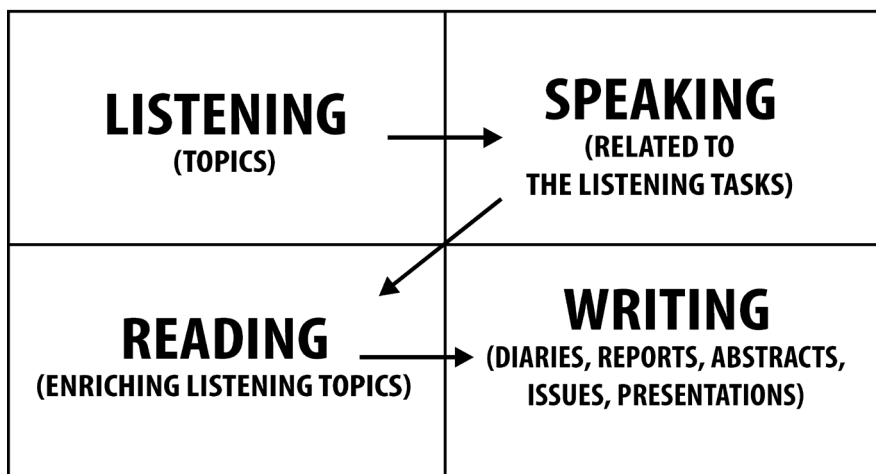


# ENGLISH

## Teacher's book

*For the 2<sup>nd</sup> year students of Academic Lyceums  
and Vocational Colleges*



**CEFR B1**

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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 takes one of the first steps in teaching ***English for Specific Purposes (ESP)*** in a communicative way. This is completely different from the experience that 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 students and make your students talk, think and write by using the following principles of 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 connections. Your students are your great assistants and you can find a lot of useful advice for your 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 for how to 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.
- Organize 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](mailto:f.rashidova@gmail.com).

***Authors***

## UNIT 1. STUDY SKILLS ACHIEVEMENT

### LESSON 1. ACTIVE LEARNING

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

- ✓ listen for the gist and the detailed information;
- ✓ use infinitive of purpose in different situations.

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

**Target structure:** infinitive of purpose

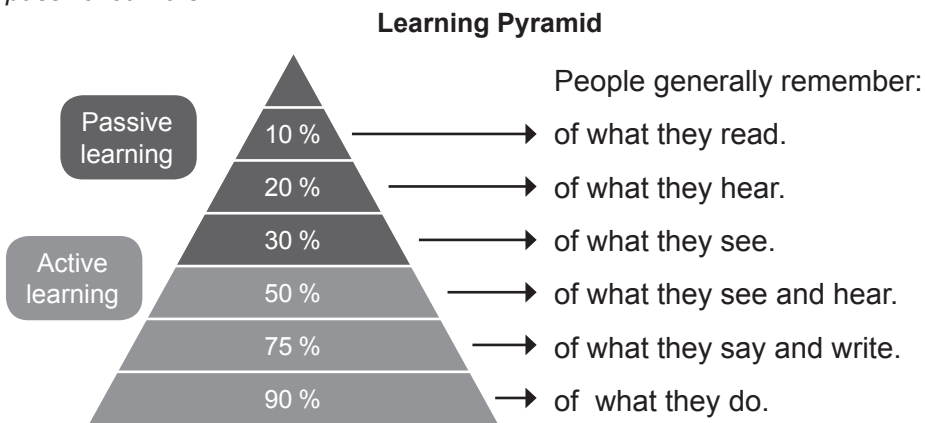
**Target vocabulary:** self-evaluation, to get feedback, to organize information, to collaborate, focusing on, high results, learning style

**Materials:** photos, a tape, textbooks.

**Starter Time: 5 min.**

**Aim:** focusing students' attention on the topic.

*Ask students to look at the picture and try to identify whether they are active or passive learners.*



**Students' own answers.**

#### Pre-listening

**Aim:** introducing new vocabulary.

1. Ask students to complete the sentences choosing one of the forms of active learning.

#### Answers:

1. In order to get **high results** you should practise all vocabulary regularly which you have learned.

2. It is important **to get feedback** on your presentation from your teacher.
3. **Focusing on** is also necessary when you are involved in different activities, because you can see your own mistakes.
4. It is important **to organize information** to have results in your project, so that you may find information easily.
5. To have your own **learning style** is a necessary criterion in active learning.
6. Active learning is a highly valuable tool for **self-evaluation** and professional development
7. An active learner learns **to collaborate** and shares the process of learning with others.

## While listening

**Aim:** listening for specific information.

2. Ask students to listen to the radio program about active learning and complete the table:

### Tape script 1.

1. Hello my name is Alisher. I want to share with you about how I got success in learning English. I am an engineer. It was difficult, but I did my best. I started learning on the Internet. I found the web sites where I could chat with foreigners. It became more interesting, because I started to communicate with native speakers and using computer improved my IT skills. In order to get high results you should practise regularly all the vocabulary that you have learned. Active learning is a highly valuable tool for self-assessment and professional development.

2. Hi. I am Temur. I am a student. To learn English I decided to go to the English club. There we used different activities. I started to get more feedback from teachers and friends that helped me to be more confident. Focusing on is also necessary when you are involved in different activities, because you can see your own mistakes. An active learner learns to collaborate and shares the process of learning with others. Because of this I improved my communicative skills.

3. Hi. I am Nargiza. I am a teacher. My friend invited me to take part in one project where knowing English was important. I said that it was not for me. Because I had difficulties in English. Anyway, she made me take part in. Learning a foreign language was easy. I was involved in a project through active learning. It is important to organize information to have results on your project. In that case you may find information easily. To have your own learning style is a necessary criterion in active learning.

**Answers:**

Name	Occupation	Improved Skills	Types of active learning
<i>Alisher</i>	engineer	IT, communicative	self-assessment, practising vocabulary
<i>Temur</i>	student	communicative	focusing on, collaborating and sharing ideas
<i>Nargiza</i>	teacher	communicative	organizing information, having own learning style

3. Ask students to read and compare a passive learner to an active learner.

A passive learner...	An active learner...
retains information and knowledge less effectively.	retains information and knowledge more effectively.
is likely to develop lower-order thinking.	is likely to develop higher-order thinking.
is used to receive information from a teacher in an unquestioning manner.	prefers to make links with existing knowledge.
is inclined to have a lower