never go at midday.
3. It was raining, (so / because) we decided to stay at home
4. I opened the door (but / and) I looked out.
5. (And / When) the film ended, we went to bed.

Mark /10 (two points for each right answer)

Speaking

IV. Evaluate your speaking skills according to the statements below in the 5 point scale:



5. I can confidently speak about everything related to filling in forms.
4. I can confidently speak about most things.
3. I can confidently speak about some things
2. I can confidently speak about a few things
1. I cannot confidently speak about anything.

Mark / 10

(Points are doubled, for example, 5+5=10)

Writing.





V. Fill out this form with your details.

Application for Membership	
First Name:	_____
Surname:	_____
Title: Mr. <input type="checkbox"/> Mrs. <input type="checkbox"/> Miss <input type="checkbox"/> Ms <input type="checkbox"/>	
Address:	_____
Telephone:	_____
Daytime Contact Number:	_____
Date of Birth:	_____
|In the space below provide in  why you applied for 	

Signature:	_____
Date:	_____

Mark / 40

If your total score.....

90-100	86-90	71-85	57 and below
Excellent	Very good	Good	Should be improved
			

Progress check based on “Can do”

Tick the things you can do in English.

- I can fill in an application form.
- I can talk about things I'm expected to do
- I can describe the process of filling an application form.
- I can give tips for successful application.

REVIEW 4 FILLING IN FORMS KEYS

I. Listening

Self evaluation

II. Reading

a) 1.casual 2.awkward 3.Actually 4.relieve 5.good sign 6. Don't step out of line
7.limitations 8. bring out 9.depends on 10.comic

b)1. A 2.B 3.C 4.B 5. C

c)1.comic 2.limitation 3.relieve 4.awkward 5.casual

III. Grammar

1. because 2.but 3.so 4.and 5.when


IV. Writing (Students writing)

V. Speaking Self evaluation

UNIT 5. STUDY SKILLS.

LESSON 1. NINE VIEWS OF INTELLIGENCE (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use the *Present Simple* in meaningful situations. 

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: Present Simple

Target vocabulary: Naturalistic, Linguistic, Logical-mathematical, Existential, Interpersonal, Intra-personal, Bodily-kinesthetic, Musical, Spatial.

Materials: photos, a tape, textbooks

Starter Time: 5 min.

Aim: preparing students for the new lesson.

a) Divide class into four. Tell students to look at the picture and find how many animals they can see.

Answers: 6 (an elephant, a horse, a dog, a cat, a mouse, a monkey).

b) Ask them to discuss the following questions in small groups:

- What are intelligence tests?
- What types of intelligence tests do you know?
- Do you know your IQ?

Students' own answers.

Pre-listening Time: 10 min.

Aim: teaching new vocabulary and prepare students for the listening tasks.

1. Tell students to look at picture. Ask them to guess and match the columns using the picture in pairs. Tell students that there is one extra new word in the column. Monitor the process.

1. Naturalistic	a. the ability to understand and communicate with others.
2. Linguistic	b. the ability to understand questions about meaning of life.
3. Logical-mathematical	c. the ability to control objects and use a variety of physical skills.
4. Existential	d. the ability to differentiate living things like plants, animals.
5. Interpersonal	e. the ability to think in words.
6. Intra-personal	f. The ability of being good at rhythm and tone.
7. Bodily-kinesthetic	g. the ability to understand the human condition.
8. Musical	h. the ability to have good imagination and artistic skills.
9. Spatial	i. the ability to calculate, to work with mathematical operations.

Answers: 1.d 2.e 3.i 4.b 5.a 6.g 7.c 8.f 9.h

While listening Time: 15 min.

Aim: listening for gist.

3. Tell students that they are going to listen to people talking about their way of learning and their jobs. Ask them to put a tick in front of the right type of intelligence **with people.**



TAPE SCRIPT 13.

STUDY SKILLS – NINE VIEWS OF INTELLIGENCE

Akmal: Hi, my name is Akmal. I think I'm a logical mathematical type of learner. I like working with facts, numbers and I can't help calculating everything beforehand. I really get overwhelmed while solving puzzles. I think it's

because of my job, I work as a private detective.

Lola: Hello, I'm Lola. I like spending my free time in nature. As a botanist, I learn everything from nature. That's why my way of learning is nature smart. There are solutions to every problem in the nature, if we are just a bit more attentive and careful to observe it, we can find what we seek.

Diyora: Hi, I'm Diyora. Human nature is really interesting to learn about. It's my job to feel the way people feel. I'm a psychologist. In science it is called an interpersonal type of intelligence. I must be aware of people's behaviour all the time. And it doesn't make any difficulties for me.

Jurabek: Hello, my name is Jurabek. Actually I don't know how I learn. It looks like music helps me a lot. I work as a composer. It seems I'm a musical type. Mostly while I'm working I seem to be listening to music everywhere around me, doors opening, birds singing, people laughing, it all makes music to me.

Shirin: Hi, I'm Shirin. I love my job. **This is my dream since my childhood** to report news all over the world. To be a journalist is hard work. You must be aware of everything around you. And you have to work on yourself all the time: on your speech, pronunciation and sentence stress.

Murod: Hello, I'm Murod. My job is really dangerous. I must be always alert for the safety of other people and myself. When there is a fire, we must leave immediately, no matter what we are doing. Everyday we face to death several times. A little careless action may cause a great danger.


Answers:


	Akmal	Lola	Diyora	Jurabek	Shirin	Murod
1. Naturalistic		✓				
2. Linguistic					✓	
3. Logical-mathematical	✓					
4. Existential						
5. Interpersonal			✓			
6. Intra-personal						
7. Bodily-kinesthetic						✓
8. Musical				✓		
9. Spatial						

Ask students to listen the tape again and check their answers if necessary.

Post listening Time: 10 min.

Aim: using the introduced information in discussions.

3. Prepare students for a class survey. Tell students to work in the class and answer the following questions. Tell students to take notes and fill in the table and find out their classmates' types of intelligence. Then discuss it with a  the class.

- What type of intelligence do you think you have?
- Can a person have different intelligences at once?
- Do you suppose that in childhood we  eral of them, but we lose them as we age?

Students' own answers.

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
1. Naturalistic						
2. Linguistic						
3. Logical-mathematical						
4. Existential						
5. Interpersonal						
6. Intra-personal						
7. Bodily-kinesthetic						
8. Musical						
9. Spatial						

Grammar Time: 15 min.

Aim: introducing Present Simple, connecting it with jobs and introduced types of intelligence.

Ask some questions from students about their daily life.

e.g. 1. *When do you get up?*

2. *How do you go to college/lyceum?*

3. *What do you usually do in the mornings/afternoons/evenings?*

4. *When do your classes start every day?*

Elicit answers.

Then tell that for facts and repeated actions we use the Present Simple Tense. Explain the rules on the board with examples (affirmative, negative and interrogative forms), signal words (always, usually, sometimes, seldom, never, every day/month/year/Monday,...).

1. Ask students to complete the sentences with appropriate verb forms from the box.

Answers:

e.g. Akmal works as a detective.

1) Lola spends her free time in the nature.

2) Diyora helps people to solve their problems.

3) Jurabek listens to music all over himself.

4) Murod faces death several times a day.

5) Shirin **reports** the news to all over the world.

Note: you can ask to change these sentences into negative and interrogative forms if your time allows.

2. Ask students to read and match the sentences with pictures. Remind them that a statement can go with several pictures.

Possible answers:

1. **They are nurses.** Nurses work in a hospital. They wear a uniform. They help sick people.

2. **She is a journalist.** She works at the United Nations. She helps people. She works in a newspaper office.

3. **He is a shop assistant.** He helps people. He sells things. He looks after money.

4. **She is an interpreter.** She helps people. She works at the United Nations.

Pre-reading Time: 10 min.

Aim: preparing students for the new topic, raising students' critical thinking skills.

1. Tell students to work in pairs. Ask them to discuss the following questions with partners. Discuss in a whole class.

- Is there any measure to intelligence?
- Do you suppose IQ tests can show your intelligence percentage?

Students' own answers.

While reading Time: 15 min.

Aim: improving students' critical skills using problem solving situations.

2. Ask students to do the following test to check their intelligence independently. Set the time.

Answers:

1. **What relation is your niece's brother to you?**

- Don't know Cousin Nephew Uncle

Answer: Nephew

2. **How many birthdays does the average man have?**

- Don't know 1 10 65
 75

Answer: 1 – Just one!

3. **Some months have 31 days; how many have 28?**

- Don't know 1 2 3
 9 12

Answer: 12 – all of them!

4. **Divide 30 by 1/2 and add 10.**

What is the answer?

- Don't know 25 50 70 90

Answer: 70 – 30 divided by 1/2 equals 60! Takes some thinking.....

5. **If there are 3 apples and you take away 2, how many do you have?**

- Don't know 1 2 3

Answer: 2 – you took them, remember?

6. **A doctor gives you three pills telling you to take one every half hour. How many minutes would the pills last??**

- Don't know 20 40 60
 90

Answer: 60 – Start with the 1st pill, 30 minutes later take the 2nd, then 30 minutes for the 3rd.

7. A farmer has 17 sheep, and all but 9 die. How many are left?

- Don't know 1 3 5
 8 9 **Answer:** 9


8. How many two cent stamps are there in a dozen?

- Don't know 1 3 6
 9 12

Answer: 12 – There are twelve 2 cent stamps in a dozen!

Post-listening Time: 10 min.



Aim: practising introduced materials in speech.

3. According to the table, tell students to describe the intelligence types of their class. (Ask  write about 40-50 words.) What is the most common type of intelligence in your class? Does it surprise you? How many types of intelligence are there in their class? Is there a difference between boys and girls?

LESSON 2. SIX CONDITIONS OF LEARNING (90 MIN)

“I see and I forget. I hear and I remember. I do and I understand.”
Confucius

Objectives. By the end of the lesson students will be able to:

- ✓ listen  gist and detailed information;
- ✓ use the expressions  to be in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: expressions with **to be**.

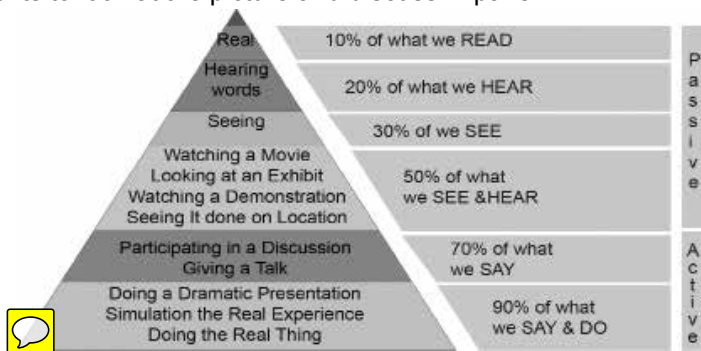
Target vocabulary: actually, kind of, in my opinion, plenty of, spare, with pleasure, truly, similar to, I think, free, I'd love to,

Materials: photos, a tape, textbooks

Starter Time: 10 min.

Aim: preparing students for the new topic.

Tell students to look at the picture and discuss in pairs.



Divide class into small groups. Ask them to answer the questions in small group discussion. Ask students to use the charts in that page. Check in a whole group discussion.

- a) What do you think of Confucius' statement?
- b) What way did you use to learn English?
- c) How much reading do you do every week?
- d) How much listening do you do every day?
- e) Will you change your learning way after this?

Students' own answers.

Pre-listening Time: 15 min.

Aim: teaching new vocabulary.

1. a) Ask students to look at the words in the table and match them with their synonyms.

Answers:

Actually	Truly
Kind of	Similar to
In my opinion	I think
Plenty of	Many, much
Spare	Free
With pleasure	I'd love to

- b) Ask students to make up sentences using the words and phrases above. **e.g.** *I think I remember better when I see and do something.*

While listening Time: 10 min.

Aim: listening for gist.

2. Tell students that they are going to listen to the conversation between Jakhangir and Lola about their study. Ask them to complete the conversation.

TAPE SCRIPT 14.

Answers:

Jakhangir: Hi, Lola. How are you? How is your study?

Lola: Hi, Jakhongir, I'm doing (1) **great** my studies are going well too. What about you?

Jakhangir: Oh, nice to hear it. Actually I'm doing well too but there are some (2) **problems** with my studies.

Lola: Really? What kind of problems do you have? Maybe... I can help you.

Jakhangir: I've got an exam soon, but in my (3) **opinion** I'm not ready. I got a very low score in last term's exam.

Lola: Why didn't you prepare well for it in this (4) **term**? I think you had a plenty of time, right?

Jakhangir: Yes, I had but as you know I work and study at the (5) **same** time.

That's why I couldn't find spare time for preparation.

Lola: Yeah, I know about it. On what subject are you taking an exam?

Jakhangir: (6) **German.**

Lola: German? Ok, it's no problem for me. I will help you with pleasure.

Jakhangir: Oh, thanks, you (7) **saved** my life.

Post listening Time: 10 min.

Aim: encouraging students to talk about their learning conditions.

3. Tell students to discuss the following questions in pairs. Check in a whole class discussion.

1. Is it better to study in a group or individually?
2. How do you think students should study? Give examples.
3. What conditions are best for learning languages?

Students' own answers.

Grammar Time: 15 min.

Aim: teaching expressions with *to be*.

Prepare and bring 3-4 pictures or photos to the classroom where students can use expressions with *to be*. For example, photos of a smiling girl, a picture of a hungry man. Divide class into 3-4 small groups. Give a picture to each group. Ask them to describe the picture.

Possible answers: She is happy. He is hungry.

Then tell students that there are some adjectives which are used with the auxiliary verb *to be* and write these expressions on the board.

to be happy to be angry
to be late to be hungry
to be sad to be interested in
to be bored to be tired
to be surprised to be glad


Ask students to make to make up their own sentences.

1. Ask students to look at the pictures in Ex 1. Tell them to insert the correct number into the circle.

Possible Answers:

a-10, b-12, c-3, d-4, e-1, f-7, g-2, h-15, i-5, j-13, k-6, l-14, m-11, n-8, o-16, p-9.

2. Divide class into small groups. Ask students to discuss these situations in pairs and role-play their answers.

- a) You see a friend you have not met for a long time.
- b) You have worked 5 hours without any break.
- c) You have had no breakfast and no lunch.
- d) You have been listening ~~to~~ a boring lecture for an hour.
- e) You have **quarreled**  your close friend.

Students' own answers.

Pre-reading Time: 10 min.

Aim: preparing students for the new topic, raising students' critical thinking skills.

1. Divide class into small groups. Ask them to discuss the following questions.

- a) When did you begin learning English?
- b) What kind of ways did you use to remember new words?
- c) What techniques of learning English do you know?
- d) What challenges do you come across while learning?

Students' own answers.

While reading Time: 10 min.

Aim: reading for specific information.

2. Ask students to read the text individually and answer the question: *How did Mansur learn English?*

Hi! I'm Mansur. I live and study in Tashkent. I'm doing my Bachelor's Degree in maths but at the same time I'm learning English as well. I speak English rather well and I'd like to share my experience with others.

At my early age of 6, my father inspired me to listen to English songs. While listening, I found the language attractive. At that time I could guess not much but soon I started to understand every word, especially the ones which appeared in the titles. Today I can understand the songs clearly, so listening was my first motivation. When I was 13, I started reading science fiction books which were written in Uzbek. Later, I was interested in reading those kind of books in English. I tried to learn each new word which I came across in the texts. Now I'm learning maths in English. I know that learning languages is essential for my future career.

Students' own answers.

3. After reading the text, tell students to mark statements with *true* or *false*.

Answers:

- | | |
|--|--------------|
| 1. Mansur is an architect. | <i>false</i> |
| 2. He began learning English when he was six. | <i>true</i> |
| 3. He began learning by reading books. | <i>false</i> |
| 4. He began reading English books when he was 13. | <i>true</i> |
| 5. He learnt the language with a tutor. | <i>false</i> |
| 6. He knows that his English is useful for his future. | <i>true</i> |

Post reading Time: 10 min.

Aim: improve students' speaking ability.

4. Ask students to work in pairs. While answers let them to find out how often they do the following things. Students should use frequency expressions while answering.

Students' own answers.

looks up a word in an English-English dictionary

e.g. *Zilola often looks up new words in an English-English dictionary.*

writes to someone in English

translates an English text into their own language

speaks English on the telephone

revises something from the course book

listens to English on the radio

checks a grammar point in a reference book

meets English speakers

makes a note of useful vocabulary –

uses an electronic dictionary

asks a teacher or English speaker a question about grammar

plays a game in English

5. Ask students to write a paragraph for a magazine about 60 words with the title 'How I Learnt English' using the phrases above.

LESSON 3. WHAT TYPE OF LEARNER ARE YOU? (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *gerund after some verbs*.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: *Gerund*.

Target vocabulary: hands-on learning, break, speech, memorize, jigsaw, aid, maze, highlight, hug, visualise.

Materials: photos, a tape, textbooks.

Starter Time: 5 min.

Aim: preparing students for the new topic.

Divide class into small groups. Ask them to discuss the following questions:

- What methods do you prefer to use for learning something?
- Do you like moving around/touching things/reading aloud while learning?
- Do you feel like having a rest while you are studying a lot?

Students' own answers.

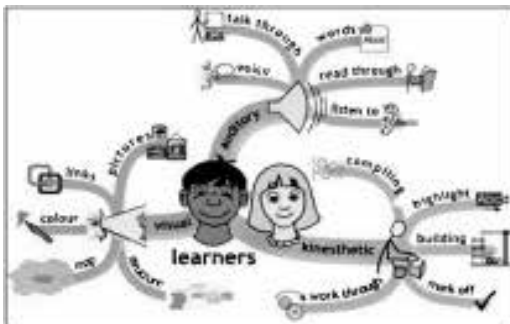
Pre-listening Time: 10 min.

Aim: teaching new vocabulary.

Divide class into three group. Tell them that their new topic is about the learning styles: visual, auditory and kinesthetic. Tell them to look at the picture and ask each group to describe one of the three types of learning styles. Tell them to give

their ideas using a cluster below. Check in a whole class discussion.

Possible answer: Group 1 – Visual learners learn through pictures, maps, colours, structures and links.



1. Ask students to read and match the words 1-10 with their definitions a-j.

1. <i>hands-on learning</i>	a) to learn by heart
2. <i>break (n)</i>	b) to embarrass by holding closely
3. <i>speech</i>	c) help
4. <i>memorize</i>	d) to mark
5. <i>jigsaw</i>	e) interval, a rest, a pause
6. <i>aid</i>	f) to make something visible
7. <i>maze</i>	g) <i>becoming skillful by doing</i>
8. <i>highlight</i>	h) the style of speaking; talk
9. <i>hug (v)</i>	i) labyrinth
10. <i>visualise</i>	j) a type of puzzle

Answers: 1.g 2.e 3.h 4.a 5.j 6.c 7.i 8.d 9.b 10.f

2. Have students read the instruction. According to three questions ask them to find out their learning styles.

Instruction: You have bought a new piece of technological equipment and you are unsure how it works. What do you do?

Do you ...

1. read the instructions before starting? (visual type)
2. have a go at putting the equipment together and using it? (kinesthetic)
3. research how the equipment works? (auditory)

Ask them to answer these questions.

Students' own answer.

While listening Time: 15 min.

Aim: listening for gist.

3. Tell students that they are going to listen to three students. Ask them to listen the students' talking about their learning styles and decide whether the statements are True or False.

TAPE SCRIPT 15.

Sevara: Hi, my name is Sevara. During the lessons I must always sit at the first desk and keep an eye contact with the teacher. I have a good visual memory; I can memorize the things, places I have seen. Pictures, diagrams help me to understand the case more easily. I can remember best by writing things down several times.

Dildora: Hello, my name is Dildora. I learn best when I move around the class, touch things, at least their pictures. While I'm learning English it's necessary to see the pictures of objects I'm trying to learn. And I cannot sit too long reading; I have to take little breaks.

Laylo: Hi, I'm Laylo. I can remember the things when they are read aloud, even while I'm getting prepared for lectures. Reading scientific books in order to understand I have to read aloud. Lecture, speeches are easily memorized for me. I prefer listening to the news on the radio to reading about it in the newspaper.

Answers:

- | | |
|---|--------------|
| 1. Diagrams, pictures help Sevara to learn easily. | <i>true</i> |
| 2. Sevara should write down things several times to remember them best. | <i>false</i> |
| 3. Dildora learns best while she moves around during the lesson, having little breaks. | <i>true</i> |
| 4. Dildora prefers listening to the news on the radio than reading it on the newspaper. | <i>false</i> |
| 5. Laylo can't sit too long during the lessons. | <i>false</i> |
| 6. Laylo can remember things when she sees, touches them. | <i>true</i> |

4. Have students to work in pairs and answer the following questions.

- What do you think your learning style is? Why?
- How can kinesthetic learners learn things best?
- What methods would you use if you were a visual type of learner?


Ask students to talk about their partners' learning style.

Possible answer: Nodira's learning style is visual, because she can remember things when she sees, touches them. She thinks that kinesthetic people prefer to touch things. She would use pictures or colours if she were a visual type.

Post listening Time: 10 min.

Aim: improving speaking skills through asking questions.

5. Tell students to do a survey in class. Ask them similar questions like these and complete the following sheet:

1. Do you take notes?
2. Do you remember easily people's faces? 
3. How do you remember new names?
4. Do you remember things when you see and touch them?

Find out who are visual, kinesthetic, auditory type of learners.

	Student 1	Student 2	Student 3
Visual type			
Auditory type			
Kinesthetic type			

Possible answers:

	Name 1	Name 2	Name 3
Visual type	Davron	Aziza	Malika
Auditory type	Bekhruz	Madina	
Kinesthetic type	Sayyora		

Grammar Time: 15 min.

Aim: introducing and using gerunds.

Write on the board: What do you like / enjoy / hate doing?

Elicit answers.

Possible answer: I like chatting and messaging on the phone.

Then tell them that some verbs require **-ing** form which is called *gerund* and write on the board examples:

read – reading	run – running
speak – speaking	put – putting
take – taking	

Provide a list of verbs which follow by gerund (in the box). Ask students to make sentences of their own using gerund form.

Possible answers:

- I finished watching my favourite movie.
- Manzura keeps writing a diary.

1. Ask students to complete the sentences with gerund form.

Answers:

e.g. Auditory type people prefer **listening** to the speech and they can memorize it best.

- Sevara should keep **writing** the things several times to remember them.
- Dildora likes **touching** things and **moving** around in the class.
- To remember scientific lectures Laylo should start **reading** them aloud.
- Susan enjoys **reading** the news on a newspaper.

2. Tell students to look at the pictures. Ask them to write down what they like and do not like doing using the words in the box.

dancing, riding a bicycle, walking the dog, playing computer games, reading comics, cleaning the house, playing basketball, shopping at the supermarket

Possible answers: I like playing basketball. I don't like cleaning the house.

Pre-reading Time: 5 min.

Aim: get students familiar with three types of learning styles.

1. Tell students to look at and match the pictures.

Answers: 1.c 2.a 3.b

While reading Time: 15 min.

Aim: reading for detailed information.

2. Tell students to read the text.

Learning Styles

Auditory Learners

Auditory Learners can try the following study tips:

- Record lectures and listen to them several times.
- Join a study group.
- Read and repeat important points out loud.

Visual Learners

Visual Learners can try the following study tips:

- Watch the instructor and take notes during the lecture.
- Organise, rewrite, and highlight notes.
- Visualise words or facts that need to be memorised.

Tactile/kinesthetic Learners

Tactile/kinesthetic Learners can try the following study tips:

- Make lists or write things out several times.
- Use computers and hands-on study aids.
- Learn by doing and practising, or by role-playing.

After reading the text, ask students to read the sentences and define the learning styles. Put V- for visual, A- for auditory, K- for kinesthetic.

Answers:

- | | |
|---|---|
| 1. Can remember best about a subject by listening to a lecture. | A |
| 2. Requires explanations of diagrams, graphs, or visual directions. | V |
| 3. Can easily understand and follow directions on a map. | A |
| 4. Learns to spell better by repeating words out loud. | A |
| 5. Can remember best by writing things down several times. | K |
| 6. Follows oral directions better than written ones. | A |
| 7. Feels very comfortable touching others, hugging, handshaking. | K |
| 8. Good at working and solving jigsaw puzzles and mazes. | K |
| 9. Play with coins or keys in his/her pocket. | K |

Post reading Time: 15 min.

Aim: improving students' presentation and speaking skills.

4. Divide class into three groups. Ask each group to take one of the three learning styles and make a list of things that type of learner does. Tell them to make posters and present them to the other groups.

5. Ask students to write two paragraphs (about 60 words) about what kind of learning styles are important for their future job. Give this instruction:

In the first paragraph write about the styles that are important and give reasons. In the second paragraph write about the styles that are not important and give reasons.

REVIEW 5. STUDY SKILLS

I. Listening

Evaluate your listening skills according to the statements below in the 5 point scale:

5. I can listen to and easily understand everything on the tape related to study skills.
4. I can listen to and understand most things.
3. I can listen to and understand some things.
2. I can listen to and understand a few things.
1. I cannot listen to and understand anything.

Mark / 10

(Points are doubled, for example, 5+5=10)

II. Reading

Howard Gardner's nine multiple intelligences

a) Fill in the gaps using the words in the box.

linguistic, mathematical, musical, kinesthetic, visual, naturalistic, intrapersonal, interpersonal, existential

1. People who are strong in (1) _____ intelligence are able to use words in writing and speaking. These individuals are typically very good at writing stories, memorizing information and reading.

2. People who are strong in (2) _____ intelligence are good at reasoning, recognizing patterns and analyze problems. They are good at numbers, relationships and patterns.

3. People who have strong (3) _____ intelligence are good and thinking in patterns, rhythms and sounds.

4. Those who have (4) _____ intelligence are said to be good at body movement, performing actions and physical control.

5. People who are strong in (5) _____ intelligence are good with directions as well as maps, charts, videos and pictures.

6. According to Gardner, individuals who are high in (6) _____ intelligence are often interested in nurturing, exploring the environment and learning about other species.

7. Individuals who are strong in (7) _____ intelligence are good at being aware of their own emotional states, feelings and motivations.

8. Those who have strong (8) _____ intelligence are

good understanding and interacting with other people. These individuals are skilled at assessing the emotions, motivations, desires and intentions of those around them. 9. Some individuals who have (9) _____ intelligence can think about philosophical questions, such as the origin of mankind, life issues and so on.

Mark / 18 (two points for each right answer)

b) Choose the correct words.

- The kids have to **memorize/forget** five rhymes and learn the days of the week and the names of the months.
- He likes **putting** a **square** pieces of **saw/ crossword** puzzle.
- The old part of the town was a **crossroads/ maze** of narrow passages.
- You should **highlight/ cross out** the necessary words in the text.
- She never accepts **the** **correction** of her **silence/speech**.

Mark / 5

c) Unscramble the words. The first letter is given to you.

- ritreew
- adi
- mezoriem
- lcgolia
- leio pyla

Mark / 5

III. Grammar

Complete each sentence with one of the following verbs in the correct form apply, make, lose, forget, listen,

- Could you please stop _____ so much noise?
- I enjoy _____ to music.
- I considered _____ for the job, but in the end I decided against it.
- If you invest your money on the stock market, you risk _____ it.
- My memory is getting worse. I keep _____ things.

Mark / 10 (two points for each right answer)

IV. Speaking

V. Evaluate your speaking skills according to the statements below in the 5 point scale:

- I can confidently speak about everything related to study skills.
- I can confidently speak about most things.
- I can confidently speak about some things.
- I can confidently speak about a few things.
- I cannot confidently speak about anything.

Mark / 10

(Points are doubled, for example, 5+5=10)

I. Listening Self evaluation

II. Reading

a) 1.linguistic 2 mathematical 3.musical 4.kinesthetic 5.visual 6.naturalistic
7.intrapersonal 8.interpersonal 9.existential

b) 1.memorize 2.crossword 3.maze 4.highlight 5.speech

c) 1.rewrite 2.aid 3.memorize 4.logical 5.role play

III. Grammar

1.making 2.listening 3.applying 4.losing 5.forgetting

IV. Speaking Self evaluation

V.Writing (Students writing)

UNIT 6. TEAM BUILDING

LESSON 1. STUDY WITH OTHERS (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *every/all* in meaningful situations.


Skills to be emphasized: listening, speaking, reading, writing.

Target structure: pronouns *all, every*.


Target vocabulary: together, champion, limitation, voice, different, dream, figure out (v), fun.

Materials: photos, a tape, textbooks.

Starter Time: 5 min.

Aim: involving students and **arise** r interests.

Ask students to work in pairs and discuss the photos.

Draw their attention on the questions and discuss them in pairs. Set the time (approximately 1-2 minutes). Elicit **the** ns.

- 1) *Why do people study together?*
- 2) *What do people have in common when they study together?*
- 3) *Do the results of the project depend on each member?*

Possible answers: Mostly people have to study or work with other people. When they study together they learn the same subject by the same teachers. When people work together each person has their certain function. For this reason it is important for all the members to collaborate and be a whole team.

Pre-listening Time: 10 min.

Aim: teaching new vocabulary.

1. Ask students to work in pairs and match the words with the definitions. Remind them to use a dictionary where necessary. Set the time. Elicit the answers in a whole class discussion.

- | | |
|--------------------|--|
| 1) <i>together</i> | a) a person who has defeated all others in a competition |
| 2) champion | b) something you wish for; what you see when you are asleep |
| 3) limitation | c) <i>to do something with someone or a group of people</i> |
| 4) voice | d) the natural and distinctive tone of the speech sounds |
| 5) different | e) think about and then understand something |
| 6) dream(s) | f) a source of enjoyment, amusement |
| 7) figure out | g) something that stops someone/something getting better or bigger |
| 8) fun | h) not the same |

Answers: 1-c 2-a 3-g 4-d 5-h 6-b 7-e 8-f

While-listening Time: 15 min.

Aim: listening for specific information.

2. Tell students that they are going to listen to the song. Have them listen to and fill in the gaps individually. Ask students to compare their answers with partners. Conduct a whole class discussion by checking the answers.

TAPE SCRIPT 16. Lyrics to We're All In This Together:

Lyrics to We're All In This Together

(Chorus)

Together, together, together
everyone

Together, together, come on lets
have some fun

Together, were there for each other
every time

Together together come on lets do
this right

Here and now its time for celebration

I finally **figured** it **out** (yeah yeah) **(1)**

That all our dreams have no
limitations **(2)**

That's what its all about

Everyone is special in their own way

We make each other strong

(each other strong)

Were not the same

Were **different** in a good way **(3)**

Together's where we belong

(Chorus 2)

We're all in this **together** **(4)**

Once we know

That we are

We're all stars

And we see that

We're all in this **together** **(5)**

And it shows

When we stand

Hand in hand

Make our dreams come true

(Chorus 1)

We're all here

and speaking out with one **voice** **(6)**

we're going to rock the house

(rock the house)

the party's on now everybody make

some noise

come on scream and shout

We've arrived because we stuck

together

Champions one and all **(7)**

(Chorus 2)

(Chorus 3)

We're all in this together

When we reach

We can fly

Know **inside (8)**

We can make it

We're all in this together

Once we see

There's a **chance (9)**

That we have

And we take it

Wild cats sing along

Yeah, you really got it goin' on

Wild cats in the house

Everybody say it now

Wild cats **everywhere (10)**

Wave your hands up in the air

That's the way we do it

Lets get to it

Time to show the world

(Chorus 2)

(Chorus 3)

Wild cats everywhere

Wave your hands up in the air

That's the way we do it

Let's get to it

Come on everyone!

Post-listening Time: 10 min.

Aim: practising the learned vocabulary.

3. Tell students to discuss the questions in the group. Elicit the answers.

a) This song is about students' problems.

b) This song is about students' friendship.

c) This song is about students' exams


Students' own answers.

Ask students to give a title to the song and encourage them to support their ideas.

Students' own answers.

Grammar Time: 15 min.

Aim: teaching the usage of pronouns-*all, every*.

Ask students to look through the grammar spot. Give comprehension questions: Is noun singular or plural after the pronoun **every**? *What about all?* Is the verb singular or plural after **all**?  *What about every?* Tell students to find the word **every** from the text of the song. Ask them what it means (every time – all the time). You may wish to ask more examples.

1. Ask students underline the correct pronoun individually.

Answers:

e.g. **All/Every** child needs love.

1. I have written to **all/every** my friends.

2. I have written to **all/every** friend I have.

3. **All/every** my family members work in education.

4. Not **all/every** birds can sing.

5. All/**every** person made his or her own travel arrangements.
6. There is a meeting *all*/**every** week.
7. I have cleaned *all*/**every** the rooms except the bathroom.
8. You don't see tigers *all*/**every** day.

Tell students to check their answers in pairs. Then check in a whole class discussion.

2. Ask students to fill in gaps with **every** or **all**.

Answers:

e.g. She goes to school **every** day.


1. You say it **every** time I see you.
2. It rained **all** day on Monday.
3. Last summer the weather was beautiful **all** the time.
4. He called me **every** day last week.
5. When did you leave the library today? I hope you weren't there **all** morning.



Pre-reading Time: 10 min.

Aim: preparing students for the reading tasks.

1. Ask students to divide the word combinations according to their positive and negative meanings.





Answers:

Positive: well-formed, a class project, share duties, follow the hedule.

Negative: a frustrated team, being under stress, waste time, member backers.



While-reading Time: 15 min.

Aim: reading for specific information.

2. Ask students to look through the text. Encourage them to remember as many details as possible. Set the time (approximately 2 min). After that tell students to close their books. Divide them into two groups. Each group should present one piece of information. While they are presenting their answers divide the board into two parts and write  some key words of their answers in order to avoid repetition. The group  writes  much  information becomes the winner.

ORGANISING A STUDY GROUP

Study groups can take on many different forms. You can organise a study group with students from your class or you might also try participating in an online or virtual study group. A well-formed study group can ease the stress of homework and class projects, but a poorly-formed group can quickly become a frustrated team and waste their time. Here are some tips that can help you get the most out of your study group:

- Make sure that the size of your study group is appropriate. You don't want to have too many people, but you want to have enough so that if one member can't make it, you can still carry on.
- Choose people who will be committed to the group. Avoid member skers.

- If possible, choose one person to head the study group or make arrangements to share/rotate duties.
- Set meeting times and follow the schedule.
- Decide how long each study group meeting will run and set a starting and ending time.
- Create a plan at the beginning of each meeting. This will keep your study group focused.

Post-reading Time: 15 min.

Aim: practising learned words.

3. Ask students to work in pairs and discuss the questions. Students should report each others' answers:

Student A: Student B said that he/she liked team building tips because.....

- What do you need for team building?
- Is it important to choose a leader of the group? Why?
- Is it interesting to study in a group? Why?/ Why not?
- Why should you avoid slackers?
- Do you like these team building tips? Why?/Why not?

Do you like these team building tips? Why?

Students' own answers.

4. Tell students to work in pairs and to make a list of advantages and disadvantages of working in a group. Discuss in a whole class discussion.

Possible answers:

Advantages	Disadvantages
<i>funny, interesting, save time, ...</i>	<i>noisy, waste time, interruptions, ...</i>

LESSON 2. DOING GROUPWORK. (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *Present Perfect* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: The usage of *Present Perfect*.

Target vocabulary: amicable, group, team, support, help, result, effect, award, gift, federation, union, participants, members.

Materials: photos, a tape, textbooks

Starter Time: 5 min.

Aim: raising students' interest.

Ask students to work in small groups. They should look at the photos and answer the questions.

- What do you see in the photos?
- What are the differences between them?

Possible answers: In both photos sport is illustrated. The difference is that in the first picture an adult sportsman is shown. In the second there is a group of young sports players.

Pre-listening Time: 10 min.

Aim: preparing students for the listening tasks.

1. Tell students to work in pairs. They should read the words and find the correct synonyms.

Answers:

- | | |
|---------------------------|------------------------------|
| 1) amicable – g) friendly | 5) award – c) gift |
| 2) group – d) team | 6) federation – d) union |
| 3) support – b) help | 7) participants – e) members |
| 4) result – f) effect | 8) score – h) mark |

2. Have students look at the photos and describe them. Elicit the answers in a whole class discussion. Answers might vary.

While-listening Time: 15 min.

Aim: listening for specific information.

3. Elicit the definition of the words from the box. Ask students to work in pairs and complete the sentences using words from the box.

championship, friendly, against, ~~reporter~~, participants, team, the Davis Cup

Answers:

e.g. I am a **reporter** from *National Radio* № 1.

- 1) The Davis Cup Asia/Oceania Group 1 tennis **championship**.
- 2) First of all let me tell you a little information about **Davis Cup**.
- 3) Each country's tennis players work all together as a **team**.
- 4) Only men can be **participants** in this contest.
- 5) Our tennis team played **against** Australia.
- 6) Uzbekistan has a strong and **friendly** team.

TAPE SCRIPT 17.

Doing group work

Good afternoon! My name is Ulugbek Jalilov. I am a reporter from National Radio #1. And now I want to tell you about **Davis cup** Asia/Oceania **te** **championship** which was held in Namangan city last month.

First of all let me give you a little information about the Davis Cup. It is an international tennis championship, which is held **all** over the world. Each year the International Tennis Federation set the date, **g** **country** for the Davis Cup. There are two features about this contest. First, **tennis** players work all together



as a team, and second, only men can be participants in this championship. So, our tennis team played against Australia.

I will tell you about our tennis team. This year the Uzbekistan representatives were Denis Istomin, Farrukh Dustov, Sarvar Ikromov and Timur Ismailov. They have presented our country perfectly. Do you know why? Because they have a strong and friendly team. Each member of this team gets on well with the other members. They always support each other in difficult situations, and this is very important in group work.

Play the tape and check answers.

Post-listening Time: 10 min.

Aim: practising the learned vocabulary.

4. Ask students to read the questions and discuss them with their partners.

Answers:

1) What is the Davis Cup? **It is an international tennis championship which is held all over the world.**

2) Where was this championship held? **It was held in Namangan city this year.**

3) What are Uzbek players' names? **Denis Istomin, Farrukh Dustov, Sarvar Ikromov and Timur Ismailov.**

4) Which country played against Uzbekistan? **Australia.**

Grammar Time: 20 min.

Aim: introducing *Present Perfect*.

Draw students' attention on the grammar spot. Give students some time to look through it. You may wish to ask some comprehension questions. For example:

– What is present perfect? **Possible answers:** When we use the present perfect there is always a connection with now. The action in the past has a result *now*:

“Where is your key?” “I don't know. I've lost it.” (I haven't got it *now*)

– He told me his name but I have forgotten it. (I can't remember it *now*)

– “Is Sayyora here?” “No, she has gone out.” (She is out *now*)

We often use present perfect to give new information or to announce a recent happening:

– Ow! I've cut my finger.

– The road is closed. There's been (=there has been) an accident.

– (*from the news*) The police have arrested two men in connection with the robbery.

1. Ask students to complete the sentences using the verbs in the brackets in the correct form.

e.g. I (play) with Farrukh Dustov today. Unfortunately I (lose) the game. I have played with Farrukh Dustov today. Unfortunately I have lost the game.

Answers:

a) This year our group (is) strong enough, and we (beat) Australian players. **This**





- year our group has been strong enough, and we have beaten Australian players.
- b) Recently I (start) my tennis trainings again. **Recently I have started my tennis trainings again.**
 - c) I already (go) to the Wimbledon championship as a player. **I have already gone to the Wimbledon championship as a player.**
 - d) My team (achieve) all goals this year. **My team has achieved all goals this year.**
 - e) My friends (get) high scores in double match. **My friends have got high scores in double match.**

2. Ask students to make sentences in Present Perfect and tell them to use words in brackets.

Answers:

e.g. (You/ever/work/in a teams?) *Have you ever worked in a team?*

1) (I/play/in a football team/recently) *I have played in a football team recently.*

2) (I/read/an article/about/command game/ today) *I have read an article about command game today.*  

3) (They/win/the match/several times) *They have won the match several times.*

4) (We/just/do/the task all together) *We have just done the task all together.*

5) (He/buy/tickets/for the semi-final/competition) *He has bought tickets for the semi-final competition.*

3. Ask students to write down three true sentences and one false sentence to describe what they have done that day. Answers vary. Tell them to ask each other this question: *What have you done today?*

Ask students to guess which of their partner's answers are false.

e.g. *I have read a book "War and Peace" today. (false)- I have learnt a poem.*

Pre-reading Time: 5 min.

Aim: preparing for the new topic.

1. Tell students to look at the photos and discuss the following questions in groups.

a) Have you ever played tennis?

b) What do you know about tennis teams?


c) Have you ever been to tennis championships like the Tashkent Open or the Challenger Tournament in our country?

Students' own answers.

While-reading Time: 10 min.

Aim: reading for gist.

2. Ask students to look through the text quickly.

A. The Davis Cup is the **first**  national team event in men's tennis. It is organised by the International Tennis Federation (ITF), and it is held each year between teams from all countries. The championship was first played between

Great Britain and the United States. The most successful countries are the United States and Australia.

B. The tournament was started in 1899 by four members of the Harvard University Tennis Team. One of the four Harvard players, Dwight F. Davis, created a tournament structure and ordered a silver award. He paid about \$1000 for it.

C. The Davis Cup has the following structures:

- 1) It is a team game. Tennis players represent their own country. All players play for the team, not just for themselves.
- 2) The success of each team depends on scores. A team which wins three matches out of five becomes the winner.
- 3) The main difference is that a trainer can give advice and make suggestions. It is very important for the team.

Tell students to work in pairs and match paragraphs A-C with the following titles 1-3.

1. *The history of the Davis Cup Championship*
2. *The Davis Cup Tennis Championship*
3. *The Rules of the Davis Cup*

Answers: A-2 B-1 C-3

Post reading Time: 15min.

Aim: using the learned vocabulary in speech.

3. Tell students to discuss the following questions in small groups. Go up to each group and monitor their discussion. The whole class discussion follows.

- 1) Is the Davis Cup a single game or a team game? Why do you think so?
- 2) What does a team need for a good result?
- 3) Can all people work in a team or group?
- 4) Is it easy to work in a team/group? Why?/Why not?
- 5) Do you know jobs where people can work in a team/group?

Students' own answers.

4. Tell students to write 3 tips of their own to make a good team. Ask to write about 60 words. Ask them to give reasons for their choices.

LESSON 3. BEING AN EFFECTIVE GROUP MEMBER. (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *orders and instructions* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: The usage of *orders and instructions*.

Target vocabulary: supervisor, consider, fellow, suggestion, dealer, isolate, value, probe, nod, request, proposals, confusion.

Materials: photos, a tape, textbooks.

Starter Time: 5 min.

Aim: involving students in the lesson.

Have students work in a group of four. They should look at the pictures and discuss the following questions.

- a) What requirements are needed for being an effective group member?
- b) Is it important to be an effective group member? Why?
- c) Who is a leader for you? Name someone who is a good leader.
- d) What kind of person can be a leader?

Students' own answers.

Pre-listening Time: 10 min.

Aim: teaching the new vocabulary.

1. Divide the class into two groups. Tell the groups to sort out the words into the following parts of speech. Give six words to the first group and the next six to the second group. Some words might belong to both columns.

Answers:

vocabulary	noun	verb
supervisor	✓	
consider		✓
fellow	✓	
suggestion	✓	
dealer	✓	
isolate		✓
value	✓	
probe	✓	
nod		✓
request	✓	✓

confusion	✓	
proposals	✓	

While-listening Time: 15 min.

Aim: listening for gist.

2. Tell students that they are going to listen to different people from a trading company. They have a lot of experience of working in groups. They will give you useful suggestions about how to work in a group. Tell them to listen to them carefully and make ticks.

	Find someone who is talking about	Sayyora	Erkin	Guzal	Alisher
1	<i>getting involved</i>				
2	<i>listening actively</i>				
3	<i>supporting group member's ideas</i>				
4	<i>communication</i>				

TAPE SCRIPT 18.

1. Support Group Member's Ideas

Hello! My name is Sayyora. I am a dealer of the Uzbek Pharmaceutical Company. I have been working here for 5 years. So, I want to give you a tip about supporting group member's ideas.

If a teammate suggests something, always consider it – even if it's the silliest idea you've ever heard! Considering the group's ideas shows you're interested in other people's ideas, not just your own. And this makes you a good team member. After all, nobody likes a know-it-all.

2. Communication

Good morning! My name is Erkin. I am a supervisor at Uzbek Travel Company, and I want to give you advice about communication in a group.

If you have a problem with someone in your group, talk to him about it. Let your negative feelings out. You'll feel good after that. Don't isolate yourself from the group. Follow this suggestion and it will be better for the team in the long run.

3. Listen Actively

Hi! My name is Guzal. I am a sales manager of the UzGazOil company. Let me give you some advice about how to listen each other in a group.

Look at the person who's speaking to you, nod, ask probing questions and acknowledge what's said by paraphrasing points that have been made. If you're unclear about something that's been said, ask for more information to clear up any confusion before moving on. Effective communication is a vital part of any

team, so the value of good listening skills shouldn't be underestimated.

4. Get Involved

Good afternoon! My name is Alisher. I am a staff manager of the Biggest Food Company of Uzbekistan. I have been working here for 10 years. And now I want to tell you how to be involved in group work.

Share suggestions, ideas, solutions and proposals with your team members. Take the time to help your fellow teammates, no matter what the request is. You can guarantee there will be a time in the future when you'll need some help or advice. And if you've helped them in the past, they'll be more than happy to lend a helping hand.

3. Ask students to complete the sentences using words from the box. You may wish to elicit the definition of the words from the box first.

*dealer, supervisor, sales manager, staff manager,
fellow teammates x2, someone, members*

Answers:

- a) Share suggestions, ideas, solutions and proposals with your team **members**.
- b) Take the time to help your **fellow teammates**, no matter what the request is.
- c) If you have a problem with **someone** in your group, talk to him about it.
- d) I am a **supervisor** of the Uzbek Travel Company.
- e) I am a **sales manager** of the

UzGazOil company.

f) I am a **dealer** of the Uzbek Pharmaceutical Company.

g) I am a **staff manager** in the Biggest Food Company of Uzbekistan.

h) Help your **fellow teammates**, no matter what the request.

Ask students to check with their partners first ten in a whole class discussion.

Post-listening Time: 5 min.

Aim: practising the learned vocabulary.

4. Write the following statement on the board and elicit the ideas about this topic. Ask students to give examples and reasons for their answers.

The statement: If you want to walk **fast**  alone. If you want to walk far, walk together.

Students' own answers.

Grammar Time: 20 min.

Aim: introducing information about orders and instructions.

Choose one of the students and tell him/her to open the window or the door of the classroom.

Write your order on the board: *Open the window.* Ask students the following question:

What else do I usually ask you to do in the classroom?

Possible answers: Write exercises, open the books, look at the board and etc. Tell students to look through the grammar spot. You may wish to ask some comprehension questions. Establish that orders and instructions are usually in an imperative tone.

1. Tell students to do the following exercise. Answers might vary. Let them some time compare their answers.

What would you say in these situations?

e.g. *What did you say? I can't hear you. Please turn the radio off for a minute.*

1) You want your group members to take an active part in team work. You say: **Please, be active.**

2) You are in class doing a task but your classmates are making a lot of noise. You cannot concentrate. You say: **Please, be quiet.**

3) You want to organise your team and want to give some instructions to your friends. You say: **Please, listen carefully.**

4) You are giving instructions to your friend but you are not sure that he understands you. You say: **Please, be attentive.**

2. Tell students to match words a-e with words 1-5.

- | | |
|----------------------------|--|
| a) <i>Don't refuse</i> | 1) for English classes. |
| b) Always be | 2) to bring the CDs. |
| c) Turn on the lights | 3) <i>any suggestions. They may be useful.</i> |
| d) Bring your dictionaries | 4) punctual. It shows your best characteristics. |
| e) Don't forget | 5) please. I can hardly see this task. |

Answers: a) 3 b) 4 c) 5 d) 1 e) 2

Pre-reading Time: 10 min.

Aim: preparing students for the reading tasks.

1. Have students work in a group of three. Tell them to look at these photos and answer the questions.

a) What do you see in these photos?


b) What are they doing?

c) Can a woman be a leader? Why?/Why not?

Possible answers: There are **man**  **woman**  ders in the photos. In our modern world both **man** and **woman**  can be very good leaders.

While-reading Time: 15 min. 

Aim: reading for specific information.

1. Tell students to give definitions to the words from the box. If necessary they can use **dictionary**. Elicit the answers. Tell them to read this text and match words in the box  with their synonyms 1-12.

a) chat b) advice c) perfect d) giving e) think over f) group mates
g) underline h) participant i) group j) reduction k) feedback l) debate

HOW TO BE AN EFFECTIVE TEAM LEADER?



A. Don't stop your group's ideas. Avoid phrases like "Yeah, but..." or "We've already tried that". 1) Consider each and every idea that your 2) group members produce, and support them to 3) communicate on a regular basis. If you're overly critical of ideas or immediately stop the ideas of others, your group will doubt about sharing anything. After all, for every twenty ordinary 4) suggestions, there's bound to be at least one 5) excellent idea.

B. If you're 6) providing feedback, be sure to communicate the bad *and* the good. It's always hard to hear criticism, but if you 7) highlight the good things too it makes taking the bad a little easier. Also, provide clear suggestions on how your team 8) members can improve. You don't have to give them all of the solutions, instead guide the group by sharing your knowledge and experience.

C. Be enthusiastic and your group mates will catch this positive mood. If you're excited about your group's project, it's likely they'll feel a reason to be also. As a leader, your 9) team members look to you for direction. If you notice that the group's motivation and output levels are in a 10) collapse, this is your wake-up call! Have a meeting to 11) discuss what needs to be changed, and really listen to what your team has to say. If you think they may have a difficult time admitting this, get them to write their 12) comments on paper instead. It's important to stay in tune with your group. You may be surprised by what they have to say – it could be a dramatically different perspective from your own.

Answers: 1.e 2.f 3.a 4.b 5.c 6.d 7.g 8.h 9.i 10.j 11.l 12.k

3. Tell students to work in pairs and match paragraphs A-C with titles 1-3.

Answers:

1. Try To Be Positive. C
2. Provide Constructive Criticism. B
3. Value Your Group's Ideas. A

Post-reading Time: 10 min.

Aim: practising introduced materials.

4. Ask students to write about their favorite team and team leaders. Tell them to write about 60 words and give reasons.

What team do you support? Why?

Who is your favourite team leader? Why?

Let students compare with their partners. Check in a whole class discussion.

REVIEW 6. TEAMBUILDING

I. Listening

1. Evaluate your listening skills according to the statements below in the 5 point scale:

5. I can listen to and easily understand everything related to teambuilding.
4. I can listen to and understand most things.
3. I can listen to and understand some things.
2. I can listen to and understand a few things.
1. I cannot listen to and understand anything.

Mark / 10

(Points are doubled, for example, 5+5=10)

II. Reading

Study with others, your results will thank you

a) Fill in the gaps using the words in the box.

figuring out, value, fellows, participant, together, support, result, fun, group, Effective

Have you ever noticed that when you explain something you've learned in class to a friend, you begin to understand it better yourself? This happens because when you explain, or teach, an idea, you need to think actively. And by thinking more deeply about what you've learned and then explaining it to someone else, you begin to understand it better. Studying with others in a small (1)_____ is helpful to everyone because, as in the example above, you think out loud, share ideas, and learn from one another. It is said that "two heads are better than one," so while studying alone may work well for things such as memorizing facts, sometimes you'll need to understand more complicated ideas. And rather than memorize facts, you'll be required to apply facts to solving problems. (2)_____ study groups involve learning lesson materials (3)_____ explaining concepts, arguing about them, (4)_____ why one person's answer differs from another's and as the (5)_____, you learn more than you ever would have studying by yourself.

The benefits of study groups. Group study offers other advantages, in addition to gaining a deeper understanding of class material. These include the following:

Note-taking. Took horrible notes in biology last week? No worries, a (6)_____ of your study group can share his.

Sharing talents. Each person brings different strengths to a study group, such as organizational skills, the ability to stick to a task, a talent for memorization, and so on.

Covering more ground. Three study group (7) _____ may

be able to solve a problem that none would have solved alone.

Support System. Members of a study group often have common goals, such as good grades. The work of each person in a group does affect the other members, which results in making the group members (8) _____ one another.

Socializing. It's more (9) _____ to study with others. And because it's more fun, you (10) _____ more time studying.

Mark / 20 (two points for each right answer)

b) Replace the synonyms of the underlined words from the text.

1. Studying with others in a small set is helpful to everyone.
2. No worries, a fellow of your study group can share his.
3. Successful study groups involve learning lesson materials.
4. It is more pleasure to study with others.
5. And because it's more fun, you evaluate more time studying.

Mark / 5

c) Unscramble the words. The first letter given to you.

1. sevrripsou
2. cidrnseo
3. iatsloe
4. cifusnono
5. ardaw

Mark / 5

III. Grammar.

Read the situations and write sentences. Use the following verbs in Present Perfect.

Break, grow, improve, arrive, fall.

1. Mashhura can't walk and her leg is in plaster. She _____
2. Last week the bus fare was 800 soums. Now it is 900. It is _____
3. Madina's English wasn't very good. Now it is better. Her English _____
4. This morning I was expecting a letter. Now I have it. The letter _____
5. The temperature was 20 degrees above. Now it is only 12. The _____

Mark / 10 (two points for each right answer)

IV. Speaking

Evaluate your speaking skills according to the statements below in the 5 point scale :

5. I can confidently speak about everything related to teambuilding.
4. I can confidently speak about most things.
3. I can confidently speak about some things
2. I can confidently speak about a few things
1. I cannot confidently speak about anything.

Tick the things you can do in English

- I can talk about teambuilding skills.
- I can talk about things I'm expected to do
- I can describe the process of organizing things.
- I can make my own tips for organising teambuilding.

REVIEW 6 TEAMBUILDING KEYS

I. Listening Self evaluation

II. Reading

a) 1. group 2. effective 3. together 4. figuring out 5. result 6. participant 7. fellows
8. support 9. fun 10. value

b) 1. set 2. friend 3. effective 4. fun 5. value 

c) 1. supervisor 2. consider 3. isolate 4. confusion . 5. award

III. Grammar

1. has broken 2. has grown  3. has improved 4. has arrived 5. has fallen.

IV. Speaking Self evaluation

V. Writing (Students writing)

UNIT 7. PORTFOLIO

LESSON 1. EFFECTIVE DIARY KEEPING (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *Present Continuous* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.


Target structure: the usage of *Present Continuous for future plans*.

Target vocabulary: search, download, up-to-date, do, make, select, correct, see, borrow.

Materials: photos, a tape, textbooks.

Starter Time: 5 min.

Aim: focusing student's attention on the topic.

a. Draw students' attention to the pictures. Tell them to find out  whom the diaries belong to. Elicit the answers and ask why they think so.

Answers:

a diary for kids-2

a diary for girls-3

a diary for boys-4

a diary for cooks-1

a diary for office managers-5

b. Ask students to answer the following questions in pairs. Monitor their discussion. Ask pairs to report about each other. (**e.g.:** Student A speaks about student B.)

- Have you ever kept a diary or a journal? If yes, when did you start keeping it?
- Do you like writing?
- Have you ever had a blog? Would you like to?
- Do you know anybody who keeps a diary?

Pre-listening Time 10 min.

Aim: teaching new vocabulary and prepare students for the listening tasks.

1. Ask students to make as many word combinations as they can.

search	information
download	pictures
up-to-date	photos
do	mistakes
make	books
select	a presentation
correct	a doctor
see	a draft
borrow	

Possible answers:

- see – a doctor
- download – books, pictures, a presentation
- up-to-date – information, books, a presentation
- do – a presentation
- select – information, pictures, books
- correct – mistakes
- borrow – books
- make – a draft, mistakes, a presentation

While-listening Time: 15 min.

Aim: listening for specific information.

2. Ask students to read Doniyor's diary for the next week. Listen and answer the following question: *What is the aim of keeping a diary?*

TAPE SCRIPT 19.

<p>Monday ✓ consult a teacher ✓ select books from my friend ✓ search for information on the Internet</p> <p>Tuesday ✓ make a draft for the presentation</p> <p>Wednesday ✓ get feedback for my presentation from my teacher ✓ have lunch with dad ✓ see the doctor</p>	<p>I'm going to be very busy next week. I'm doing a presentation on <i>The Role of IT</i> in our life so I'm preparing for it with my friend. On Monday I'm asking our teacher what books I need for my presentation. Then, I'm selecting the books from the library. In the evening, I'm searching the up-to-date information on the Internet. On Tuesday I'm making a draft of the presentation. On Wednesday, I'm getting feedback from my teacher for my presentation. After classes I'm having lunch with mum and at 3 p.m. I'm seeing the doctor. On Thursday I'm working on my teacher's notes, correct the mistakes and design my presentation.</p>
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<p>Thursday ✓ work on my history</p> <p>Friday ✓ get up early ✓ do presentation in class ✓ pack bags</p> <p>Saturday ✓ 6.30 leave for the mountains with class</p>	<p>On Friday I'm getting up early and making my presentation in class. I hope it will be successful. In the evening, I'm packing my bags because we are going on a picnic to the mountains at the weekend with my class. So we're leaving at 6.30 on Saturday morning. I believe my week will be exiting!</p>
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Answer: It helps Doniyor to plan and save time efficiently for the week.

3. Ask students to complete the sentences using Doniyor's diary.

Answers:

1. On Monday he's **selecting books** from the library and searching up-to-date information on the Internet.
2. On Tuesday he's **making a draft** of his presentation.
3. On Wednesday he's **getting feedback** from his teacher and at 3 p.m. he is seeing the doctor.
4. On Thursday he is working on his teacher's notes, **correcting mistakes** and designing his presentation.
5. On Friday he's **doing a presentation** and in the evening he's **packing bags**.
6. On Saturday morning at 6.30 he's leaving for the **mountains** with his class.

Play the tape and check students' work.

4. Ask students to find three differences.

Answers:

1. On Monday he isn't selecting books from his friend. He is selecting them from the library.
2. On Wednesday he isn't having lunch with his dad. He is having lunch with his mum.
3. On Thursday he isn't working on his history. He is working on his teacher's notes.

Post-listening Time 10 min.

Aim: practising the learned vocabulary.

5. Ask students to work in pairs and read the sentences about 'yesterday'. They should make questions about 'tomorrow'. Encourage them to use present continuous and the words they heard in the tape about Nigina. Elicit the answers in the whole class discussion.

Answers:

Yesterday	Tomorrow
I got up early.	<i>Are you getting up early tomorrow?</i>
I went swimming.	<i>Are you going swimming tomorrow?</i>
I walked to work.	<i>Are you walking to work tomorrow?</i>
I had lunch in my office.	<i>Are you having lunch in your office tomorrow?</i>
I left work late.	<i>Are you leaving work late tomorrow?</i>
I met a friend.	<i>Are you meeting a friend tomorrow?</i>
We had dinner in a restaurant.	<i>Are you having dinner in a restaurant tomorrow?</i>

If time allows, you may wish to ask students to make sentences about yesterday of their own using word combinations from exercise 1 and ask a question about tomorrow in pairs.

Possible answers: *I saw a doctor yesterday. Are you seeing a doctor tomorrow?*

Grammar Time 15 min.

Aim: the usage of *Present Continuous* for future plans.

While students are fulfilling the post-listening task encourage them to use *Present Continuous*. Write on the board: *We are taking English courses this term.*

We are taking English courses next term. Ask the following questions: Which tense is used in both sentences? The action of which sentence hasn't begun yet? How do you know? Underline the words *next* and *this term*. Establish that *Present Continuous* can express planned future action if it is used with time expression like *next week, tomorrow, next month*. Allow students to look through the grammar rule.

1. Ask students to complete sentences. Tell them to use the correct form of *Present Continuous*. Encourage them to compare their answers with their partners.

Answers:

e.g. When **are you leaving**?

1. Karima **is doing** her homework at the moment.
2. How **are you travelling** to London tomorrow?
- 3 We **are going** next Thursday.
- 4 I can't help you now, I **am cooking** dinner.
5. Next weekend they **are buying** a new computer.
6. Abdulla **is eating** his lunch. He's very hungry!
7. I **am enjoying** this film. It's very good.

Ask students to identify in which sentences *Present Continuous* is used for future plans and in which sentences the actions are happening at the moment of speaking.

Answers: Future plans – 1, 3, 4, 6. Present actions – 2, 5, 7, 8.

2. Ask students to look at Jane's diary notes on the right. Ask them to write questions about Jane's plans for Sunday. Have students work in pairs. Elicit the answers in a whole class discussion.

e.g.: 1. where / go / Sunday? *Where is Jane going on Sunday? She's going to Oxford.*

Answers:

1. how / go Oxford? **How is she going to Oxford?**
2. who / meet? **Who is she meeting?**
3. where / meet them? **Where is she meeting them?**
4. who / have lunch with? **Whom is she having lunch with?**
5. where / have lunch? **Where is she having lunch?**
6. when / go to the Mir exhibition? **When is she going to the Mir exhibition?**
7. what / do / at 2.30? **What is she doing at 2.30?**

3. Ask students what these people are doing next week. Tell students to make sentences. Elicit the answers.

Answers:

John **is flying** to New York for an important meeting on Monday morning.

Sarah and Peter **are visiting** Italy next weekend.

Nadia **is staying** with her grandmother tomorrow.

You and your friends **are taking** English test tomorrow.

Pre-reading Time: 10 min.

Aim: Preparing students for the new topic, raising students' critical thinking skills.

1. Ask students to answer the questions in pairs. Elicit random answers in a whole class.

– Have you ever read someone's diary? If yes, what was it about?

Students' own answers.

While-reading Time: 15 min.

Aim: reading for general idea.

2. Ask students to read the text and give a suitable title.

A diary is one of your most important organising tools. It is the only way of keeping track of what you need and want to do, scheduling your time effectively to do it and to balance your life. If you use your diary effectively it will become your professional and business guide, goal achiever and priority highlighter.

So how do you use your diary effectively? Follow these simple steps.

- ✓ Have ONE master diary which you are able to carry with you.
- ✓ Enter all your appointments and add extra time for getting ready and travel time. Record the details required for the appointment, like the address, phone number and directions.
- ✓ Check your diary every morning.

- ✓ Don't schedule 100% of your day. You have to allow for unplanned events like interruptions and **perceived** emergencies.
- ✓ If you promise to do something for someone, write a note in your diary on the day you intend to do it.
- ✓ Schedule today, tomorrow. Create your to-do list at the end of each day for the next day and block schedule time blocks in your diary for you critical and high priority tasks – ensure that this will be uninterrupted time.
- ✓ Carry it with you at all times.
- ✓ Check it several times a day, especially at night and first thing in the morning.
- ✓ Add new appointments straight into it.
- ✓ Write inessential appointments in pencil, so you can make changes easily.
- ✓ Organise entries so you can see at a glance which time is filled - to make sure you cannot double-book yourself.
- ✓ Use the diary's year-planner.

Possible answer: *Tips for Keeping a Diary*

3. Ask students to add their own tips in pairs.

Possible answers:

1. Be careful not to fill your entire day with appointments and meetings otherwise you will never be able to get to your critical tasks for the day.
2. Remember to carry over tasks that you did not manage to complete.
3. Use Friday afternoons to plan for the week ahead.
4. Record follow up tasks in your diary.
5. If you have a family or partner who needs to share diary information, it is a good idea to have a wall calendar in a central place where you can share important information. Copy this information from your master diary and transfer any updates on this calendar onto your master diary.
6. Write all your great ideas, dreams and goals in your diary.
7. Keep track of your daily spending – most people spend more per day than they realize.
8. Carry it with you at all times.
9. Check it several times a day, especially at night and first thing in the morning.
10. Add new appointments straight into it.
11. Write inessential appointments in pencil, so you can make changes easily.
12. Organise entries so you can see at a glance which time is filled - to make sure you cannot double-book yourself.
13. Use the diary's year-planner.

Post-reading. Time 10 min.

Aim: encouraging students to talk more about effective diary keeping.

4. Divide class into small groups. Ask them to discuss and make a list of advantages and disadvantages of keeping a diary in a group. Give examples.

Possible answers:

anvantages	disadvantages
helps to save time reminds important meetings	difficult to carry all the time limits time

You may wish to ask your students to make presentations of their work.

LESSON 2. PORTFOLIO REQUIREMENTS (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use countable and uncountable nouns in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: *a lot of, many, much.*

Target vocabulary: *factual (adj.), particular (adj.), narrative (adj.), self-assessment (n), dossier (n), illustrate (v), compulsory (adj.), reward (n), reflection (n), self-evaluation (n)*

Materials: a tape, textbooks.

Starter Time: 5 min.

Aim: preparing students' for the new topic.

Ask students to describe the pictures.

Possible answers: These pictures show the steps of developing a portfolio. first step in picture A two students made and presented their portfolio tasks. In picture B they got the results and the last step they were happy with their results.

Draw students' attention to the questions and ask them to answer the questions in pairs. The whole class discussion follows.

- Do you want to show your progress in English to your family? In what way?
- Do you want to show what you can do in English to an employer? And how?
- Do you need a "roadmap" to guide you in your learning?
- What do you know about a portfolio?

Students' own answers.

Pre-listening Time: 10 min.

Aim: teaching new vocabulary.

1. Ask students to match the words with their definitions.

- | | |
|---|--|
| 1. <i>factual</i> (<i>adj.</i>) | a) a collection of papers containing information on a particular subject or person |
| 2. <i>particular</i> (<i>adj.</i>) | b) a judgment of one's own abilities |
| 3. <i>narrative</i> (<i>adj.</i>) | c) special, or this and not any other |
| 4. <i>self-assessment</i> (<i>n</i>) | d) something given for good behaviour or good work, etc |
| 5. <i>dossier</i> (<i>n</i>) | e) control one's own progress |
| 6. <i>illustrate</i> (<i>v</i>) | f) required by regulations or laws |
| 7. <i>compulsory</i> (<i>adj.</i>) | g) telling a story |
| 8. <i>reward</i> (<i>n</i>) | h) a sign or result of something |
| 9. <i>reflection</i> (<i>n</i>) | i) <i>characterised by facts</i> |
| 10. <i>self-evaluation</i> (<i>n</i>) | j) show the meaning or truth of something more clearly |

Answers: 1.i 2.c 3.g 4.b 5.a 6.j 7.f 8.d 9.h 10. e

While-listening Time: 15 min.

Aim: listening for gist and specific information.

2. Ask students to listen to the tape and answer the question. *What are the portfolio parts?*

TAPE SCRIPT 20.

S=Student T=Teacher

S: Sorry, can I ask you? I missed your lesson about portfolios and I have many questions. Could you explain one more time, please?

T: Sure. A portfolio is a collection of your individual work put together in a file. It belongs only to you and you can update it by adding your creative work.

S: So, are there any parts in a portfolio?

T: Well, there are three parts in it. First, *the Passport*.

S: *The Passport?*

T: Yes, it contains factual information about a learner.

S: About a learner like me?

T: Hmm... Yes, it gives a history of your learning experiences about a particular subject. And the second is *the Biography*.

S: What is that?

T: For example, it may include a narrative story about the summer camp.

S: Is that all?

T: No, it also includes a lot of self-assessment materials such as checklists, aims that you have for the future. The last part is *the Dossier*.

S: *The Dossier?* What's that?

T: It's a collection of your course work which shows your level.

S: How?

T: It may include corrected class or homework tests or exams or any pieces of

work which illustrates where you are at.

S: Can I add extra things?

T: Yes, of course. You may include many voice or video recordings also. Or any part of project work which you have done.

S: Thank you very much. Now I got it.


Answers: 1. The Passport; 2. The Biography; 3. The Dossier

3. Ask students to complete the sentences using the word combinations from the box.


Answers:

1. A portfolio belongs only to a learner and he can update by adding his own **creative work**.

2. The Passport Part of a portfolio contains **factual information** about a learner.

3. The Biography Part may include **a narrative story** about **something**. 

4. It also includes **self-assessment** materials.

5. The Dossier's  is a collection of a learner's course work which shows his **level**.


6. It may include voice or **video recordings**.


Play the tape and ask students to check their answers.

Post-listening Time: 10 min.

Aim: practising the learned materials.

4. Ask students to discuss the following questions in a group.

1. Have you ever heard **above mentioned** information before? 

2. What differences have you **realised** between your portfolio and the suggested one? 

Students' own answers.

Grammar Time: 20 min.

Aim: teaching countable and uncountable nouns.

You may wish to bring some sugar or salt to the classroom. Show some sugar (or salt) to your students and ask them: What is it? Can you count it? Write on the board: 1. There is some sugar here. 2 There are some sugars here.

Cross the second sentence and establish that sugar is uncountable, it has no plural. Elicit some other nouns which are like sugar: rice, flour ...

Establish that with these nouns the word *much* is used. Write on the board "How much is sugar?" Underline the word *much*. Ask students to tell other examples with uncountable nouns. Ask students what things we can count. Possible answers: books, students.


Ask: How many students are there in the classroom? Encourage students to find difference between this question and the previous question. Underline the word *many* and *students*. Say that countable nouns have plural form and the word *many* can be used before them. Tell students that *a lot of* is used both for

countable and uncountable nouns. But if a sentence is in a negative form *a lot of* is usually changed into *many* (for countable), *much* (for uncountable).

Tell students to look through the grammar rule and complete the exercises. Set the time and monitor their work.

1. Tell students to change *a lot of* into *much* or *many*.

Answers:

1. She wrote **a lot of** essays. She doesn't write **many** essays.
2. We didn't do **much** homework.
3. I do not have **many home tasks** for 's lesson.
4. She hasn't collected **many** CDs.
5. We didn't read **many** articles about time management.
6. They don't have **many** assignments.
7. You are not doing **many** interesting projects.
8. They don't use **much** chalk in class.

2. Tell students to write **C** for countable or **U** for or uncountable nouns.

- | | | | |
|--------------|----------|--------------------|----------|
| 1. paper | U | 6. report | C |
| 2. file | C | 7. etiquette | U |
| 3. homework | U | 8. time management | U |
| 4. home task | C | 9. group work | U |
| 5. project | C | 10. team | C |

3. Ask students to write questions using *How many...?* or *How much...?*

Answers:

1. A: **How much homework do you have** to do tonight?
B: Just a little. (*I have just little homework to do.*)
2. A: **How many parts are there** in a portfolio?
B: Three. (*There are three parts in a portfolio.*)
3. A: **How much time do you need** to finish your essay?
B: Just 10 minutes or so. (*I need just 10 minutes to finish my essay.*)
4. A: **How many uses does a portfolio have?**
B: A lot. (*A portfolio has a lot of uses.*)

Pre-reading Time: 10 min.

Aim: **preparing** s for the new topic.

1. Ask students to look at the pictures and discuss the following questions with their partners.

- Have you ever collected something related to one topic? If yes, what was that?
- How did you arrange them?
- Have you ever kept a portfolio?

Students' own answers.

While-reading Time: 20 min.

Aim: reading for general information.

2. Ask students to read the text individually.

What is the purpose of a portfolio?

A portfolio has several uses – it keeps related documents together; helps the process of reflection; gives the process of self-evaluation and personal development a higher focus. In some vocations, you can take it to job interviews and hold relevant examples and information for when you need them, such as when applying for work placements, work or other courses.

A portfolio may be compulsory for your course. However, even if you don't have to keep a portfolio, you will probably find it helpful to do so – to organise your thinking about what you need to do and monitor your progress.

Update your portfolio regularly – at least once or twice a year, and whenever you achieve something new. Rereading or rewarding what you have written may refocus your energies.

In your portfolio you should include:

1. Self-evaluation and profile sheets, planners and action plans.
2. A profile of vocational and technical skills you have developed.
3. An up-to-date list of courses and trainings.
4. Certificates (exams, a copy of your driving licence, etc.)
5. Examples of your work and interests, also your CV.

3. Ask students to do a true/false task according to the text.

Answers:

e.g. A portfolio keeps the related documents together.

true

1. It never helps the process of reflection.

false

2. It is very helpful in the process of self-evaluation and personal development.

true

3. It is not advisable to take it with you when you go to job interview.

false

4. You can include in it various samples of work and information for later use, when you will apply for a job or any study courses.

true

5. You should update your portfolio every month.

false

6. If it is not compulsory for your course do not keep it, as it is not helpful.

false

Post-reading Time: 15 min.

Aim: practising introduced materials.

4. Ask students to make a list of items that they can put in their portfolio – those items which they have already developed and the list of items which they would like to develop for their future need. After finishing, tell them to compare with their partners and write down a five step action plan of about 50 words.

Students' own answers.

LESSON 3. CHECKING AND UPDATING THE PORTFOLIO (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *gerund* and *infinitive* appropriately.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: try to, try doing, remember to do, remember doing.

Target vocabulary: verbs: step to, involve in, work on, interact with, need to, experience with, share with.

nouns: types of, sense of, learning goals of, time by time, effort on.

Materials: photos, a tape, textbooks.

Starter Time: 5 min.

Aim: raising students' interest.

Ask students to match the photos with the sentences. They should work in pairs.

Check the answers in a whole class discussion.

How I worked while making portfolio tasks:

Answers:

- 1) I wrote this - c
- 2) I was creative - f
- 3) I asked questions - h
- 4) I listened. - b
- 5) I read - d
- 6) It was hard but I tried - a
- 7) I worked with classmates - i
- 8) I used computers - e
- 9) I'm proud of my learning - g

Pre-listening Time: 5 min.

Aim: teaching new vocabulary.

1. Draw students' attention to the words in the circles. Ask them to find which prepositions go after the following verbs and nouns.

e.g. insist on

Answers:

verbs: step to, involve in, work on, interact with, need to, experience with, share with.

nouns: types of, sense of, learning goals of, time by time, effort on.

While-listening Time: 15 min.

Aim: listening for specific information.

2. Tell students they are going to listen to students speaking about portfolio. Ask them to match the sentences with speakers:

TAPE SCRIPT 21.

Nargiza: Creating portfolio practice in your classroom that insists on students acting as authors and owners of their work is the first step to develop self-evaluation. By having a sense of ownership, students are involved in all the decision-making including the criteria. A teacher and a student work together as partners to establish goals.

Azima: There are as many different portfolios as there are types of classrooms. There is no right or wrong way to develop a portfolio; the "perfect" portfolio does not exist. you become more experienced with the process. If you have been completing the reflective pieces as you interacted with this document, you have almost finished developing a portfolio for use in your classroom.

Bobur: During this grading period, I enjoyed communicating and working in groups the most because it was so interesting for us. I still need to work on my writing and reading tasks. My effort on my assignments has been collecting information and creating some new opinions.

Answers:

- | | |
|---|-----------------|
| a) I still need to work on my writing and reading tasks. | Bobur. |
| b) Students are pleased to observe their personal growth. | Nargiza. |
| c) You become more experienced with the process. | Azima. |

3. Before filling in the gaps ask students to predict what part of speech they can use to fill the gaps. e.g.: For the first gap noun is required (decision) because article the stands only before nouns. Then tell students to listen to the tape again and fill in the gaps. Check the answers in a whole class discussion.

By having a sense of ownership, students are involved in all the e.g. **decision** making including the criteria. A teacher and student work together as 1) **partners** to establish goals.

You become more 2) **experienced** with the process. If you have been completing the reflective pieces as you 3) **interacted** with this document, you have almost finished developing a 4) **portfolio** for use in your classroom. During this grading period, I enjoyed communicating and working 5) **in groups** the most because it was so interesting for us. I still need to work on my 6) **writing** and reading tasks.

Post-listening Time: 5 min.

Aim: practising introduced materials.

4. Ask students to work in pairs and do the *true* or false task.

Answers:

- | | |
|--|--------------|
| 1. A portfolio helps students act as the authors and owners of their work. | true |
| 2. There is one exact right way of making a portfolio. | false |
| 3. Only student works with portfolio. | false |

4. Bobur enjoyed communicating and working in groups mostly. **true**

5. One of the most important benefits of a portfolio is raising students' critical thinking. **true**

5. Ask students to compare portfolios with their partners and discuss the advantages and disadvantages of them.

Grammar Time: 15 min.

Aim: to introduce the verbs which can be used both with *gerund* and *infinitive*.

Ask students to look through the grammar spot and prepare three or four questions according to it. Set the time of about 5 min. Then have students work in pairs and tell them to ask their prepared questions from each other. Monitor their work help if necessary. Conduct a whole class discussion and elicit what students have learned. Establish that it is important to know the difference between try to do, remember to do and try doing, remember doing. Otherwise the meaning of the sentence can be wrong.

Answers:

1. Ask students to choose the right alternative.

1. I tried **to collect/collecting** everything that need to be in portfolio.

2. Last year my friend had problems with comma usage. He tried **reflecting/to reflect** to his mistakes and now makes few mistakes.

3. I tried **to review/reviewing** my portfolio time by time.

4. Remember **to review/reviewing** the whole unit in order to prepare for quiz.

5. I clearly remember **to check/checking** your essay. But I can't remember where I put it.

6. I remember **to get/getting** my parents' opinions on my portfolio. It was real fun.

2. Tell students to put the verbs into the correct form, *-ing* or *to+infinitive*.

Answers:

1. I tried **to download** that information a lot, but it was unsuccessful.

2. When you see Tom, remember **to tell** him about the meeting.

3. A: You lent me a grammar book a few months ago.

B: Did I? I don't remember **lending** you any book.

4. I always try **to be** first in doing exercises in English classes.

5. Remember **to hand** your projects in time.

6. When I had problems with spelling I tried **doing** a lot of spelling exercises. And it helped.

Pre-reading Time: 15 min.

Aim: preparing students for the reading tasks.

1. Have students work with their partners. They should answer the following questions. A whole class discussion follows.

- a. What did you learn from your portfolio?
- b. How did you learn from your portfolio?

While-reading Time: 10 min.

Aim: reading for specific information.

2. Ask students to read the text and pay attention to the tips of Mukhlisa's teacher.

A GOOD EXPERIENCE ON KEEPING A PORTFOLIO

Hello! My name is Mukhlisa. Now I am in my second year. Last year I had a good experience on keeping a portfolio. I learned a lot about myself as a learner. Actually it is very joyful and interesting to have a portfolio. It is like a mirror of your knowledge where you can see how you are growing during the year. Time by time you become more knowledgeable.

But you need to know and work on your every weakness to become a good learner. Some tips that my teacher provided helped me a lot. Now I want to share them with you.

First, I tried to collect everything that need to be in the portfolio starting from my tests and quizzes, writings, readings to audiotapes, photographs etc.

Second, I tried to be selective. It means I didn't simply collect things but tried to select only valuable ones.

Third, I set learning goals for myself and tried to achieve them.

Forth, I gave feedback for myself using some questions and answering them.

Fifth, I reviewed my portfolio time by time. And the last, I remember sharing my portfolio with my parents and my friends. It was real fun and really useful when I got their opinions on the items of my portfolio.

I hope that you will find these tips useful for you and you will enjoy keeping portfolios.

3. Tell students to read the text again and fill the gaps with a missing tip from your memory.

Answers:

Tip 1 Collect everything.

Tip 2 Select only valuable things.

Tip 3 Achieve goals.

Tip 4 Use self-reflection tools.

Tip 5 Review the portfolio.

Tip 6 Share with your parents and friends.

4. Tell students to match underlined words in the text with the following definitions.

Answers:

1. very important- valuable

2. a weak point- weakness

3. to get smth- to achieve

4. giving smb.'s opinion- feedback

5. clever- knowledgeable

Post-reading Time: 10 min.

Aim: practising introduced materials.

5. Ask students to choose something from their portfolio and give feedback themselves. They should use the following questions.

This was about....

A thought that I liked and enjoyed....

I noticed that....

Key words for me were....

The important part for me was....

An idea that got my interest....

Students' own answers.

REVIEW 7. PORTFOLIO

I. Listening

Evaluate your listening skills according to the statements below in the 5 point scale:

5. I can listen to and easily understand everything related to portfolio.
4. I can listen to and understand most things.
3. I can listen to and understand some things
2. I can understand a few things.
1. I cannot understand anything.

Mark / 10

(Points are doubled, for example, 5+5=10)

II. Reading

Portfolio requirements

a) **Fill in the gaps using the words in the box**

up to date, reflect, particular, compulsory, make a presentation, illustrate, reflect, self assessment, factual, search

A portfolio is a showcase where your creative work is kept. You can make an impression on people and (1) _____ of it any time as you wish. Portfolio is also one of the most important valuable skill yourself as a designer and you can make (2) _____ then. For study portfolio, first you (3) _____ for information, (4) _____ appropriate one and apply them for (5) _____ purposes. It is (6) _____ and you can (7) _____ on it,

(8) _____ findings and (9) _____ if it is necessary. On the other hand, in business an effective portfolio serves as an invaluable resource to gain new clients and keeping the business moving forward. Furthermore, designed portfolio by you shows your most important personal and professional qualities. For career purposes, it's basically who you are. Your portfolio is the only (10) _____ proof of your talents.

Mark / 20 (two points for each right answer)

b) According to the reading text.

1. Portfolio is
 - A) a creative work of yours
 - B) a box for papers
 - C) a pocket dictionary
2. An effective portfolio is always
 - A) admiring
 - B) interesting
 - C) reflective
3. Designing portfolio is
 - A) doing a hard job
 - B) writing letters to someone
 - C) showing your skills at once.
4. Portfolio assesses
 - A) acquired skills, talents, ability
 - B) client's needs
 - C) people's expectations
5. Who benefits more from portfolio?
 - A) workers, friends, police, doctors
 - B) employers, teachers, promoters, students
 - C) interested people, family, neighbours, fellows

Mark / 5

c) Unscramble the words. The first letter is given to you.

1. rewdar
2. navrateri
3. intaterc
4. brrwoo
5. doawdlon

Mark / 5

III. Grammar

Which of the underlined parts of these sentences are correct?

1. Rano was so helpful. She gave us some very useful advise / advises.
2. Is it difficult to find a work / job this moment?
3. Did you enjoy your holiday? Yes, I had a wonderful time / wonderful time.
4. Light / a light comes from the Sun.
5. If you want to know the news, you can read a paper / paper.

Mark / 10 (two points for each right answer)

IV. Speaking

Evaluate your speaking skills according to the statements below in the 5 point scale:

5. I can confidently speak about everything related to portfolio.
4. I can confidently speak about most things.
3. I can confidently speak about some things.
2. I can confidently speak about a few things.

REVIEW 7 PORTFOLIO KEYS

I. Listening

Self evaluation

II. Reading

a) 1.make a presentation 2.self assessment 3.search 4.select 5.particular
6.compulsory 7.reflect 8 illustrate 9.up to date 10.factual
b)1.A 2.C 3.C 4.A 5.B

c) 1. reward 2.narrative 3.interact 4.borrow 5.download

Grammar

III. 1.advice 2.job 3.wonderful time 4.light 5. a paper .

IV. **Speaking** Self evaluation

V. **Writing** (Students writing)

UNIT 8. IDENTIFYING YOUR SKILLS

LESSON 1. MONITORING SKILLS DEVELOPMENT (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *zero conditionals* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: zero conditionals

Target vocabulary: analyse (v), require (v), customer (n), research (n), communicate(v), investigation (n), plan(v), decision (n), organise (v).

Materials: photos, a tape, textbooks


Starter Time: 10 min.

Aim: preparing students for the new lesson.

Ask students to discuss the following question in pairs:

a) What are your ideas about what a 'skill' is and how skills are developed?

Students' own answers.

b) Tell students to look at these photos and **try to find**  what kind of skills they refer to.

Possible answers: 1. Note-taking 2. Public speaking 3. IT skills 4. Working in a team skills

Pre-listening Time: 10 min.

Aim: teaching new vocabulary.

1. Ask students to match the words with definitions.

- | | |
|-----------------|---|
| 1) analyse (v) | a) a person who buys goods or a service |
| 2) require (v) | b) to share information with others by speaking |
| 3) customer (n) | c) to decide how to do something in future |

- | | |
|----------------------|---|
| 4) research (n) | d) to study or examine something in detail |
| 5) communicate (v) | e) to make arrangements about something to happen |
| 6) investigation (n) | f) a choice after thinking
about several possibilities |
| 7) plan (v) | g) to need or make necessary |
| 8) decision (n) | h) the act or process to discover the truth |
| 9) organise (v) | i) a detailed study of a subject |

Answers: 1.d 2.g 3.a 4.i 5.b 6.h 7.c 8.f 9.e

While-listening Time: 15 min.

Aim: listening for gist.

2. Tell students that they are going to listen to the people talking about their skills in their jobs and try to find this particular job.

TAPE SCRIPT 22. JOB SKILLS

Speaker 1. In my job I need to be good at teaching, instructing and making presentations, but I also need to have good listening skills to understand the problems of pupils. I have to analyse the reasons why a student is not interested in learning and also I must know about my learners' interest and how to communicate with them.

Speaker 2. My job requires good writing skills. For example, I reply to the different letters from customers. I also need to be good at listening to be able to solve problems when a customer is asking for a large loan. I have to be confident when trying to make a local company come to our bank rather than to a competitor bank and it's important for me to co-operate with my staff too.

Speaker 3. In my job I need good communication and listening skills to deal with clients. I also have to know the laws, because investigation, analytical and problem-solving abilities to solve legal work are important and of course I must have good decision-making skills – to know exactly the action to follow.

Speaker 4. My job requires good writing and communication skills because I work with the public. For example, I write reports for a road accident and present evidence in court. I need to be able to make decisions, to investigate and to co-operate with colleagues and other agencies. Leadership is an essential quality in my job – people expect us to take leadership. For example, at the scene of a road accident – I can also be an inspector, where planning and organising are also important skills.

Answers:

Speaker 1. teacher Speaker 2. bank manager Speaker 3. lawyer Speaker 4. police officer

3. Ask students to complete the sentences with the words in the box.

to deal with, investigators, evidence, essential, complaints, to be good at

Answers:

e.g.: People in this job obviously need **to be good at** teaching, instructing and making presentations.

1. People in this job need good communication and listening skills **to deal with** clients.
2. These people need good writing and communication skills to work with the public, write reports and present

evidence in court.

3. Leadership is an **essential** quality in this job.
4. They must be good **investigators** to be able to research the market,
5. This job requires good writing skills, for example, when drafting a letter to reply to the **complaints** of a customer.

Check answers by playing the tape.

Post-listening Time: 10 min.

Aim: practising introduced materials.

4. Tell students to discuss the following questions with their partners in turn:

What kind of skills do you need to have for your profession? Why?

Possible answers: I want to be a bank manager. So I need to have good communication and writing skills because I must reply the different letters of customers. I also need to be good at listening to be able to solve problems when a customer is asking for a large loan.

Elicit answers in a whole class discussion. Encourage students to speak.

Grammar Time: 15 min.

Aim: introducing the usage of *zero conditional*.

Introduce the new theme with a story: *When it rains, my roof leaks. When my roof leaks, the walls get wet. When the walls get wet, they get moldy. When they get moldy, I get sick. When I get sick, I go to the doctor. When I go to the doctor, he always says the same thing, "Fix your roof!"*

Then, repeat the story substituting "whenever", "every time" and "if". Students guess the rule and write it on the board: If + present simple+ present simple. Tell that we use zero conditionals to talk about facts or situations which are always true. Then present examples of other uses, scientific truth etc. Ask students make up their own examples.

1. Ask students to complete these sentences with their own ideas using zero conditional.

e.g. If I have bad news to pass on, I usually *send an e-mail or a text message*.

- a. If I have good news to pass on, I...
- b. If someone has upset me, I...
- c. If I need my friend's advice, I...
- d. If I want to apologise for something, I ...

Students' own answers.

2. Read this information about handwriting and complete the sentences with the correct form of the verbs from the box.

Answers:

What Does Your Handwriting Say About You?

If Your Writing Slants...

to the right: You (1) **are** open to the world around you and like to socialize with other people.

to the left: You generally (2) **like** to work alone or behind the scenes. If you (3) **are** right-handed and your handwriting slants to the left, you may be expressing rebellion.

not at all: You (4) **tend to** be logical and practical. You (5) **are** guarded with your emotions.

If the Size of Your Letters Is...

large: You (6) **have** a big personality. Many celebrities have large handwriting. It may suggest that you are outgoing and like the limelight.

You (7) **are** focused and can concentrate easily. You tend to be shy.

average: You are well-adjusted and adaptable.

If Your students Are...

round: You are a people-pleaser and seek compromise. You (8) **avoid** confrontation.

pointy: You are intellectually probing and (9) **like** to study new things. The higher and pointier the peaks, the more ambitious you are.

open at the bottom: You might not be following your heart. For example, you always wanted to be an artist, but you have a career in finance.

printed: You (10) **are** versatile.

Pre-reading Time: 5 min.

Aim: focusing students' attention on the new topic.

1. Ask students to look at the pictures and discuss the question with their partners.

Possible answer: Skills – the key to getting a job. Skills can make our life easier. You are successful if you have the skills your job requires.



While-reading Time: 15 min.

Aim: reading for specific information.



2. Ask students to read the text individually and fill in the blanks with the given suggestions.



WAYS TO DEVELOP SKILLS


Do you want to develop your skills? Exactly what skills do you need to improve?

After giving answers to these questions you have to find the ways to develop your particular skill. **Tips**  below help you to find your way. You could also use these as evidence in an application for a job to show you have **had**  the skills. For example, if you want to improve your writing skills, try to write essays, dissertations, project reports and articles for a student newspaper or a report for a course placement.


However, for speaking skills you can join a college drama group, take part in public speaking, debating in seminars. Working as a receptionist in a vacation job or being a student radio presenter also help to develop your speaking skills.

But if you are shy and don't like new **environment**,  must try to work part-time while studying or changing courses quickly, because you need **adaptability skill**.  nging people around helps you to gain this skill.

Now you're saying that you are not shy but always passive. Don't worry, in this case you don't have **leadership skill**.  an improve this skill by leading a group project, captaining a sports team or being a group representative in **any events**. 

It is not easy  to be a leader or to be a good speaker, but if you try hard you can gain any skills you want to have.

Answers:

Skills	Ways to develop
writing	<i>try to write essays, dissertations, project reports, articles for the student newspaper or a report for a course placement</i>
speaking	<i>join a college drama group, take part in public speaking or debating in seminars, work as a receptionist in a vacation job or be a student radio presenter</i>
adaptability	<i>make new friends, change people around you</i>
leadership	<i>lead a group project, be a captain of a sports team or be a group representative in any events</i> 

Let students compare their answers with their partners.

Post-reading Time: 10 min.

Aim: practising introduced materials.

3. Tell students to discuss these questions in small groups.

1. How many skills mentioned above? Do you find them useful for yourself?
2. What kind of skills do you need for your future job? Do you have these skills?

Students' own answers.

4. Ask students to complete the table given below. Tell them to write the plan **how** to develop their skills for their job.



Skills I have	Skills I want to develop	What I want to do for this
_____	_____	_____
_____	_____	_____
_____	_____	_____

Students' own answers.

LESSON 2. SKILLS AND QUALITIES YOU HAVE NOW (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use prefixes *un-*, *in-*, *il-*, *ir-* and *dis-* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: prefixes *un-*, *in-*, *il-*, *ir-* and *dis-*.

Target vocabulary: confidence, reading a map, communication, punctuality, leadership, friendly, team worker, responsible, adaptable, hard-working, reliable.

Materials: photos, a tape, textbooks

Starter Time: 5 min.

Aim: focusing students' attention on the new topic.

Ask students to look at the pictures and guess the situation in pairs and answer the question given below. Elicit answers. Discuss in a whole class discussion.

How do you link these two pictures?

Possible answer: Picture a) shows a fish is leading its group. In order to lead a group, a leader has to have skills, abilities and knowledge.

Pre-listening Time: 10 min.

Aim: teaching new vocabulary.

1. Tell students to work in pairs and divide these words into skills and abilities.

confidence, reading, communication, punctuality, writing, thinking, leadership, friendship, hardworking, responsibility, reliability, adaptability, speaking, listening

Answers:

academic skills: reading, writing, thinking, speaking, listening

personal management skills: confidence, punctuality, hardworking, responsibility, adaptability

teamwork skills: communication, leadership, friendship, reliability

While-listening Time: 15 min.

Aim: listening for gist.

2. Tell students that they are going to listen to the conversation between Laylo and Sevara. Ask them to write the qualities Sevara mentioned about Laylo.

TAPE SCRIPT 23.

Sevara: Hi, Laylo. I thought you were a very responsible person. But now I see it is not so. Why didn't you come to the lesson yesterday? You should have made your presentation! You knew that it was a demo lesson. Our teacher complained a lot because she was embarrassed in front of the principal. She said you were irresponsible, not punctual, unreliable and you never keep a promise. Why?

Laylo: Stop, stop. Can you stop for a while? I can explain. I have a good reason. But I can't tell you now. I wanted to come but it wasn't in my hands.

Sevara: I know. The only person I can trust is you. Don't worry. I said to the teacher and I replaced you. But it wasn't easy. However, I tried to do my best. Lots of people praised me with honourable words like a hard-working, enthusiastic, responsible, adaptable and bright person with active concern.

Laylo: Thank you so much for your support, Sevara. You are my best friend.

Answers:

Laylo	Sevara
<i>irresponsible, not punctual, unreliable and she never keeps a promise</i>	<i>hard-working, enthusiastic, responsible, adaptable and bright person with active concern</i>

Play the tape once again if necessary.

3. Tell students to discuss these questions with their partners.

1. Why did Sevara call Laylo irresponsible?
2. Did Laylo have a reason? Did she tell Sevara about it ?
3. Why did they praise Sevara?

Answers:

1. Because she missed an important lesson.
2. Yes, she did. She cannot explain it to Sevara.
3. Because she is hard-working, enthusiastic, responsible, adaptable and bright person with active concern.

Elicit answers in a whole class discussion.

Post-listening Time: 15 min

Aim: practising the introduced materials.

4. a) In pairs, ask students to divide the following adjectives into positive and negative.
punctual, impatient, responsible, mean, funny, serious, enthusiastic, bright,

reliable, honest, unreliable, irresponsible, unfriendly, unable, dishonest, impatient.

Answers:

Positive	Negative
<i>punctual, responsible, funny</i>	<i>impatient, mean, unreliable,</i>
<i>serious, enthusiastic, bright,</i>	<i>irresponsible, unfriendly, unable,</i>
<i>reliable, honest</i>	<i>dishonest, impatient</i>

b) Ask students to discuss the following questions in pairs.

– Which of these qualities do you have?

– Have you ever tried to improve your negative qualities? If yes, when and how?

Students' own answers.

5. In small groups ask students to discuss the following questions.

– Have ever been in this kind of situation which Sevara had?

– Did you have to replace anybody?

Students' own answers.

Grammar Time: 15 min.

Aim: introducing the prefixes *un-*, *in-*, *il-*, *ir-*, and *dis-*.

Write on the board: *legal-illegal, happy-unhappy, responsible-irresponsible, ...*

Ask students to guess the meanings of the words on the board. Elicit answers. Establish that the prefixes *like un-, in-, il-, ir-, and dis-* produce negative meaning.

1. Ask students to write opposite meanings by adding prefixes: *un-, in-, -im, il-, ir-, and dis-*.

e.g. *That man's locking the door. No, he isn't. He's unlocking it.*

1. He's quite *mature* for his age. I don't agree. I think he's **immature**.

2. I think she's *reliable*. No, she isn't. She's very **unreliable**.

3. Is she *wrapping* that parcel? No, she is **unwrapping** it.

4. Is his handwriting *legible*? No, I find it quite **illegible**.

5. Does her father *approve* of Jasur? No, I'm sure he **disapproves**.

6. Do you think he's *honest*? No, I'm sure he is **dishonest**.

7. Is it *convenient* to have a chat? No, sorry. It's a bit **inconvenient** now.

8. Is it *possible* to replace the vase I broke? I'm afraid not – it's **impossible**.

2. Ask students to make a list of adjectives which they want to avoid using the prefixes from the grammar spot.

Students' own answers.

Pre-reading Time: 5min.

Aim: preparing students for the reading tasks.

1. Draw students attention to the skill set and ask students to complete their skill set. Elicit answers.

Students' own answers.

While-reading Time: 15 min.

Aim: reading for general information.

2. Tell students to look through the text quickly.

My name is Sardor, I'm 17 years old. My hobbies are reading books, playing the guitar, listening to music and visiting different galleries.

Since I started coming to this college, I have made only few friends because I'm not sociable. I have difficulties in getting on with people, because I am very shy. So I found it difficult to get on with my groupmates. My groupmate Jasur is a very talkative, cheerful, responsible, goal-oriented, sociable, easy-going and interesting student with a good sense of humour. He is also an intelligent and educated person. He is the first person who talked to me in this group. Now we are best friends.

Now I am trying to be able to work well both on my own initiative and as part of a team. I try to learn something new from every experience because I believe there is always room for self-improvement both personally and professionally. Despite my faults with my groupmates, I worked hard on my study. So I made progress in my English. By the way, my group is an English group. I used to study in a different way, but here I learned other methods that helped me a lot. I really enjoy coming here because there are so many clever and active students. The teachers are kind and helpful.

3. Ask students to do the **true/false** task. Check the answers in a whole class discussion.

Answers:

- | | |
|---|----------|
| a) Sardor is a very talkative and easy going boy. | F |
| b) He changed his college. | T |
| c) His friend is very shy. | F |
| d) He made progress in his maths. | F |
| e) Sardor's teachers are supportive. | T |

Post-reading Time: 10 min.

Aim: practising introduced materials.

4. Draw students' attention to the following questions and ask them to answer in a whole class discussion.

1. What kind of person is Sardor?
2. What was difficult for him?
3. Have you ever been in situation like Sardor's? If yes, what did you do?

Students' own answers.

5. Tell students to write about their four strongest personal skills and qualities by giving examples.

LESSON 3. PERSONAL PROFILES (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *adverbs of degree* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: The usage of modifying adverbs.


Target vocabulary: highly skilled, highly motivated, knowledgeable, creative, reliable, flexible, adaptable, energetic, expert on, responsible for, ability in, excellent at, (career target); looking for, a position in, objective is ...

Materials: photos, a tape, textbook.

Starter Time: 5 min.

Aim: involving students in the lesson.


1. Tell students to look at the screen shot and answer the questions:

- a) What are your top three values?
- b) What have you learnt from **this** le given above?
- c) What do we use **personal** profile for?

Possible answers: 

a) **Students' own answers.**


b) This is a personal profile that gives personal and professional information about the person. This personal profile includes the name, surname, telephone number, address, e-mail of the internet user.

c) Personal profiles are used if people are applying for a job or **entering**  **why** university. Personal profiles are also required for registration of internet web sites.

Pre-listening: time 10 min.


Aim: preparing students for the listening task.


1. Tell students to give brief information about themselves using the following words and phrases.

<p>Who you are: highly skilled, highly motivated, knowledgeable, creative, reliable, flexible, adaptable, energetic</p>	<p>What you can do: expert on, responsible for, ability in, excellent at</p>	<p>What you want: (career target); looking for, a position in  objective is ...</p>
--	---	--

Students' own answers.

While-listening: time 15 min.

Aim: listening for specific information. 

2. Tell students to listen to Mansur and **ask**  to fill in this application form about him where possible.

TAPE SCRIPT 24.

My name is Mansur. I am 34 years old. I am a programmer and I am from Uzbekistan. My telephone number at work is +998 71 258 72 43, my mobile number is +998 98 346 28 61. I live in a big city Tashkent. I live in a comfortable house in Chuponota Street, Uchtepa district. I am married and have two children. I work for a computer company in the city. The company is very famous and successful. My birthday is tomorrow on the 17th of February. My family and I are very happy.

Answers:

Name: Nematov Mansur Otabekovich
last first middle

- male**
- female

Profession **Programmer**

Current address **Chuponota Street/Uchtepa distrit**
street

Tashkent 100110 Uzbekistan
city region index/post code country

Current phone number: +998 71 258 72 43 +998 71 276 17 78 + 998 98 946 28 61
work home mobile


e-mail smartboy@gmail.com fax +998 71 252 77 52

permanent phone number: +998 71 276 17 78

date of birth 17 / 02 / 1987 age 26 Passport № CA 2549459
day month year

Post-listening Time: 10 min.

Aim: practising the learned vocabulary.

3. Ask students to give **short**  information about the people using the following business cards. Monitor the process. Elicit the answers in a whole class discussion.

Possible answers:

- a)** Name: Leo Reina male
 Phone number: 800 752 4000
 Fax: 815 358 4001
 E-mail:lr@reinaimaging.com
 Website: magic@mail.com
 Profession: manager of Magic **restaurant** 
- b)** Name: John Smith male
 Phone number: 078 1543 4656
 E-mail:j-smith@yahoo.com
 Profession: Carpenter

Students' own answers.

Grammar Time: 20 min.

Aim: using *modifying adverbs*.

Draw students' attention to the grammar spot. Give students some time to look through it. You may wish to ask some comprehension questions. For example:

- What is an adverb?
- What is an adjective?
- How many types of adverbs do you know?

Possible answers:

An adjective modifies nouns and gives information about the quality of a noun. An adverb usually modifies nouns, adjectives and adverbs. Elicit the answers and establish that there are a number of adverbs that add strong or weak meaning to adjectives. Tell students to look through the grammar spot again and ask them to close their text books. Then ask any volunteer student to draw the same graph from the grammar spot on the board. Tell other student to help him to remember the adverbs with positive and negative meaning.

We use adverbs to make the meaning of adjectives stronger or weaker.

Positive	OK	Negative
extremely very rather fairly	slightly fairly	rather very extremely
incredibly pretty (<i>inf.</i>) quite	a bit (<i>inf.</i>) quite	pretty (<i>inf.</i>) incredibly

1. Tell students to change the underlined adverbs to make the first two sentences more positive and the last three sentences less negative.

Answers:


e.g. *I thought they were very good. I thought they were incredibly good.*

1. That job seemed to him to be extremely interesting.
2. He's been getting very good marks.
3. Otabek said the flat was rather small.
4. They said it was a bit boring.
5. The clothes were rather expensive.

2. Tell students to rewrite the sentences to include adverbs of degree in brackets.

Answers:

e.g. *I'm pessimistic. (slightly) I'm slightly pessimistic.*

1. Mansur is **very** sociable.
2. My best friend is **really** confident.
3. I'm a student at **a quite**  school.
4. I find English **quite** difficult.
5. I'm sometimes a **bit** shy.

Pre-reading Time 5 min.

Aim: preparing students for the reading tasks.

1. Tell students to work in pairs and ask them to look at the photos and answer

the following questions by guessing.

Students' own answers.

While-reading: time 15 min.

Aim: reading for general information.

2. Divide the class into A's and B's. Students A should read the first profile about Ozodbek. Students B should read about Sabina. Tell them to **give questions to each other**. (A to B, B to A).



My Personal Profile	By Ozodbek
My name is Ozodbek. I am from Tashkent. I am 17 years old. I am a second-year student at vocational college.	
I've got lots of hobbies and interests. I like playing chess and computer games with my friends. I also do a lot of sports, I particularly enjoy swimming and football. I'm also interested in photography.	
I'm quite an ambitious person. I want to go to university and then get a job in web design. I think I'm quite hard-working, too. I have probably got a few faults. I think I am slightly impatient and maybe a little intolerant too.	

My Personal Profile	By Sabina
My name is Sabina. I'm 17 and I am a first-year student at university. I live with my parents and my brother Akmal.	
My hobbies are fashion and listening to music. I am not very keen on sport, but I sometimes play tennis.	
I'm not a very shy person. I'm quite confident and I prefer talking to other confident people. I think I'm kind and very loyal to my friends.	

Tell students to ask the following questions to each other according to the text.

Answers:

- How old are they? **Ozodbek is 17. Sabina is 17.**
- Where do they study? **He studies at vocational college. She studies at university.**
- Which sports do they like? What other hobbies and interests do they have? **He likes playing chess, swimming and football. She likes to play tennis.**
- What **personality** ctives do they use to describe **themselves** **Ozodbek: hardworking, slightly impatient and a Sabina : quite confident, kind and very loyal.**

Post-reading: time 10 min.

Aim: using the learned vocabulary.


3. Ask students to write a personal profile of 80-100 words for an Internet chat room. Tell students to organise their ideas into three sections. Tell them to call their profile "**My personal profile.**" Include:

- * an introduction with your name, hometown, age and brief information about your school (university or work place) and family;
- * information about hobbies, interests and sports;
- * a description of your personality.

REVIEW 8. IDENTIFYING YOUR SKILLS

I. Listening

Evaluate your listening skills according to the statements below in the 5 point scale:

5. I can listen to and easily understand everything related to identifying s
4. I can listen to and understand most things.
3. I can listen to and understand some things.
2. I can understand a few things.
1. I cannot understand anything.

Mark / 10

(Points are doubled, for example, 5+5=10)

II. Reading

Identify your skills

a) Fill in the gaps using the words in the box

leadership, communication, reward, organizing, unique, requires, adaptability, analyse, confidently, plan,
--


If you know what your knowledge, skills and abilities are, you will be able to (1)_____ and develop a better career objective. Your career objective is a simple (usually one or two sentence) statement of what you are required to do or complete. It is important to (2)_____ your career decision so that you can focus your job search efforts. It also (3)_____ to correctly state this on your resume and appropriate areas of job applications.

Job-Specific Skills

Job-specific skills are skills that you are able to perform (4)_____ a particular task. These skills are often gained from specialized training and education or experience on the job. For example, mechanics need knowledge about how mechanical systems and engines work. Job-specific skills may also be gained through volunteer work, hobbies or home management, (5)_____ and training.

Transferable Skills

Transferable skills are skills that are not (6)_____ to a particular task and that you can transfer or use from one job or career to another. Transferable skills usually involve doing something with people, data or things and can be

measured according to their **complicated** . More complex skills often require greater initiative, creativity and problem solving, (7) _____ and (8) _____. The more complex the skill is, the less competition there is for jobs and greater the (9) _____ will be.

Some examples of transferable skills are supervising, analysing, problem solving and (10) _____.

Mark / 20 (two points for each right answer)

b) Replace the synonyms of the underlined words from the text.

1. Your career objective is a simple statement of what you are required to do or **realise**.

2. These skills are often **obtained** from specialized training and education or experience on the job.

3. Transferable skills usually **include** doing something with people or data.

4. More **complicated** skills often require greater initiative, creativity and problem solving skills.

5. You have to correctly state this on your resume and **suitable** areas of job applications.

Mark / 5

c) Unscramble the words. The first letter is given to you

1. raechrhes 2. cmsouert 3. plectuynaitu 4. rbytliaiei 5. fehpidrsni

Mark / 5

III. Grammar

Prefixes are given with their common combinations. Some of them are not possible. Find and cross them. 

1. in considerate / dispensable / mature.

2. il legal / literate / loyal / logical.

3. un do/equal /opposite/usual.


4. ir rational/regular/perfect/

5. dis comfort/lead/like/organise

Mark / 10 (two points for each right answer)

IV. Speaking

Evaluate your speaking skills according to the statements below in the 5 point scale :

5. I can confidently speak about everything related to **portfolio** 

4. I can confidently speak about most things.

3. I can confidently speak about some things.

2. I can confidently speak about a few things.

1. I cannot confidently speak about anything.

Mark / 10

(Points are doubled, for example, 5+5=10)

III. Grammar

1.mature 2.loyal 3.opposite 4.perfect 5.lead .

IV. Speaking Self evaluation

V. Writing (Students writing)

UNIT 9. REPORT AND CASE STUDIES

LESSON 1. IDENTIFYING AND SELECTING RELEVANT INFORMATION (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information.
- ✓ use *Past Simple* in meaningful situations.
- ✓ learn how to select relevant information.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: *Past Simple*

Target vocabulary: identify, relevant, suitable, environment, select, report, research, come across, influence, necessary

Materials: photos, a tape, textbooks.

Starter Time: 5 min.

Aim: introducing how to select information.

- a) Ask students to look through the texts quickly and choose the one.
- b) Pair students up and ask them to discuss the following questions.
 1. How did you select it?
 2. What things did you pay attention to while choosing?
 3. What information was useful for you?

4. Students' own answers.

Pre-listening Time: 10min.

Aim: teaching new vocabulary and prepare students for the listening tasks.

1. Ask students to match words 1-11 with their definition a-k.

1. <i>tired (adj)</i>	a) the detailed study of something to find new facts
2. <i>relevant (adj)</i>	b) to choose someone or something from a group
3. <i>necessary (adj)</i>	c) to find something by chance
4. <i>suitable (adj)</i>	d) right for a certain purpose, person, or situation
5. <i>influence (n)</i>	e) important and connected to what is needed
6. <i>research (n)</i>	f) <i>needing to rest or sleep</i>
7. <i>identify (v)</i>	g) the place in which people or animal live
8. <i>report (n)</i>	h) needed

9. environment (<i>n</i>)	i) written document that gives information about a definite topic, situation or event
10. select (<i>v</i>)	j) an effect that a person or thing has on someone's behavior or on the way something happens
11. come across (<i>ph. v</i>)	k) to recognise something and understand exactly what it is

Answers: 1.f 2.e 3.h 4.d 5.j 6.a 7.k 8.i 9.g 10.b 11.c

While listening Time: 15 min.

Aim: listening for gist.

2. Tell students that they are going to listen to people talking about the problems they had in selecting information. Ask them to write Kamila and Dilshod's problems.

Answers:

Kamila's problem: She has difficulty in choosing relevant information.

Dilshod's problem: He has difficulty in selecting a suitable resource for the project.

3. Refer students' attention to the new words back in exercise. 1 and tell them that they are going to use them to complete the dialogue.

Ask students to listen to the tape again and complete the sentences with the words from the exercise 2. Mention that NOT all words from exercise 1 are needed.

TAPE SCRIPT 25.

IDENTIFYING AND SELECTING RELEVANT INFORMATION.

Dilshod: Hi. What's the matter with you? You look so 1) **tired**.

Kamila: Oh, hi. Our teacher gave us a project as homework. We had to write a 2) **report** about the influence of the environment on different animals.

Dilshod: I see, a very interesting topic. But what is the problem?

Kamila: I started to look for information on the Internet. You know, I found so many different articles and 3) **research** about animals and it was so difficult to 4) **select** a suitable one. It took me the whole day and night to choose the right information.

Dilshod: Hmm, yeah... Poor you. I also had a problem with 5) **identifying** necessary information a few days ago. I also had to make a report, but my topic wasn't easy to find. I hardly 6) **came across** four or five articles on this topic but only two of them were 7) **relevant** to what I was searching for.

Kamila: I have an idea. Maybe we should go and ask our IT teacher how to select relevant information on the web.

Dilshod: Yeap, you are right, let's do it.

Tell your students to exchange their notes and check each other's work. And play the tape.

Post listening (15 min)

Aim: using introduced information in discussion.

4. Tell students to work in pairs and answer the following questions. Then discuss it with a whole class.

a) Have you ever had any of their problems? Give examples.

b) Imagine that your friends have the same problem. What would you advise them to do?

Students' own answers.

5. Put the students in groups of four and tell them to discuss the following questions. Give them 10 min.s for discussion.

1. *What information do you usually look for?*

2. *How often do you look for information?*

3. *Do you have any strategies of searching information?*

4. *Where do you usually try to find information you need?*

Invite one spokesperson from each group to summarize and report group's opinion.

Grammar Time: 15 min.

Aim: introducing Past Simple, connecting it with selecting relevant information.

Orally tell your students one or two sentences about the activities you did yesterday or last week using past simple and ask them to tell the class their own examples (optional: you can bring some relevant photos of yours too.)

Then try to elicit their knowledge about the tense being used in the examples.

Establish that the simple past is used to talk about activities or situations that happened in the past and we know when it happened. Write the structure and adverbs of time of Past Simple on the board. Give information about regular and irregular verbs.

1. Tell your students to look at exercise 2 and underline verbs in Past Simple.

Answers: 1. *produced*, 2. *built*, 3. *discovered*, 4. *created*, 5. *developed*.

2. Ask your students to correct the wrong information through making them negative and write the correct version in alternative. Read the examples as a class.

Answers: 1. Bill Gates created Microsoft-DOS.

2. Alexander Fleming discovered penicillin in 1828.

3. Ian Wilmut developed the idea of cloning in 1997.

4. Karl Benz produced the world's first petrol-driven car.

3. Ask students to work in pairs and ask questions.

e.g. A: *Anvar, when did you last have a holiday?*

B: Last August.

A: Where did you go?

B: To the mountains.

Tell them ask and answer questions in pairs using the rest expressions in the exercise.

Pre-reading Time: 5 min.

Aim: focusing students' attention on the new text.

1. Ask students to work in small groups to discuss how and where they can find a job according to announcements.

Students' own answers.

Put the students in small groups of four and tell them to discuss how and where they can find a job. What should you do to find it? Give 5 min. for discussion. Elicit random answers.

While-reading Time: 15 min.

Aim: reading for gist.

2. Tell your students to skim the text and find the advice on how to search for a job with the help of networking. And underline the advice they found.

Informal Job Search Networking

Try job search networking, it really does work. At least 60% of all jobs are found by networking. Develop contacts – friends, family, neighbours, college graduates, people in associations – anyone who might help to get information and job leads. You can take a direct approach and ask for job leads or try a less formal approach and ask for information and advice. Contact everyone you know. You may be surprised by the people. Make yourself pick up the phone and call. You will have to make a lot of phone calls each day.

Email is a perfectly acceptable way to network as well. Keep your message short and to the point and be sure to check your spelling, grammar, and punctuation.

If you are attending a holiday, gathering or any other type of party, it is appropriate to mention in casual conversation that you are looking for a job. Accept all the invitations you receive – you never know where or when you might meet someone who can help you!

3. Ask any student to read the instruction in exercise 3. Check the understanding. Set time for doing the exercise individually.

Post-reading Time: 10 min.

Aim: practising introduced materials.

4. Role play. Tell students work in pairs. Ask them to create an advertisement in order to find a job after finishing, let them stick on the board and ask students to go round and choose a suitable job they want. Ask students to demonstrate why they have chosen that job in a whole class discussion.

5. Homework: Tell your students to find job adverts from any source (for example, from newspapers, the Internet, at home magazines, etc.) and bring them to class.

LESSON 2. REPORTING AND NOTES (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *reported questions* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing

Target structure: The usage of *reported questions*.

Target vocabulary: seldom, adaptation, definitely, character, successful, get shocked, imagine.

Materials: photos, a tape, textbooks.

Starter Time: 5min.

Aim: raising students' interest.

Ask students to look at the pictures and describe what they can see. Elicit the answers in a whole class discussion.

Tell students to discuss the following questions in pairs.

- a) Can you think of any books that have become films? Give examples.
- b) What are the good things about books/films? Give examples.

Students' own answers.

Pre- listening Time 10 min.

Aim: teaching new vocabulary.

1. Ask students to complete the table. Encourage to use dictionary if necessary.

Possible answers:

word	synonym	a sentence with it
seldom	<i>not often</i>	<i>He seldom watches TV</i>
adaptation	version	The film adaptation of this book is not popular.
definitely	for sure	He is always late for lessons. Today he will definitely be late as usual.
character	hero	I liked the characters of this book.
successful	lucky	She was successful to pass her examination.
get shocked	get quite surprised	They got shocked from the news.
imagine	fancy	While reading the book, I imagined , myself a hero of the book.

While-listening: time 15 min.

Aim: listening for specific information.

Tell students that they are going to listen to a woman being interviewed for a magazine survey on reading, watching films and film adaptation of books. They should listen and complete the notes.

TAPE SCRIPT 26.

Interviewer: How often do you read books?

Woman: I can't say that I read very often. Maybe, one or two books a month.

Interviewer: What are you reading at the moment?

Woman: Now I'm reading "Uch ildiz" by Pirimkul Kodirov. The last one.

Interviewer: How often do you go to the cinema?

Woman: Well, I seldom go to the cinema. Even less often than reading a book. Twice or three times a year.

Interviewer: Do you ever go to see film adaptations of books?

Woman: Yes, sometimes do this.

Interviewer: But what do you think is better? Reading a book or seeing the film of the book?

Woman: Definitely, reading a book is much more interesting. I think with books you know what the characters feel and think. You understand them. The characters are almost like real people. What about films... uhh... sometimes they are successful. But sometimes I get shocked watching films because characters are different to the way I imagined.

2. Ask students to complete the table in.

Answers:

- | | | | |
|----------------|--------------|----------|----------------|
| a) a month | c) a year | e) feel | g) real people |
| b) "Uch ildiz" | d) sometimes | f) think | h) different |

3. Tell students to do True or False task. Students can listen the recording again if necessary.

Answers:

1. He wanted to know how often she read historical fiction. **false**
2. He asked her what she was reading at that moment. **true**
3. The man asked the women how often she went to the cinema. **true**
4. He asked her if she had seen *The Lords of the Rings* films. **false**
5. He asked her whether she preferred reading books or watching TV. **true**

Post-listening: time 10 min.

Aim: practising the learned vocabulary.

4. Have students work in small groups. Ask them to choose the book they would like to read. They should give reasons. Ask the groups to present their own opinions in turn.

Students' own answers.

Grammar Time: 15 min.

Aim: introducing *reported questions*.

Write the following sentences on the board:

Lola asked Nodir: "Are you a doctor? Lola asked Nodir if he was a doctor.

Ask students what type of question it was and with what it began. Establish that it was general question and it began with auxiliary verb. It is called direct questions. Draw students' attention to the second sentence. Tell them it is a reported question and ask them to compare it with the previous question. Elicit the answers and establish that in order to turn general questions into reported questions **if / whether** is used and if the verb of the main sentence is in the past tense we should use past tense in the second sentences. You may wish to write more examples on the board and underline the tenses. Akrom asked: "– Do you work?" Akrom asked if I worked.

Write the following sentences on the board:

Aziza asked: "What is the time?" Aziza asked what the time was.

Ask students what type of question it was and with what sentence it begins. Elicit the answers and establish that in order to turn special questions into reported ones, question words like **what/which** remains between the first and the second sentence. We should miss auxiliary words after question words. Write some more examples on the board. Then let students have some time to look through the grammar spots.

1. Ask students to put the words in the right order.

Answers:

1. She wanted to know whether we went to the cinema the day before.
2. Mother wondered if he was watching TV at that moment.
3. She asks whether I like adoptions of books and films.
4. I wonder if you would go to the theatre with me.
5. He asked whether you finished reading that book.

2. Ask students to look at these questions and statements. They should write if the question reported or direct.

Which are direct questions (DQ) and which are reported/indirect questions (IQ)?

Answers:

1. He wanted to know if she had seen *The Lord of the Rings* films. (IQ)
2. How often do you go to the cinema? (DQ)
3. Have you seen *The Lord of the Rings* films? (DQ)
4. He asked her how often she went to the cinema. IQ
5. What are you reading at the moment? (DQ)
6. Do you prefer reading books or watching TV? (DQ)
7. He asked her whether she preferred reading books or watching TV. (IQ)

Ask students to put the words in the right order.

3. Tell students to complete the sentences with a *question word* or *if/whether*.

Answers:

1. Ikrom asked Bobur **what** he wanted to do.
2. Zukhra wanted to know **if/ whether** I had come by bus or by car.
3. Zilola asked me **if/whether** I wanted a coffee and I said yes.
4. They asked me **if/whether** I had brothers or sisters and I said no.
5. My teacher asked me **why** I hadn't been at school the day before.
6. Karen's mother asked her **if/whether** she had had a good time.

Pre-reading: time 10 min.

Aim: focusing students' attention on the new topic.

1. Tell students to work in small groups and discuss these questions.
 1. Why do we write notes and messages?
 2. How often do you write them?
 3. Tell about the last message you wrote.

Students' own answers.

While- reading Time 15 min.

Aim: preparing for the new topic.

2. Tell students to read these three notes and messages and write one sentence to explain the situation for each.

a) Mum,

My friend Javohir, fell down and hurt his knee playing basketball at school. The PT teacher took him to Central Hospital. I've gone to see him. Can you pick me up after work?

Saida.

P.S. Bring him something to read. He said that it's for killing the time.

b) My lovely son, when you come home don't forget to have a snack.

After that go & buy some bread & milk.

Oh, also I remind you to call me.

Lots of hugs

Mom

c) Hi, where are you?

Do me a favour, plz. Can I borrow your laptop for my project work.

I promise I'll look after it. You don't mind, do you? I'll bring it back ASAP.

Dilya

d) Rayhon

I was really sorry to hear that you're ill. I only found out when Maftuna texted me yesterday. I know you don't want any visits at the moment, so I'm sending our friends' regards and some chocolate. Don't worry about maths, physics, French, etc. I'll share my notes with you.

Get well soon!!!

Aziz

Students' own answers.

Post-reading Time:10 min.

Aim: using the learned vocabulary in writing.

3. Tell students to read the following situation and to write a message. Set the time. Then make students compare their answers.

You've just gone to visit your friend at his home because he hasn't been at college for two days. He's just gone out to the chemist's. You don't have your mobile phone with you so you leave him a message. Include this information:

- Find out how he is.
- Find out what he has done in the last two days.
- Tell him some news about one or two of your friends.

LESSON 3. CASE STUDY (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *wish, unreal conditionals* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: The usage of unreal conditionals and wish.

Target vocabulary: pick on, treat, grow up, peer pressure, get on with, get up to.

Materials: photos, a tape, textbooks.

Starter Time: 5 min.

Aim: raising students' interest.

Tell students to look at the photos and match them with the problems.

Answers:

1. My car is making funny noise. **C**
2. I can't wake up in the morning. **E**
3. I've got exams next week. **B**
4. I have lost my job. **F**
5. I've had a temperature for weeks. **D**
6. I'm overweight. **A**

Pre-listening Time: 10 min.

Aim: teaching new vocabulary.

Tell students to match phrases 1-6 with their definitions a-f.

1. pick on (<i>ph.v</i>)	a) to change from being a child to being an adult
2. treat (<i>v</i>)	b) to have a good relationship with someone
3. grow up (<i>ph.v</i>)	c) to criticise often and unfairly or be unkind to someone
4. peer pressure (<i>coll.</i>)	d) to do something, especially something that you should not do
5. get on with (<i>ph.v</i>)	e) to deal with
6. get up to (<i>ph.v</i>)	f) when people of the same age make you do something
7. spread the news (<i>ph.v</i>)	g) to show a good reason
8. justify (<i>v</i>)	h) to tell a lot of people

Answers: 1.c 2.e 3.a 4.f 5.b 6.d 7.h 8.g

While-listening: time 15 min.

Aim: listening for general idea.

2. Tell students to listen to the three teenagers talking about their problems. Students should pay attention to what problems teenagers have.

Answers:

1. Dilshod argues with his parents.
2. Mirzohid has peer pressure.
3. Dilnoza does not have any problems.

TAPE SCRIPT 27.

Dilshod: The reason why I argue with my parents is that they always think they know what's best for me, and never listen to my point of view. We argue about things like what time I must come home in the evenings, how much homework I should do, what clothes I wear, even my hairstyle. I wish I could do what I want! I think they don't want me to grow up, that's why they still treat me like a child.

Mirzohid: I think the biggest problem most teenagers have is peer pressure. There are people at school who will pick on you if you dress or behave differently from them. Some of them will even laugh at you if you don't like the music they like. If teenagers didn't put pressure on each other it would be easier to live.

Dilnoza: Most of my friends complain about their parents, but I get on fine with mine. They do make some rules, for example about where I can and can't go on Friday and Saturday evenings, but at least we can discuss things – they have the final say, but they always listen to my opinion first. They give some independence. Maybe if I weren't the youngest in the family they wouldn't. My brothers and sisters say Mum and Dad were stricter with them when they were at my age!

3. Ask students to do *True, False or Don't Know* task.

Answers:

1. Mirzohid doesn't often have arguments with his parents. **Don't know**
2. Dilnoza's parents are so strict. **False**
3. Mirzohid thinks that some teenagers do something because of peer pressure.

True

4. Dilshod thinks his parents should give him more freedom. **True**
5. Dilnoza's parents let her do anything she wants to do. **False**

Post-listening time: 15 min.

Aim: practising the learned vocabulary.

4. Have students discuss the following questions in pairs. Go up to each pair and monitor their discussion.

1. Why does Dilshod think his parents still treat him like a child?
2. Why does Dilnoza think her parents give her some freedom?
3. What examples of 'peer pressure' does Mirzohid give?

5. Divide students into two teams and tell them to read the following situation. Each team should role play the following situation. Let them have some time to

prepare. The teams perform their role-play.

Student A

Your best friend has a personal problem and told you about it. You promised not to tell anyone and to mail your suggestions. You were sending your friend an e-mail about the problem, but by mistake you sent it to the biggest gossiper in your group.

Next day that student spread it in the class.

Justify yourself.

Student B

You have told your best friend about your personal problem.

You told nobody else.

Now everyone knows your secret. But he/she showed the reason. You also know his/her top secret. What would you do?

Grammar Time: 15 min.

Aim: teaching *unreal conditionals* and *wish*.

There are many ways to introduce unreal conditionals, here is one of the possible ways:

Draw students' attention to the weather. Elicit some information about that day's weather.

If it is sunny on the very day of your lesson, tell students that you wish it was raining:

– *What is the weather like today?* (possible answers: It is sunny/cold.)

– *But I do not like such kind of weather. I wish it was raining.*

Write your sentences on the board and underline the word wish. Ask students why past continuous is used in this sentence. Elicit the answers. Establish that this kind of sentence is unreal because it is not raining at the moment. That is why past tenses are usually used after wish sentences. Write more examples on the board:

If I were you, I would study hard.

Ask students:

Teacher, "Am I a student now?"

Students, "No you are not."

Teacher, "I am not a student. I am a teacher. That is why I used past tense to show that the sentence is unreal."

Let students have some time to look through the grammar spots.

1. Tell students to complete the wishes in the second sentences.

Answers:

1. I want to buy a new car, but I don't have enough money. **I wish I had enough money to buy a new car.**

2. I can't go out tonight because I have to do my homework. **I wish I didn't have to do my homework.**

3. I want to go on vacation, but I have to go to college. **I wish I didn't have to go to school.**

4. I can't remember the answer. **I wish I could remember the answer.**

2. Ask students to complete the sentences with the correct second conditional form of the verbs in brackets.

Answers:

1. I **would buy** a big yacht if I **won** a lot of money.

2. If I **had** a big yacht, I **would sail** round the world.

3. I **would visit** my friend in Australia if I **had** enough money.

4. If I **visited** my friend in Australia, I **would go** the Great Barrier Reef.

5. If I **travelled** to the Great Barrier Reef, I **would see** lots of fish.

Pre-reading: time 10 min.

Aim: raising students' interest.

1. Tell students to match the words with their definitions.

Answers: 1.d 2.a 3.e 4.c

While-reading: time 10 min.

Aim: reading for the general information.

2. Tell students to read the texts.

Problematic situations

1. I was in the supermarket yesterday and I saw a boy who was taking things from the counter and putting them straight into his bag. But I didn't pay much attention to it and continued doing my shopping. When I came up to the cash desk to pay the boy was standing in front of me. I watched him pay only for one bar of chocolate and go out of the supermarket.

2. My friend put me in a really difficult situation. She wanted to buy a dress for a party and asked me if I liked it. I thought she wouldn't buy it if she didn't like. But she did. And she paid a fortune for it. When she put it on for the party I understood Orange wasn't her colour. But it was too late.

3. One day my friend went to the country and asked me to look after his dog. I knew that he had nobody else to ask about it and I agreed. But the next day that dog spoiled my mother's shoes and she told me to take it away. I didn't know what to do. Finally, I gave it to my neighbour and decided not to tell my friend about it. But when my friend came back he found out that his dog was at my neighbour's and got angry with me.

3. Tell students to read the following statements and write correct sentences.

Answers:

1. He paid for a bar of chocolate. (text1)

true

2. The dress was expensive. (text2)

true

3. The colour of the dress didn't suit her. (text2)

true

4. My friend asked me to look after his cat. (text3) **false**
5. It spoiled my father's coat. (text3) **false**

Post-reading: time 10 min.

Aim: practising the learned vocabulary.

4. Tell students to discuss the previous situations in small groups. They should start with the following structure:

If I were in this situation, I would...

Students' own answers.

5. Ask students to think about a problematic situation in their small groups. They should discuss about solutions to the problem. If the time allows you may wish to ask students to role-play their situation.

What kind of problem was it? What did you do? What would you advise?

REVIEW 9. REPORTS AND CASE STUDIES

I. Listening

Evaluate your listening skills according to the statements below in the 5 point scale:

5. I can listen to and easily understand everything related to reports and case studies.
4. I can listen to and understand most things.
3. I can listen to and understand some things
2. I can understand a few things.
1. I cannot understand anything.

Mark / 10

(Points are doubled, for example, 5+5=10)

II. Reading

Tips for making a successful report

a) **Fill in the gaps using the words in the box.**

identify, successful, imagine, research, influence, necessary, Definitely, come across, relevant, tired

For some people, writing a report seems to be getting shocked and a bit (1)_____. The only way to get over your fear and (2)_____ is writing a report! Then do it again, because if you learn to write reports well, you'll stand out from your peers. If you follow the tips below, you'll have a good (3)_____ on your audience.

7 tips to make your report successful

Tip 1 – Determine its purpose.

Before you do anything else, clearly (4)_____ what your report should complete. Are you writing this report to persuade or inform?

Tip 2 – Write to your readers.

This is really closely related to the first tip. It is (5)_____ to know whom are you writing for. You can't write to your readers if you don't know who they are.

Tip 3 – Proceed in an orderly manner.

Now that you know why you're writing the report, and to whom you're reporting, you can begin doing your (6)_____. Once you've gathered all the information you need, you're ready to start writing.

Tip 4 – Length matters.

Your report should be long enough to accomplish its purpose, but not a single word longer. Expect questions and provide responses.

Tip 5 – Flow logically.

It may sound silly, but (7)_____ some people forget this simple rule – your report should have an introduction, the body, and a conclusion.

Tip 6 – Appearance matters.

Your report should be visually appealing. Your readers should get a sense of what you're saying just by scanning it. Be creative, but make sure it is (8)_____ to what you are writing.

Tip 7 – Review and revise.

Once you've written everything, including the summary, you're ready to review and revise your document.

When you come back to it, review and revise it again. Then put it away. Read through it at least one more time. If you want to be (9)_____, you should also try to get someone else to review it for you. (10)_____, a fresh set of eyes will often catch mistakes that you won't.

Mark / 20 (two points for each right answer)

b) Replace the synonyms of the underlined words from the text.

1. After you've written all that, you will note your executive conclusion.
2. Are you writing this report to convince or inform?
3. Predict questions and provide responses.
4. Your readers should get the meaning of what you're saying just by scanning it.
5. You should do this once and then store, at least at night

Mark / 5

c) Unscramble the words. The first letter is given to you.

1. atdinaoatp
2. chtrearca
3. jysutf
4. erinmeovntn
5. smoeld





Mark / 5

III. Grammar.

Complete the sentences using reported speech. Change the tenses where necessary.

1. Kamol: "Do you want to dance?" Kamol asked me _____
2. Bahora: "When did you come?" Bahora wanted to know _____

If your total score.....

90-100	86-90	71-85	57 and below
Excellent	Very good	Good	Should be improved
			

Progress check based on “Can Do”

Tick the things you can do in English .

- I can write report.
- I can talk about recording information.
- I can describe the process of recording information.
- I can record and keep information.

REVIEW 9 REPORTS AND CASE STUDIES KEYS

I. Listening Self evaluation

II. Reading

a) 1. tired 2.come across 3. influence 4. identify 5. necessary 6. research
7.relevant 8. imagine 9.successful 10. Definitely

a)1.summary 2.persuade 3.anticipate 4. sense 5.put away

b) 1. adaptation 2. character 3. justify 4. environment 5. seldom

III. Grammar

1. If I wanted to dance. 2. When I had come 3. If Nodir had arrived. 4. If he could help me. 5. What I was doing ?

IV. Speaking

Self evaluation

V.Writing (Students writing)

UNIT 10. SKILLS FOR SUCCESS. LESSON 1. EMPHASIS ON ACTION. (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use reporting verbs in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: The usage of reporting verbs.

Target vocabulary: useful, improving, confidence, showing, friendly, health, winner.

Materials: photos, two tapes, textbooks, some sugar or salt.

Starter Time: 5 min.

Aim: focusing students' attention on the topic.

Divide students into pairs and ask them to look at the photos and name extracurricular activities

Pre-listening Time: 10 min.

Aim: introducing new words.

1. Tell students to work in pairs. You may wish to rearrange pairs. Ask them to write antonyms to the following words. Encourage students to use dictionary to look up unknown words.

Answers:

<i>active</i>	<i>passive</i>
interesting	boring
useful	useless
improving	getting worse
showing	hiding
friendly	unfriendly
confidence	hesitation
winner	loser
health	illness

While-listening Time: 15 min.

Aim: listening for general information.

2. Divide class into two small groups. The first group listen to the first part of the tape (Iroda). At the same time the rest of the group listen to Akbar. Both groups listen to Rustam. (For this task you need two tapes and a larger room.) Ask the groups to mingle and exchange the information they heard.

Tell students to look through the vocabulary notes in the table again. Ask them to remember the tape encourage them to tell the sentences where the vocabulary notes occur.

Answers:

Iroda:

Circle- bakery, hobby-no, problem-not sociable.

Rustam:

Circle -chess club, hobby-chess, problems-swimming.

Akbar:

Circle-dancing, hobby-dancing, problems-shy.

TAPE SCRIPT 28.

Speaker 1: Hi. I am Iroda. I study at college and I feel bored after classes. My friends advised me to go to some clubs. But I have one problem – I do not have a hobby. I am interested in many things so I can not choose. My passion is eating desserts. I think I need to study how to prepare them. I also want to improve communicative skills, so I think I will go.

Speaker 2: Hello, my name is Rustam. I attend chess club and it is very interesting. I have many friends there. We always help each other if we have problems in our exercises. Sometimes we have competitions. I even won some of them, because I tried to do my best. It is very useful for my brain. But swimming is my weakness.

Speaker 3: Hello, my name is Akbar. I love dancing. I can not show my ability at home or at school. But at dancing club I felt very confident. We performed several times in the local scene. And I was not shy because my friends supported me.

3. Students' own problems

Post-listening Time: 15 min.

Aim: practising the learned vocabulary in conversations.

4. Encourage students to conduct a conversation and answer the questions. Go round the class monitoring and helping where necessary. Conduct a whole class discussion.

1. Have you got hobby? If yes, what is it?
2. How long have you had this hobby?
3. Is it an expensive hobby?
4. Why do you like it?
5. How much time do you spend on your hobby?
6. Is it common hobby in Uzbekistan?
7. Write down three other common hobbies in your country?

Students own answers

Grammar Time: 15 min.

Aim: reinforcing students' knowledge about reporting verbs.

Tell students that they are going to learn reporting verbs. Ask them to look through the grammar spot. Explain the rules with example. Ask them to give their own examples.

If your time allows, here is another fun way of teaching Reporting Verbs: after looking through the grammar spot, tell your students to write about 10 personal questions they will be able to ask you. Students love asking personal questions to their teachers! Put the questions on the board and then divide class into 2

groups. Make the first group leave and wait outside. The first group members take turns in asking you the prepared questions and write down your answers. Now, they leave and the second group does the same thing. However, what they do not know is that you are not honest with one group and give correct answers, but lie to the other. It's a good idea not to tell them beforehand. When the second group is ready ask the group outside in and tell the students to pair off as 1st and 2nd group partners. The activity goes like this and of the students tells his partner "I asked the teacher how old she was and she told me she was 16." Then the other partner goes "I asked the same question, but she told me she was 36." etc... until the questions are reported. Here they have to pay attention to the usage of the reporting verbs and have fun in finding which group the teacher lied to.

1. Ask students to put the sentences into reported speech by summarizing what was said and using the verbs in the box.

Answers:

1. We decided to join you.
2. He complained that he wasn't hired to that work.
3. He reminded me to apply for a new passport.
4. I was accused of reading his diary.
5. He advised me to improve my communication skill.

Use these extra exercises in order to consolidate and check your students' knowledge. Cut the following worksheet into pieces and divide your group into 3 subgroups. Ask them to choose 5 cards for a group and make up the sentences using given reported verbs.

Why don't we have a party?	If I were you, I'd invest your money in gold.	Guess what! I've passed my driving test.
The flight is late because of the bad weather.	It was me! I stole the handbag.	You really must come to the party!
Yes, I will definitely be at the meeting.	Go on - apply for the job! You might get it. Go for it!	Don't worry. The plane will leave at nine.
For heaven's sake don't drink the water! It's straight from the river.	I'll give you a hand with that if you like.	I can learn any language in just three weeks. Ask my sister if you don't believe me.

explain	announce	offer
encourage	suggest	warn
claim	admit	assure

confirm	insist	advise
---------	--------	--------

Answers:

She advised us to invest our money in gold.

He offered to give me a hand

She admitted (that) she had stolen the bag / She admitted stealing the bag

He encouraged me to apply for that job.

He assured me (that) the plane would leave at nine.

She warned us not to drink the water.

She suggested that we had / having a party.

He claimed (that) he could learn any language in three weeks.

She confirmed (that) she would be at the meeting.

He announced (that) he had passed his driving test.

She insisted that we came to the party.

He explained (that) the flight was delayed because of the bad weather.

Pre-reading Time: 5 min.

Aim: focusing students' attention on text.

1. You might wish to rearrange the pairs. Have them work in pairs. Ask them to write down three things for each question. Monitor their work, help if necessary.

While-reading Time: 10 min.

Aim: practising scanning.

2. Have students look through the text quickly. Ask them to work in pairs and do a *true/false task*. Have them compare their answers. Check the answers in a whole class discussion.

Anna's Story

Most of our outside activities begin as things we do or join as a family. Five of the seven of us play the violin, so we go to lessons as a family, and work on our college work when it is not our turn to be working with the teacher. Music (violin, piano, and now trumpet) is more like another college subject than an "outside activity", and I can't imagine my week without it. Gymnastics started in the same way – the local gym offered classes in the afternoon for homeschoolers, and all of us went to the gym together.

I'm not a gymnast, but I enjoyed the company of other students, and the opportunity to work on my strength and balance.

My younger sister is the only one who has continued these classes. She's less social than I am, and likes to see how far she can push herself in gymnastics. I like team sports better.

3. Ask students to look at the photos and answer the following questions. Encourage them to create their own mottos.

- What differences are there between Anna's and her sister's interests?
- Read the girls' mottos. Whose motto did you like most? Why?

Students' own answers.

Post-reading Time: 15 min.

Aim: practising the learned vocabulary in writing.

4. Ask students to make a list of activities that they do after classes. Set the time.

5. After they have finished ask them to compare their answers.

Students' own answers.

LESSON 2. PROBLEM SOLVING (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *need* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: *need to do* and *need doing*.

Target vocabulary: smoke, throw, polluted, air, rubbish, jammed, crowded, the environment, save, recycle.

Materials: photos, a tape, textbooks.

Starter: (5 min)

Aim: focusing students' attention on the topic.

Ask students to work in groups. Tell them to look at the pictures and guess problems. Then ask them to try to find solutions for them.

Answers:

- a. water pollution
- b. air pollution
- c. transportation problem
- d. overpopulating, number of people are increasing

1. Divide the class into 4 groups. Ask them to complete the sentences with the given words in the box. Set time. Tell them to look up unknown words from dictionary. Go up to each group and monitor. One representative from each group presents answers.

Answers:

1. There is too much smoke .	7. Fume that cars exhaust spoil the air .
2. The rivers are very polluted .	8. We should protect the environment where we live.
3. The roads are always jammed .	9. We need green area .
4. The buses are always crowded .	10. The earth is polluting.
5. We throw a lot of rubbish.	11. We need to recycle waste.

6. There is a lot of **rubbish** coming out from the factories.

12. Turn off the tap when you are brushing your teeth to **save** the water.

2. Ask students to look at photos and find the differences between pictures.

Pre-listening Time: 10 min.

Aim: teaching new vocabulary and prepare students for listening task.

While listening (15 min)

Aim: listening for gist and specific information.

2. Tell students that they are going to listen to the tape. Ask them to listen and complete the gaps.

TAPE SCRIPT 29.

How much rubbish do you and your family throw away every week? When you throw something into your **dustbin**, do you know where it goes next?

Rubbish from your house is put into large holes in the ground called landfill sites. After many years, **earth** and **grass** cover the hole, but we can't use the land to grow food, and we cannot build on it, because it is not safe. Sometimes **pollution** from the rubbish escapes into the air or into **rivers** and **streams**. Clean air, land, water – these are necessary for life, and we are destroying them. People's need is increasing and we are producing a lot of rubbish. Possibilities of **some countries** are big, so they produce much **unnecessary** things. Unfortunately, we are only recycling about 10 per cent of our rubbish, and we should re-produce them. We throw away **six billion** of glass instead of recycling it.

Recycling rubbish **saves energy** and stops pollution. Think about it before you throw it away.

Extra activity. If time allows you can check the students' understanding by giving the following questions.

Answers:

- | | |
|--|---|
| 1. Rubbish from your home is put into large holes every week. true | harmful substances to air and water. false |
| 2. The land where rubbish put can be used to grow food after some years, because it is not dangerous. false | 4. People throw six billion containers of glass in two years. true |
| 3. Rubbish does not start producing | 5. Reproducing rubbish saves energy. true |

Post listening (10 min)

Aim: using introduced information in discussions.

4. Ask students to discuss the questions in pairs.

How are people saving energy? Find 6 examples.

Students' own answers.

5. Divide the group into small groups and encourage them to complete the table.

Answers may vary.

Grammar Time: 20 min.

Aim: Introducing the usage of *need to do* and *need doing*.

Draw students' attention to grammar spot. Give some minutes to look through. Then elicit comprehension questions. What does "the flowers need watering." mean? "The whiteboard needs cleaning." Again elicit the answers. Conclude that need doing means somebody has to do that work. In the first sentence flowers can't water themselves, somebody should do it.

1. Ask students to write problems and solutions. Use *need* for giving advice. Use the vocabulary below.

Answers:

2. This T-shirt is stained. It needs washing.
3. His driving licence is expired. It needs renewing.
4. Her clothes are wrinkled. They need ironing.
5. The plant is dying. It needs watering.
6. The tank is empty. It needs refilling.
7. The roof is leaking. It needs repairing.

Pre-reading Time: 5 min.

Aim: preparing students for the new topic, raising students' critical thinking skills.

1. Divide class into 3 groups. Ask them to complete the chart giving solutions to avoid the traffic jam in their country. Set the time. Monitor their discussion.

Students' own answers.

While-reading Time: 15 min

Aim: improving students' teamwork skills using problem solving situations

2. Tell students to look through the text and choose the best answer.

In many big Asian cities, such as Seoul, Taipei and Tokyo, there are many cars, trucks and buses in the streets. This has caused bad traffic jams that pollute the air but Singapore is an exception. There are no traffic jams. Its air is fresh – free from pollution. It is a result of the government rules to solve air pollution and traffic jam problems. The government has simply made it very expensive to own and drive a car in Singapore. The program requires anyone who wants a car to buy a permit. In addition to the cost of owning a car, drivers in Singapore must pay to enter downtown on weekdays. And there is a big tax on gasoline.

Clearly, something must be done to change people's lifestyles in the world's large cities. Pollution from cars and trucks has already caused serious harm to the earth's environment.

Post-reading Time: 10 min.

Aim: raising students' critical thinking skills.

3. Ask students to look through the ideas and discuss them in pairs. The whole class discussion follows.

4. Ask students to write their own opinions. Tell them to write approximately 60 words.

LESSON 3. ACHIEVING DESIRE OUTCOME (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *Types of Questions* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: *Types of Questions*.

Target vocabulary: work, passion, push, ideas, focus, persuade, aim, good luck.

Materials: photos, a tape, textbooks.

Starter Time: 5 min.

Aim: focusing students' attention on the topic.

Divide the class into small groups of four. Tell them to read the quotes and discuss it in their group. Elicit opinions.

Students' own answers.

Pre-listening Time: 10 min.

Aim: preparing students for the listening tasks.

1. Tell students that success has different meanings to different people. Ask them how they define success. Tell them to number the following from 1 to 8. (1 is the most important and 8 the lowest). Have them form into small groups and discuss their opinions.

1. _____ being in a happy marriage
2. _____ having a good job
3. _____ keeping many close friends
4. _____ having much money
5. _____ having a nice family with good children
6. _____ owning rare and available things
7. _____ being very powerful
8. _____ being a famous person

Students' own answers.

2. Ask: What are the eight things that help to achieve success? Ask students to look at pictures and find the words. The first letter of each word is given. *Work, passion, push, ideas, focus, persuade, aim, good luck*

Answers: 1. work 2. ideas 3. luck 4. push 5. aim 6. focus 7. persuade
8. passion

While-listening Time: 15 min.

Aim: listening for details.

3. Tell students that they are going to listen to the tape. Let them some time to look through the *true/false* statements before listening. Ask them to write F or T while listening. After listening ask them to work in pairs and compare their answers.

TAPE SCRIPT 30.

Sochiro Honda is the founder of the Honda company which is one of the best-known large automobile companies. Honda's story started when he went for a job interview to work for the Toyota company. Honda was rejected and was told that he was not fit for the job. The man didn't give up and decided to create a company that could compete with Toyota and Honda was born! If there were anything we can learn from this inspiring success story it would be never to give up.

Answers:

1. Sochiro Honda is the founder of the company Toyota. **False**
2. He was an employer of the Toyota company. **False**
3. He created a new company which competed with Toyota. **True**
4. His key for success is never to give up. **True**

Post-listening Time: 10 min.

Aim: practising introduced materials in speech.

4. Draw students attention to the questions. Tell them to work in pairs and interview each other.

1. What is success? What are the ways that help a person to be successful?
2. Have you achieved any of your goals? Give examples.
3. In the world, many people think that success is money and fame. Do you agree or disagree?
4. Do you know the most successful people in your country? Give examples.
5. Do you know any successful people around the world in the field you have chosen?
6. Do you believe people must work hard to be successful? Why?/Why not?
7. Is being successful important for you? Why?/Why not?
8. What type of success do you think you might have in the future? How are you preparing for it?

Students' own answers.

Grammar Time: 20 min

Aim: practising the usage of general and specific questions.

Write the following examples of previous speaking discussion on the board:

1. Have you had success in English?
2. Is being successful important to you?
3. What is success?
4. What type of success do you think you might have in the future?

Draw students' attention to the questions and tell them to compare the first two (1-2) questions with the next two (3-4). Elicit the answers and ask:

What answers do you give to the first two questions?

What about the second two questions?

What is the difference in the structure of the questions?

Which questions begin with auxiliary verbs?

Do you need to give specific answers to the first two question?

Establish that general questions require short answers – yes/no. But special questions require precise answers. The general questions begin with auxiliary verbs and special questions begin with question words like *what, which, how*, etc. Let students have some time to look through the grammar spot. You may wish to ask more comprehension questions to make sure they understand the difference between two types of questions.

1. Ask students work in pairs and do the exercise 1. They should choose the correct answer.

Answers:

1. ~~Have/Has~~ you met anyone who succeed a great achievement?
2. What ~~will/shall~~ you do if you do not get much money?
3. ~~Do~~/have you got goals?
4. How many ways of achieving a goal ~~do/does~~-you know?
5. ~~Do~~/ have you had achievements in your English classes?
6. Which of activities ~~are/is~~ important for you to be successful and motivated?

2. Ask students to fill in the gaps with *do, are, is, will*.

Answers:

1. What **is** the desired achievement of education?
2. **Do** you have enough passion to be successful?
3. **Are** you satisfied with your life style?
4. **Do** you feel yourself successful if you are a famous person?
5. What **will** you desire to get from your job?

3. Ask students to fill in the gaps with question words *what, why, how, how long*.

Answers:

1. **How** people can make success easily?
2. **What** do you do to be a successful person?
3. **How long** should people work hard to achieve desires?
4. **Why** do people need to be successful?

Pre-reading Time: 5 min.

Aim: reading for specific information.

1. Draw students attention to the pictures and elicit opinions on the question what makes people succesful.

Students' own answer.

While-reading Time: 15 min.

Aim: reading for general imformation.

2. Ask students to look through the text quickly and fulfill the task. Students should read the questions and circle the answer.

What makes people successfu!?

Who do you think is the most successful? Who do you think is the least successful?

In order to answer these questions, we first need to understand what success is. Everyone has a different definition. Many of us place great value on acting, on achievements, or on reaching various goals. Others see success with material goods. For some people key to success is how much they can contribute to the well-being of their families, or to the community and society in general. There are many other definitions, but mostly success is connected with becoming rich, famous, and respected at work. Yet, it doesn't have to be that way.

Being successful could mean simply being satisfied with oneself and one's career. For many people, a successful person is someone who feels that his or her work and life in general offer an exceptionally high degree of satisfactions. In other words, successful people choose careers where they can use their natural abilities, or do what comes naturally to them. Successful people know where they are starting from, and what direction they want to give their lives and careers, even if it is something as simple and wonderful as raising a happy family.

3. *Is money important to achieve success? There is no doubt that money is important to achieve desire. But how money is important to you?*

1-strongly disagree 2-disagree 3-not sure 4-agree 5-strongly agree

Students' own answers.

No	What do you think?	1	2	3	4	5
1.	Rich people are more successful than poor people.					
2.	I like to play games like lottery where I can win money.					
3.	It is important to have a job that pays well then a job I enjoy.					
4.	I grade my success by the amount of money I have.					
5.	Spending money gives me a lot of pleasure.					

Post-reading Time: 10 min.

Aim: practising the learned vocabulary.

4. Ask students to work with a partner and complete the following table. *You hope you will be successful in the future. Your partner will be a person who helps you achieve that goal. Complete the table describing your partner's action.*

My goal is...	My partner would be...	I would say...

Students' own answers.

REVIEW 10 SKILLS FOR SUCCESS

I. Listening

1. Evaluate your listening skills according to the statements below in the 5 point scale:

- 5. I can listen to and easily understand everything related to skills for success.
- 4. I can listen to and understand most things.
- 3. I can listen to and understand some things.
- 2. I can understand a few things.
- 1. I cannot understand anything.

Mark / 10

(Points are doubled, for example, 5+5=10)

II. Reading

Become a confident learner.

a) Fill in the gaps using the words in the box.

winner, persuaded, improve, useful, interesting, aimed, meeting, active, confident, showing

Many adults are going back to school or seeking (1)_____ learning experiences. With our changing economy and culture, many adults who thought they were done with "school" are finding themselves back in the classroom. For some it's an (2)_____, for others their worst nightmare.

Why are so many of us afraid to learn something new and (3)_____ our knowledge? Why do we feel it will be "hard" to change?

There are a variety of reasons for (4)_____. Bad learning experiences in the past may have encouraged a negative view toward formal learning. We may have been teased for asking a question. We may be afraid of failure rather than being a (5)_____. We may just be feeling stress and fear

of the thought of what may seem like starting over and (6)_____. We may not have been (7) _____ to be a lifelong learner.

We forget that we are (8)_____at learning everyday of our life! We are having new experiences, applying things we learned in the past to new things, we're visiting new places, reading new books,

(9) _____new people.

Whether you're learning because you must or just for fun, what I wish for you is to become a(10) _____learner and to be able to do or learn anything you desire!

Mark / 20 (two points for each right answer)

b) Choose the right answers.

1. Why are so many of us afraid to learn something new?

A) bad experience in the past

B) lack of confidence

C) laziness

2. Why do we feel it will be "hard" to change?

A) we got prioritized

B) things can't be changed

C) we learn everything from life

3. Is it difficult to be an active learner?

A) yes, it is

B) no, it is not

C) I don't know.

4. Who could encourage you to become a confident learner?

A) your teacher

B) a fellow

C) a stranger

5. How do we learn things?

A) by meeting people

B) by drawing pictures

c) by dreaming wishes

Mark / 5

c) Unscramble the words. The first letter is given to you

1. frnedlyi 2. hehlta 3. psainso 4. fosuc 5. ryeelcc

Mark / 5

III. Grammar

Fill in the blanks with much, many or a lot of.

1. How ____time do we have until the film starts? Not very _____. Only about 15 minutes.

2. We're a little late because there was so _____ traffic on the way here.

3. How _____do the tickets cost? They cost \$7.50 each.

4. I don't have _____ money. Can you pay for the tickets?

Progress check based on "Can Do"

Tick the things you can do in English.

- I can talk about skills for success .
- I can talk about things I'm expected to do.
- I can describe the process of developing skills.
- I can make my own solutions to avoid anxiety and stress.

REVIEW 10 SKILLS FOR SUCCESS KEYS

I. Listening Self evaluation

II. Reading

a) 1. active 2. interesting 3. improve 4. showing 5. winner 6. useful 7. persuaded
8. aimed 9. meeting 10. confident

b) 1. A 2. A 3. B 4. A 5. A

c) 1. friendly 2. health 3. passion 4. focus 5. recycle

III. Grammar

1. much/ much 2. much 3. many 4. much 5. many

IV. Speaking

Self evaluation

V. Writing (Students writing)

UNIT 11. RESUME. PORTFOLIO.

LESSON 1. WHAT IS EXPECTED FROM YOU? (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *must/mustn't/have to/don't have to* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: The usage of *must/mustn't/have to/don't have to*.

Target vocabulary: self-motivation, miserly, enemies, eliminate, blacken, increase, decrease, limited, boundless, generous.

Materials: photos, a tape, textbook.

Starter Time: 5 min.

Aim: preparing students for the new topic.

a) Have students to work in small groups of three. Each student should read one of the texts below quickly and retell it to their group members what these students are busy with after their studies. Encourage them to speak. Monitor their speaking.

My name is Katie, and I guess I'm not a typical sportsperson. I like to read, write and watch films, but then again, there's nothing I love more than cheerleading with my team.	Hi all! I am 21 years old. I am not really what you could qualify as a self-talker, I'd rather let people make their own opinions about me. I love Sports as a way to stay fit and socialise.	I'm Novis, currently doing Master's in Law and passionate in sports like badminton and basketball.
--	---	--

b. Ask students to answer the following question in pairs:
What do they have in common?

Answer: All of them like sports.

Pre-listening Time: 10 min.

Aim: preparing students for the listening tasks.

1. Tell students to complete the sentences with the given words in the box and match them with pictures.

1. You must be able to "stand on your own two feet" and be.....	a) goals
2. You should have the ability to set.....	b) own
3. You have to be able to work on your.....a lot.	c) friends
4. You'll need to organise study sessions with.....	d) independent

Answers: 1.d 2.a 3.b 4.c

While-listening Time: 15 min.

Aim: listening for specific information.

2. Tell students that they are going to listen to a talk between a school leaver and first year student of a high school. They write down the characteristics that graduates are expected to have as a high school student according to the tape.

TAPE SCRIPT 31.

A: Hi, advise me please, I'm graduating from secondary school this year and I'm a little bit afraid to study at high school. I don't know what qualities I should have in order to study well at high school.

B: Don't worry! Studying at high school isn't so challenging as you think. The first characteristic that you need is independence. Because you must be able to "stand on your own two feet". However, there is help available.

A: And how can I improve my work there?

B: You should have the ability to set goals to improve your work. You should have exact plans and goals to improve your studies.

A: Are there any other qualities that I should have to increase my knowledge?

B: Well, other characteristic that you should have is self-motivation. You have

to be able to work on your own a lot. Another important characteristic is openness to working with others. You'll need to organise study sessions with friends.

Answers:

	<i>Characteristics that you are expected to have:</i>
1.	independence
2.	to set goals
3.	self-motivation
4.	openness to working with others

3. Ask students to complete the sentences with the words in the box.

goals, friends, characteristics, challenging, plans, qualities, secondary, school, increase

Answers:

1. Hi, I'm graduating a **secondary school** this year.
2. I don't know what **qualities** I should have in order to study well at high school.
3. Don't worry. Studying at high school isn't so **challenging**.
4. You should have ability to set **goals** to improve your work.
5. You should have exact **plans** and goals to improve your studies.
6. Are there any other qualities that I should have to **increase** my knowledge?
7. Well, other **characteristics** that you should have is self-motivation.
8. You'll need to organise study sessions with **friends**.

Post-listening Time: 10 min.

Aim: using the learned vocabulary.

4. Tell students to discuss the following questions with their partners:
Are these qualities above really necessary to have when you study at high school? Why?/Why not?

Students' own answers.

Grammar Time: 15 min.

Aim: reviewing modal verbs *must/mustn't/have to/don't have to*.

Tell students to look through the grammar spot and elicit the rules from them. Write some examples on the board.

1. Ask students to give their friends some advice. Tell them fill in the blanks with *must/ mustn't / don't have to*.

Answers:

e.g. You must be careful during the exam. Otherwise you can't be successful.

1. You must be able to stay so "stand your own two feet".
2. You must inform your boss that you will be late for work.
3. You don't have to wear a school uniform on holidays.

4. You mustn't make noise during the lesson.
 5. You must/have to be careful while you are addressing your teacher.
 6. You don't have to get up early on Sundays.
2. Tell students to write about school rules using *must/musn't/don't have to*.

must
be on time

musn't
chew

don't have to
stay afterclasses

Students' own answers.

Pre-reading Time: 10 min.

Aim: preparing students for the new reading task.

1. Ask students to discuss with their partners. Go round and monitor the process. Encourage them to speak. Elicit the answers in a whole class discussion.

“Knowledge is better than wealth.”

Students' own answers.

While-reading Time: 15 min.

Aim: reading for specific information.

2. Ask students to read the text independently.

Knowledge and Wealth

It is believed that once eight learned men approached Imam Ali, and wanted to know how knowledge was better than wealth. They requested that each one of them be given a separate answer. Ali answered them as follows:

1. You have to guard your wealth, but knowledge guards you. Therefore, knowledge is better than wealth.
2. When knowledge is distributed it increases. When wealth is distributed it decreases. As such, knowledge is better than wealth.
3. A man of wealth has many enemies, while a man of knowledge has many friends. Therefore, knowledge is better than wealth.
4. A learned man because of his wider outlook is apt to be generous while a rich man because of his love for money is apt to be miserly. As such, knowledge is better than wealth.
5. Knowledge cannot be stolen, while wealth is constantly exposed to the danger of being stolen. Accordingly, knowledge is better than wealth.
6. With the lapse of time, knowledge gains in depth and dimensions. Hoarded coins get rusty, or cease to be legal tender. Therefore, knowledge is better than wealth.
7. You can keep account of wealth because it is limited, but you cannot keep account of knowledge because it is boundless. That is why, knowledge is better than wealth.
8. Knowledge illuminates the mind, while wealth is apt to blacken it. Therefore,

knowledge is better than wealth.

3. Ask students to find and underline antonyms in the text.

Answers:

friends – enemies increase – decrease generous - miserly
eliminate – blacken limited – boundless

Post-reading Time: 10 min.

Aim: practising introduced materials.

4. Tell students to work in pairs. Ask them to make a list of advantages and disadvantages of being wealthy and compare their notes with their partners.

Students' own answers.

LESSON 2. SELF-EVALUATION (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *adjectives and prepositions* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: The usage of *adjectives and prepositions*.

Target vocabulary: *academic language, solve the problems, meeting deadlines, begin studying at university, adjust university life, have problems, sort out problems, cope with worries*

Materials: photos, a tape, textbooks.

Starter Time: 5 min.

Aim: preparing students for the new lesson.

Draw students' attention to the photos and tell them to guess the situations and ask them to answer the following questions in groups: *Who are they? Where are they? What are they doing?*

Possible answers: 1. to be tired of studies; 2. to hesitate where to study; 3. to be eager to study; 4. to use IT; 5. to be bored; 6. to fall asleep; 7. to be forced to study; 8. to be under information overload.

Pre-listening Time: 10 min.

Aim: teaching new vocabulary.

1. Match the expressions 1-8 with their synonyms a-h.

Answers: 1.h 2.g 3.f 4.a 5.d 6.c 7.e 8.b

1. <i>academic language</i>	a. <i>solve the problems</i>
2. <i>meeting deadlines</i>	b. <i>begin studying at university</i>
3. <i>adjust university life</i>	c. <i>have problems</i>
4. <i>sort out problems</i>	d. <i>cope with worries</i>

5. <i>handling challenges</i>	e. <i>solve difficulties</i>
6. <i>have concerns</i>	f. <i>get used to university life</i>
7. <i>manage anxieties</i>	g. <i>managing to submit something on time</i>
8. <i>starting at university</i>	h. <i>formal language</i>

While-listening Time: 10 min.

Aim: listening for general information.

2. Tell students to listen to Durдона and Nodir and tick the problems they have.

Find who has these problems:	Durдона	Nodir
1. difficulty in understanding the academic language	✓	
2. can't meet the deadlines		✓
3. can't adjust university life		✓
4. can't sort out problems		✓
5. can't handle the challenges		✓
6. have some concerns	✓	
7. can't manage anxieties	✓	
8. difficulty in studying at university	✓	

TAPE SCRIPT 32.

Answers:

Durдона: Hi, I'm Durдона. This year I started University and I have some difficulties with studying at university. I'm really worried about my studies and can't manage my anxieties. I have some concerns in understanding some subjects and I have difficulty in understanding academic language.

Nodir: Hi, there. I'm Nodir. I'm an undergraduate student at university. I started University but I can't handle the challenges and am not able to sort out some of my problems. One of my problems is I can't adjust to the university life and it's really difficult to meet the deadlines.

3. Complete the sentences with the words in the box:

<i>have some concerns, handle the challenges, meet, manage my anxieties, studying at university, sort out, adjust</i>

e.g.: Durдона: This year I entered university and I have some difficulties in starting at university.

- I'm really worried about my studies and can't **manage my anxieties**.
- I **have some concerns** in understanding some subjects.

3. Nodir: I can't **handle the challenges** and not able to *sort out* some of my problems.
4. One of my problems is I can't **adjust** the university life.
5. It's really difficult to **meet** the deadlines.

Play the tape and ask students to check their answers.

Post-listening Time: 10 min.

Aim: using the learned vocabulary.

4. Tell students discuss the following questions with their partners. Monitor their discussion and elicit the answers in a whole class discussion. Do you have the same problems? If yes, give examples. How can you handle these problems? Give examples.

Students' own answers.

Grammar Time: 20 min.

Aim: teaching the usage of *adjectives with prepositions*.

Ask students to look through the grammar spot. Encourage students to use dictionary. You may wish to ask some comprehension questions: What do you usually feel sorry about? What are you afraid of?

be with adjectives and prepositions.

Explanations. Some adjectives always come with their prepositions:

excited, right, sorry about	e.g. We were all excited about the match.
bad, good at	e.g. I'm good at English.
famous, late, ready for	e.g. You were late for school yesterday.
different from	e.g. I'm different from my sister.
interested in	e.g. We are interested in English.
afraid, tired, frightened, full of	e.g. She is afraid of dogs.
keen on	e.g. I'm not very keen on fried food.
married to	e.g. Ellen is married to Jack.
angry, annoyed, pleased, bored with	e.g. We are bored with this film.

Be careful! Many adjectives have different meanings with different prepositions.

1. Ask students to underline the correct preposition.

Answers:

- a) Brazil is famous for/in its beautiful beaches.
- b) I'm not very good for/at maths.
- c) Marjona is afraid of/for mice.
- d) My teacher was very pleased with/to me.
- e) Hikoyat was very excited for/about her prize.
- f) Peter isn't very keen on/for playing golf.
- g) My town is famous for/with its soap factory.

- h) Why are you so angry *for/with* me?
i) Is your brother interested *in/to* football?

2. Tell students to write one word in each space.

Answers:

- a) Are you **ready** for learning cricket.
b) Stop shouting! Why are you **angry** with me?
c) Jurabek's school bag is **full** of dirty pieces of paper.
d) I'm tired of doing the same old things every day.
e) Diana is **good** at physics and always gets top marks.
f) Paul has decided to get married to the girl next door.
g) You were **right** about my wallet. It was on my desk, as you said.
h) Lots of people I know are **afraid** of the dark.
i) I'm not very **keen** on Chinese food.
j) Clive is really **pleased** with his new bike. He says it's great.

Pre-reading Time: 5 min.

Aim: preparing students for the reading task.

1. Ask students to imagine that they have already finished their lyceum/college.

They should discuss these questions with their partner. Answers vary.

1. What can you say about changes that happened in your character?
2. What did you achieve as a learner?

While-reading Time: 15 min.

Student's own answers.

Aim: reading for specific information.

2. Tell students to read the article quickly.

GUESS ABOUT YOUR FUTURE

Our imaginations are very powerful. Just try not to think about something, such as whether you left the cooker on, and you quickly discover how easy it is for your imagination to see your home burnt to the ground! If you give your imagination any leads it will act on them.

You can see this power of the imagination in many ways to help your studies. Try using the following questionnaire to consider what you have achieved at college/lyceum. Then you may find your thoughts about different activities in college/lyceum start to change as your imagination goes to work.

You may also like to come back to this at different times in the future, to see whether your thinking about what really counts for you has changed.

Now from your chair in the future rate the following activities in their order of importance to you.

- ___ I made good friends;
___ I made full use of college (lyceum) facilities;
___ I developed new interests;

- ___ I learned to work better with other people;
- ___ I learned to express myself better;
- ___ I really enjoyed myself;
- ___ I developed my creativity;
- ___ I took care of my health;
- ___ I learned to manage myself as an adult;
- ___ I learned to be a well doing student;
- ___ I learned to balance family friendship and studying.

Now think of how you could use best your time in the college/lyceum.

3. Tell students to find a general word from the underlined words from the text.

Answers:

- | | |
|---|---------------|
| 1. question, answer, rating | questionnaire |
| 2. a computer lab, a library, other resources | facilities |
| 3. friends, help, trust, sharing | freindship |
| 4. energy, strength, powerful | power |
| 5. imagination, fresh thoughts, new things | creativity |

Post-reading Time 10 min.

Aim: using the learned vocabulary in speech.

4. Ask students to work in pairs and discuss the results of the questionnaire. They should explain why they have given more and less importance to the activities in the questionnaire. Elicit the answers in a whole class discussion.

LESSON 3. DEVELOPING A PORTFOLIO (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *non-defining relative clauses* in diffirent situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: The usage of non-defining relative clauses.

Target vocabulary: purpose, difference, require, collection, hand in, related to, development, diverse.

Materials: photos, a tape, textbook.

Starter Time: 5 min.

Aim: preparing students for the new topic.

a). Draw students' attention to the photos 1-3 and ask students to match the sentences a-c.

a) These files are all portfolios. They help us to set goals and see what we have achieved.

b) This is my bookshelf where I keep my portfolio;

c) I develop my portfolio on my laptop and keep it there, because it's comfortable.

Answers: 1) c 2) a 3) b

b). Ask students to make true sentences about themselves. Tell them to use these prompts.

Students' own answers.

Pre-listening time: 10 min

Aim: preparing students for the listening tasks.

1. Ask students to find definitions of the following words and tell them to sort out the words into the following parts of speech.

Answers:

<i>vocabulary</i>	<i>noun</i>	<i>adjective</i>	<i>verb</i>	<i>phrasal verb</i>	<i>adverb</i>
1. purpose	✓				
2. portfolio	✓				
3. academic		✓			
4. difference	✓				
5. require			✓		
6. collection	✓				
7. hand in				✓	
8. related to				✓	
9. tomorrow					✓
10. development	✓				
11. diverse		✓			
12. early					✓

While-listening Time: 15 min.

Aim: listening for specific information.

2. Tell students to listen to a talk between two students and ask them to tick the purposes of the portfolio that are mentioned.

Answers:

The uses of portfolio are:	
1. You can take it to job interviews.	✓
2. You can sell it if someone needs.	
3. It keeps related documents together.	✓
4. You can evaluate yourself.	✓
5. You can see your personal development.	✓

3. Ask students to work in pairs and complete the sentences using words from the box.

TAPE SCRIPT 33.

Answers:

Shahlo: Hi, Nargiza. How are you (1) **doing**? What are you busy with these days?

Nargiza: Hi, Shahlo. I'm doing well, thanks. I'm busy with (2) **developing a** portfolio.

Shahlo: Portfolio? What's (3) **that**?

Nargiza: A portfolio is a (4) **file** in which you bring together (5) **diverse** materials on a theme. A (6) **personal** portfolio, for example, is a (7) **collection** of key materials related to your own development. And there is (8) **an academic portfolio** too.

Shahlo: Academic? What's the (9) **difference**?

Nargiza: Academic portfolios are different from personal ones. Some programmes (10) **require** you to hand in portfolios for tutors to (11) **monitor** or mark.

Shahlo: What's the purpose of a portfolio?

Nargiza: A portfolio has (12) **several** uses: it keeps related documents together, it gives you a chance to evaluate yourself and see your personal development. In some vocations you can take it to job interviews.

Shahlo: Oh, that sounds interesting. I'll also develop my personal portfolio next then.

Asks students to listen to the tape again and check their answers.

Post-listening: Time 10 min.

Aim: practising the learned vocabulary.

4. Ask students to discuss the following questions with their partner:

1. What is a portfolio?
2. What types of a portfolio did you learn?
3. What are the uses of a portfolio?

Students' own answers.

Grammar Time: 15 min.

Aim: teaching *non-defining relative clauses* in different situations.

Write on the board: *Teachers, who work very hard, should get paid more.*

Then explain the rule: we use non-defining relative clauses to give extra information about somebody or something. In the first sentence on the board "who work very hard" is extra information –we are talking about all teachers. On defining relative clause: we think all teachers work very hard.

A non defining relative clause can also give extra information about a whole idea, not just one noun.

Last night my sister ate a steak, which was very unusual.

Here, the steak isn't unusual- my sister eating the steak is unusual- maybe she is vegetarian.

1. Ask students to combine two simple sentences to make one sentence using non-defining relative clause.

Answers:

e.g. Laziz, who chose the best collection of his work, develops a personal portfolio.

1. The teacher, who is going to mark portfolios according to creativity of students, collected all of them.
2. Jamol, whose sister is in my class, is going to study maths at university.
3. A personal portfolio, which is collection of key materials, gives information about personal development.
4. *Star*, which is published monthly, is a magazine about pop music.
5. My headmaster, whom I have known for several years, is retiring.
6. The manager, whom I complained to about the service, has refunded part of our bill.
7. Komron told me about his job, which he's enjoying very much.

Pre-reading Time: 10 min.

Aim: preparing students for the new text.

1. Ask students to look at the photo and discuss these questions in pairs:

- a) Who are they? b) What are they doing? c) How can we develop a portfolio? Elicit the answers. Monitor the class. Encourage students to talk. Check in a whole class discussion.

Students' own answers.

While-reading Time: 15 min.

Aim: reading for general information.

2. Ask students to read the text independently and do the true/false task given below the text.

Tips for developing a portfolio

When you have achieved a goal, or taken a significant step towards a goal give yourself credit for what you have done. You should give yourself a reward, appropriate to the significance of your achievement.

It's useful to record it what happened and use it as an example of what you can achieve when you focus your energies.

- When applying for jobs or building personal motivation, use your records to find examples of different kinds of achievement. Some courses require you to submit portfolios to instructors to grade.
- While submitting your portfolio you should include what is required, choose good examples rather than filing everything.
- Indicate exactly where tutors can find each piece of evidence to support points you make in your portfolio.
- Highlight the evidence in the file.
- Remove or edit the material that identifies other people by name or gives

personal details.

• You should number all pages and support content pages.

3. Ask students to compare their answers with their partners.

Answers:

1. While submitting, one can dump everything in the file.

false

2. You should annotate the evidence in the file.

true

3. You don't have to number all pages.

false

4. You should give yourself credit whenever you achieve a good

true

Post-reading Time: 10 min.

Aim: practising the learned materials in speech.

4. Ask students to discuss the following questions in pairs. Elicit the answers in a whole class discussion.

What do you think about developing a portfolio? Give examples.

Why do you need it?

Students own answers.

5. Ask students to write about 60 words the most important things in developing a portfolio using the following prompts. What are they? Give examples. When and why do you need them?

REVIEW 11. RESUME, PORTFOLIO.

I. Listening

Evaluate your listening skills according to the statements below in the 5 point scale:

5. I can listen to and easily understand everything related to resume, portfolio.
4. I can listen to and understand most things.
3. I can listen to and understand some things
2. I can understand a few things.
1. I cannot understand anything.

Mark / 10

(Points are doubled, for example, 5+5=10)

II. Reading

What is an effective resume?

a) Fill in the gaps using the words in the box

own, abstract, important, adjust, cover letter, goals, short-list, independent, academic language, reject

Each one of us has (1) _____ set for different phases of our life -

good schooling, good degree, good job and a well-settled career for a settled life. A well-settled career is thus important to live (2) _____ peaceful life. To get a good job, we not only need good education and skills, but we also need to present the same successfully.

A resume is a systematic, (3) _____ account of one's educational and professional skills, put forth in a way that it helps the applicant get a good job. However, not all resumes get the needed attention. To help your resume get the required attention, you must know what an effective resume is and use (4) _____.

To make your resume impressive, you must know what the employer expects from a resume or what he/she does on seeing a resume and (5) _____ it accordingly. The answer to these questions is as follows:

1. Any mistake in the resume or trying to persuade the employer via a (6) _____ can be easily understood by the employer.
2. They just take an (7) _____ of the resume, and they are so good at it that with a glance they can (8) _____ the resume.

These are the two most (9) _____ points to be remembered. The employer has every right to reject your resume, (10) _____ your candidature, and does not even need to give you an explanation.

Mark / 20 (two points for each right answer)

b) Replace the synonyms of the underlined words from the text.

1. To get a good job, we not only need good education and skills, but we also need to perform the same successfully.
2. They need to record it down systematically, in a document known as a resume
- 3 To help your resume get the required care, you must know what an effective resume is and use
4. To make your resume attractive you must know what the employer expects from a resume
5. The employer thus needs a resume that gives a response to all his/her questions, within a few seconds.

Mark / 5

c) Unscramble the words. The first letter is given to you.





1. deneiadl
2. aenyitx
3. chllngeae
4. dtoemnevelp
5. ciloelcnot

Mark / 5

III. Grammar

Choose the more natural-sounding option:

1. She looks pretty sick. I think she _____ go to a doctor.
A) can B) should
2. You've been driving all day. You _____ be exhausted!
A) must B) should
3. I _____ believe that you failed your test!

Excellent 	Very good 	Good 	Should be improved 

Progress check based on “Can Do”

Tick the things you can do in English.

- I can talk about features of the good resume.
- I can talk about things I'm expected to do
- I can describe the process of compiling resume.
- I can write my own resume.

REVIEW 11 RESUME, PORTFOLIO KEYS

I. Listening Self evaluation

II. Reading

- a) 1. goals, 2. own 3. independent 4. academic language 5. adjust 6. cover letter
7. overview 8. short-list, 9. important 10. reject
b) 1. present 2. list 3. attention 4. impressive 5. answer
c) 1. deadline 2. anxiety 3. challenge 4. development 5. collection

III. Grammar

1. should 2. must 3. can't 4. should 5. must

IV. Speaking Self evaluation

V. Writing (Students writing)

UNIT 12. PREPARATION FOR FINAL EXAM

LESSON 1. EVALUATING ACHIEVEMENT (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *Degrees of Adjectives* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: *Degrees of Adjectives*.

Target vocabulary: gift, ability, to set goals, wonderful, second chance, motivation, reason, evaluation, to be satisfied with, goal.

Materials: photos, a tape, textbooks.

Starter Time: 5 min.

Aim: focusing students' attention on the new topic.

Ask students to look at the pictures. Tell them to work in pairs and give examples

of the achievements from their own life to each other.

Students' own answers.

Pre-listening Time: 10 min.

Aim: teaching new vocabulary.

1. Ask students to match words 1-10 with their definitions a-j.

- | | |
|--|------------------------|
| 1. gift (<i>n</i>) | a) talent |
| 2. ability (<i>n</i>) | b) purpose |
| 3. to set goals (<i>coll.</i>) | c) excellent |
| 4. wonderful (<i>adj.</i>) | d) another opportunity |
| 5. second chance (<i>coll.</i>) | e) to achieve the aim |
| 6. motivation (<i>n</i>) | f) encouragement |
| 7. achieve (<i>v</i>) | g) to gain |
| 8. evaluation (<i>n</i>) | h) present |
| 9. to be satisfied with (<i>ph.v.</i>) | i) assessment |
| 10. goal (<i>n</i>) | j) to feel comfort |

Answers: 1.h 2.a 3.e 4.c 5.d 6.f 7.g 8.i 9.j 10.b

2. Ask students to look at the picture and describe it. Tell them to discuss the following question with their partner: How can she evaluate her dreams?

Possible answer: She can evaluate her dreams by setting goals and studying hard.

While-listening Time: 15 min.

Aim: listening for general information.

3. Ask students to fill in the gaps with the words from exercise 1.

4. Ask students to listen to the tape and discuss the following questions with their partners.

Answers:

– What is this text about? **This text is about a person who set many goals and started a new life.**

– What kind of advice do you give the author to be happier? **Students' own answers.**

– Can he evaluate his achievements?

Students' own answers.

Ask students to share opinions with their peers.

TAPE SCRIPT 34.

Answers:

I had a big problem: I didn't (1) **set goals** before doing something. It was the reason for my failure of my exam last year. But I believed that I had an (2) **ability** to adapt the situation easily. It was a good (3) **motivation** when I was given a (4) **second chance**; on the other hand, it was a good (5) **evaluation** of myself. As my teachers' advice, I had a goal: I was sure I'd pass the exam. I studied

hard and I was (6) **satisfied with** my results. Because they were excellent! Then, I looked around: the weather was wonderful, the sky was blue and the sun was shining. I thought that the failure of the exam was the (7) **gift** of life, because after that I started setting goals and always try to achieve them. Now I believe I'm a (8) **successful** and ambitious person!

Ask students to listen again and fill the blanks.

Post-listening Time: 10 min.

Aim: practising the learned vocabulary in speech.

5. Ask students to look at the pie chart and discuss with your partner. What kind of achievements do you want to reach? Give reasons.

e.g. I want to buy a car because it saves my time.

Students' own answers.

6. What kind of achievements have you reached? Ask them to write from their experience.

Grammar Time: 20 min.

Aim: introducing *degrees of adjectives*.

Ask students to look through the table of the degrees of adjectives. Give them some time. Ask some questions in order to check their understanding Use the board if necessary.

1. Ask students to write the comparative and superlative forms of the following adjectives.

Answers:

1. expensive	more expensive	the most expensive
2. wonderful	more wonderful	the most wonderful
3. difficult	more difficult	the most difficult
4. intelligent	more intelligent	the most intelligent
5. close	closer	the closest
6. popular	more popular	the most popular
7. safe	safer	the safest
8. important	more important	the most important
9. famous	more famous	the most famous
10. weak	weaker	the weakest
11. tasty	tastier	the tastiest
12. different	more different	the most different
13. delicious	more delicious	the most delicious

2. Ask students to use the prompts below to make sentences as in the example.

Answers:

1. Have you read about *Wonderful Life*? It is amazing, isn't it?

Yes, it's the most wonderful life I've ever read.

2. Have you heard about his achievements? it is good, isn't it?

Yes, it's the best achievement I've ever heard.

3. Is he satisfied with his achievements? It is surprising, isn't it?

Yes, it's the most surprising achievement I've ever seen.

4. Have you seen Aziz's new apartment? It is bad, isn't it?

Yes, it's the worst apartment I've ever seen.

Pre-reading Time: 5 min.

Aim: preparing students for the new text.

1. Ask students to discuss the following questions in groups.

What do you need to learn something? How?

Which steps have you reached today?

Students' own answers.

Elicit answers in a whole class discussion.

While-reading Time: 15 min.

Aim: reading for general information.

2. Ask students to work in pairs and interview each other according to the questions below. Tell students that they should take notes their partners' answers and at the end let them check their results given below from the text.

Are you an effective learner?

1. Do you plan, make a rough copy, and check your homework or assignment before copying it out neatly?

2. Do you voluntarily revise a subject even if exams or tests are not due to some time?

3. If you are having problems with a subject, do you talk it over with your teacher as soon as you can?

4. Do you complete your homework or assignment in advance of its deadline?

5. Do you have a place at home where you can study without being distracted?

6. Do you take notice and act upon the comments and suggestions your teacher might make about your work?

7. Do you keep a record of the "language" (terminology) used in each subject, especially if that subject is science?

8. Do you use the library, the internet or other learning aids regularly to help with your studies?

9. Have you always kept your exercise books or folders in good order and up to date?

10. Can you easily spot the main points of a topic while reading a textbook and make extra notes from them?

11. Do you plan your use of time by writing down what you have to do and when?

12. Do you know the ways of improving your memory while revising?

13. Do you plan ahead for tests or examinations?

14. Are you able to forget about schoolwork once you have finished studying?

"YES" TO AT LEAST TEN QUESTIONS:

You are well on your way to become an effective learner. Go ahead!

LESS THAN TEN "YES" ANSWERS?:

No problem – follow your parents' and teachers' advice, and you, can also be an effective learner!

Post-reading Time: 10 min.

Aim: practising the learned vocabulary in writing.

3. Tell students to write about the difficulties and problems in their studies.

While answering ask them to answer the following questions.

What have you studied? How long have you studied? Did you have difficulties while studying? What were they? How did you solve them? Who helped you?

LESSON 2. PLANNING FOR FUTURE (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *Adverbs* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: *Adverbs*;

Target vocabulary: *aspiration, deputy, inspire, silence, catchword, risky, prospect, settlement, fluently, ability*

Materials: photos, a tape, textbooks.

Starter Time: 5 min.

Aim: focusing students' attention on new topic.

Draw students' attention to the picture below. They should work in pairs and discuss about their future. Elicit the answers in a whole class discussion.

Students' own answers.

Pre-listening Time: 10 min.

Aim: preparing students for the listening tasks.

1. Ask students to complete each group of words below with a word from the box.

Answers:

1. motto, slogan, saying, **catchword**.
2. representative, delegate, agent, **deputy**.
3. completely, smoothly, perfectly, **fluently**.
4. dream, aim, purpose, **aspiration**.
5. quiet, calm, peace, **silence**.
6. capability, talent, capacity, **ability**.
7. decision, resolution, determination, **settlement**.
8. possibility, chance, hope, **prospect**.
9. challenging, threatening, dangerous, **risky**.
10. Encourage, motivate, promote, **inspire**.

While-listening Time: 15 min.

Aim: listening for detailed information.

2. Ask students to listen to tape and fill in the gaps.

TAPE SCRIPT 35.

Answers:

My name is Azamat. I have a lot of (1) **aspirations**. When I was a kid my (2) **dream** was to be a pilot. But the time went by and I wanted to be a businessman, because my father (3) **inspired** me. Later when I grew up I made my (4) **decision**. Now I have almost (5) **graduated** my studies at university. Very soon I'll get a diploma in Management and Business administration. After graduating I would like to start my own (6) **job** in one of the biggest oil companies as a (7) **deputy** or staff manager. I prefer to work with a (8) **team** where I can improve my skills and (9) **experience**.

3. Ask students to listen again and find if the statements **true**, **false** or **not given**.

Answers:

- | | |
|--|------------------|
| 1. When he was an adult, he wanted to be a pilot. | <u>false</u> |
| 2. When he was a child, he wanted to be a manager. | <u>false</u> |
| 3. He likes his job very much. | <u>not given</u> |
| 4. He has graduated from the university. | <u>false</u> |
| 5. He works for a big company. | <u>false</u> |
| 6. He thinks working in a team helps to improve his communication skills | <u>true</u> |

Post-listening Time: 10 min.

Aim: using learned vocabulary in speech.

4. Tell students to work in pairs and discuss the following questions.

What is your future plan? How can you imagine yours/your partner's future after 20 years?

Students' own answers.

5. Ask students to answer the following questions honestly and write down them:

1. Am I always fulfilled and happy?
2. Do I clearly know what I really want in my life?
3. Do I know how I am going to get what I really want in my life?

Students' own answers.

Grammar Time: 20 min.

Aim: introducing the usage of *adverbs of manner*.

Tell students to look through the grammar spot. After some time ask comprehension questions such as:

What is the difference between quick and quickly? What part of speech do they describe? Where do adverbs stand in the sentences?

Possible answers: *Quick is an adjective, it describes the noun. Quickly is an adverb, it describes the verb.*

1. Ask students to put the right word in the gaps.

Answers:

1. I think you behaved very.... (**selfish**/selfishly)
2. Rose is... upset about losing her job. (terrible/**terribly**)
3. The weather changed. (sudden/**suddenly**)
4. Everybody at the party was... dressed. (colourful/**colourfully**)

2. Ask students to complete each sentence using words from the list. Remind them that sometimes they need an adjective (careful etc.) and sometimes an adverb (carefully etc.).

careful(ly)	nervous(ly)	financial(ly)	special(ly)
happy/happily	continuous(ly)	quick(ly)	
complete(ly)	Perfect(ly)	fluent(ly)	

Answers:

1. Tom doesn't take risks when he's planning for future. He's always **careful**.
2. Azamat works **continuously**. He never seems to stop.
3. Alice and Stan are very **happily** married.
4. Monica's English is very **fluent** although she makes quite a lot of mistakes.
5. I cooked this meal **specialy** for you, so I hope you like it.
6. Everything was very quiet. There was **complete** silence.
7. He tried to achieve dreams and they fitted me **perfectly**.
8. Do you usually feel **nervous** before dreaming?
9. I'd like to buy a car but it's **financially** impossible for me at the moment.

Pre-reading Time: 5 min.

Aim: preparing students for reading task.

1. Divide class into small groups. Tell students to read the elements of their Life Plan and write about the most suitable for them. Ask them to share their answers and give reasons. Monitor their discussion. One presenter from each group should give a report about the group members' answers.

Your motto in your life _____

Your Ideal Life _____

Your Loves: What You Really Like Doing _____

Your abilities that you can do in real life _____

Your responsibilities _____

Students' own answers.

While-reading Time: 15 min.

Aim: reading for specific information.

2. Ask students to read the text and decide which answer A, B and C best fits each space.

All of this is just the beginning of my 1) _____. After I work for 4 or 5 years, I will have a lot of money by that time, I will quit my job and start a 2) _____. I will buy three or four shops and run my shops and have another business such as office or 3) _____ and anything that have a good 4) _____. By that way I will make more money comparing than I work in the company.

Having own business, I am going to start my family. I will live in a big house which has a garden 5) _____ or maybe a pool where my children can play inside my yard because, if my children play outside it will be a little risky. I just don't want anything bad to happen to my family.

Answers:

- | | | |
|------------------------|--------------------|----------------------|
| 1. A) dreams | B) <i>world</i> | C) <i>money</i> |
| 2. A) <i>doctor</i> | B) business | C) <i>big house</i> |
| 3. A) <i>house</i> | B) <i>start</i> | C) restaurant |
| 4. A) <i>knowledge</i> | B) prospect | C) <i>girl</i> |
| 5. A) <i>inside</i> | B) outside | C) <i>above</i> |

Post-reading Time: 10 min.

Aim: using introduced materials in speech.

3. Tell students to answer the questions and compare with their partners' answers.

What are the advantages and disadvantages of making plans for your future in advance?

Students' own answers.

LESSON 3. PERSONAL DEVELOPMENT (90 MIN)

Objectives. By the end of the lesson students will be able to:

- ✓ listen for gist and detailed information;
- ✓ use *the usage of little, a little, few, a few.* in meaningful situations.

Skills to be emphasized: listening, speaking, reading, writing.

Target structure: *the usage of little, a little, few, a few.*

Target vocabulary: *vision, passion, action, take risks, reflect, assess progress, inform, listen, observe, know yourself, personal development.*

Materials: *photos, a tape, textbooks.*

Starter Time: 5 min.

Aim: raising students' interest.

Tell students to discuss with their partners.

– What are your dreams?

- What are your goals?
- What are your passions?
- What are your skills?

Students' own answers.

Pre-listening Time: 10 min.

Aim: preparing students for the new topic.

1. Ask students to make up their own sentences using the words and word combinations given in the picture. Elicit random answers. Monitor the process. Go round and help if necessary.

vision, passion, action, take risks, reflect, assess progress, inform, listen, observe, know yourself

Students' own answers.

While-listening Time: 15 min.

Aim: listening for specific information.

2. Tell students that they are going to listen to a student talking about his personal development action plan. Ask them to complete the text with suitable words from the box.

TAPE SCRIPT 36.

Answers:

Every 1) **successful** person needs a personal development 2) **plan**. My objective and passion is to become a prosperous 3) **leader** in a big organization. I would like to know myself 4) **better**, listen to others, observe my 5) **actions**, take a few risks and assess my progress. I will have to make an action plan on how to correct my mistakes and 6) **improve** my few weaknesses, take advantages of my 7) **job** that I have. My future reflects on an 8) **ability** to work well under pressure to meet 9) **deadlines**, have an ability to adapt changing 10) **priorities** and problem solving skills. I visualize I will be a 11) **highly qualified** person that I want to become as a result.

After finishing, play the tape and check the answers in a whole class.

3. Ask students to discuss the following questions with their partners.

- What is the personal development for you?
- What are the benefits of personal development?

Students' own answers.

Post-listening Time 15 min.

Aim: practising introduced materials.

4. Ask students to complete the table.

MY PERSONAL DEVELOPMENT PLAN

Possible answers:

<p>1. Where am I now? <i>Students' own answers.</i></p>	<p>2. Where do I want to go? <i>My goals:</i> <i>Students' own answers.</i></p>
<p>3. What I need to achieve my goals? <i>a. skills</i> <i>b. research</i> <i>c. resources</i> <i>d. time investment</i> <i>e. dedication to work</i> <i>f. advisor</i></p>	<p>4. How to achieve goals <i>a. time management</i> <i>b. task management</i> <i>c. study plan</i></p>

Tell students to compare completed table with their partners.

Students' own answers.

Grammar Time: 20 min.

Aim: introducing *few/a few*, *little/a little*

Write on the board: *I have got a little money. I am going to the cinema.*

I have got a few friends. We meet everyday.

I have got (very) little money. I need to borrow some.

I have got (very) few friends. I need to make new friends.

Tell students that *a little* (for uncountable nouns) and *a few* (for countable nouns) mean *some* or *enough*; *(very) little* (for uncountable nouns) and *(very) few* (for countable nouns) mean *hardly any* or *not enough*.

Elicit more examples from students.

1. Ask students to supply *few*, *a few*, *little* or *a little* in these sentences.

1. I'm sorry, but I'm going to have to ask you for more time to pay this bill.

2. If you don't hurry we'll miss our train. There'stime to spare.

3. It's difficult text. I've had to look up quite words in the dictionary.

4. I can't spare any of these catalogues. There are only left.

5. I can't let you use much of this perfume. There's only in the bottle.

Answers: 1. a little 2. little 3. few 4. a few 5. little

3. Ask students to put in *a little*, *a lot of*, *a few*, *few*, *fewer*, *many* or *much*:

Answers:

Don't call us, we'll call you!

Two years ago I moved to a new neighbourhood. There seem to be very (1) **few** people in this area who are without telephones, so I expected to get a new phone quickly. I applied for one as soon as I moved into my new house. "We aren't supplying (2) **many** new phones in your area," an engineer told me.

(3) **A lot of** people want new phones at the moment and the company is employing (4) **fewer** engineers than last year so as to save money. A new phone won't cost you (5) **much** money, but it will take (6) **a little** time. We can't do anything for you before December. You need (7) **a little** patience if you're waiting for a new phone and you need (8) **a few** friends whose phones you can use as well. Fortunately, I had both. December came and went, but there was no sign of a phone. I went to the company's local office to protest. "They told me I'd have a phone by December." You need (7) **a little** patience if you're waiting for a new phone and you need (8) **a few** friends whose phones you can use as well. Fortunately, I had both. "They told me I'd have a phone by December," I protested. "Which year?" the assistant asked.

Pre-reading Time: 5 min.

Aim: preparing students for the new text.

1. Ask students to make questions using their personal development plan on p.151.

Possible answers:

1. What are your goals?
2. When are you going to start?
3. How are you going to achieve them?
4. Why do you need personal development plan?
5. Who will advise you on achieving your goals?

2. Tell students to ask and answer the following questions with their partners.

Students' own answers.

While-reading Time: 15 min.

Aim: reading for general information.

3. Ask students to read the text.

Personal development is a lifelong process. It's a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realize and maximize their potential.

If you are considering making few changes in your life, finding additional time often poses a problem. It could be that the changes you are thinking of making are to ensure you have a little time to:

- Spend with your family.
- Spend on things you enjoy doing.
- Devote to your work.
- Devote to your education.

Whatever the reason, looking at how you spend your time will encourage you to think of ways your time could be managed more effectively.

It is often a good idea to keep a record of your personal development. By writing down key developments in your learning and development as and when they occur, you will be able to reflect on your success at a later date.

This reflection may well help to motivate you to learn more skills in the future.

4. Tell students to answer the questions in pairs.

Answers:

1. What is personal development? *Personal development is a lifelong process which helps people to assess their skills and qualities, consider their aims in life and set goals in order to realize and maximize their potential.*

2. What do you need to spend extra time mostly on? *To your family, things you enjoy doing, your education and your work.*

3. How to keep a record of your personal development? *By writing key developments in your life.*

4. What is the aim of keeping it? *Reflect on your success at a later date and motivate yourself to learn more skills in the future.*

Post-reading Time: 10min.

Aim: practising introduced materials.

5. Ask students to discuss the following question in a group.

What kind of achievements did you gain last year?

Students' own answers.

REVIEW 12. PREPARATION FOR FINAL EXAM

I. Listening

Evaluate your listening skills according to the statements below in the 5 point scale :

5. I can listen to and easily understand everything related to preparation for final exams.

4. I can confidently speak about most things.

3. I can confidently speak about some things

2. I can confidently speak about a few things

1. I cannot confidently speak about anything.

Mark / 10

(Points are doubled, for example, 5+5=10)

II. Reading

Tips on studying for finals

a) Fill in the gaps using the words in the box.

risky, passion, observe, Set goals, Reflect, inspiring, vision, prospect, remember, Aspiration

Finals week can be a frustrating and exhausting experience if one is not properly prepared and don't (1) _____. Here are five tips for preparing for finals:

- Don't delay. Waiting to study until the night before an exam is

(2)_____.

• Find somewhere to study that is (3) _____ for concentrating and learning. Choose a place of study should be quiet, comfortable, and distraction-free (no cell phones, Face book, etc).

• Study with a partner. Find a classmate or friend who is (4) _____ for study with you. This can be extremely beneficial if you are both preparing for the same exam. You can listen and (5) _____

some points but it can also be dangerous if you both get distracted easily. (6) _____ comes from fresh mind so get enough sleep. Well-rested students are much more relaxed, alert when it comes time to take exams and get every (7) _____ of success. Make time to sleep- you'll thank yourself later.

• Keep everything in perspective. (8) _____ on yourself honestly because stressing out over an exam will drive you crazy and will only damage your performance on the exam. Instead, try to relax. Take a break when you get frustrated and think about your (9) _____.

• Talk to a friend. Sixteen years from now, you probably won't even (10) _____ the reason you stressed out so much (or the grade you received).

Mark / 20 (two points for each right answer)

b) Find the synonyms of the underlined words from "Tips to remember on the day of your exam"

1. Arrive early. Know the location and time of your exam.
2. Be awake for the test. Get a good night's sleep, shower, chew gum, or have a caffeinated drink.
3. Eat a small breakfast. It'll be more difficult to concentrate if you're hungry. Don't eat anything that may upset your stomach.
4. Bring extra writing utensils. You never know when your pencil is going to break or your pen is going to run out of ink.
5. It's just a test. Remember that you studied hard and have confidence in yourself.





Mark / 5

c) Put the parts of the sentences in the right order.

1. a teacher a study guide, sure to study it make any If questions to study offers on it and answer
- 2 so have the test! to sleep energy to pass . early the Go you
3. the teacher might any they test t help if have Ask you practice that.
4. your notes, to what you, the topic refreshing paying attention your Rewrite mind on are writing
5. if with a you Study hate studying alone friend

Mark / 5

If your total score.....

90-100	86-90	71-85	57 and below
Excellent 	Very good 	Good 	Should be improved 

Progress check based on “Can Do”

Tick the things you can do in English

- I can talk about skills for success .
- I can talk about things I'm expected to do
- I can describe the process of developing skills .
- I can make my own solutions to avoid anxiety and stress.

REVIEW 12 PREPARATION FOR FINAL EXAM KEYS

I. Listening Self evaluation

II. Reading

a) 1.Set goals 2.risky 3. inspiring 4. passion5. observe 6. aspiration 7. prospect
8.reflect 9.vision, 10. remember

b)1.come 2.wake 3.focus on 4. tools 5.firm

c) 1. If a teacher offers a study guide, make sure to study it and answer any questions on it

2. Go to sleep early so you have the energy to pass the test!

3. Ask the teacher if they have any practice test that might help you.

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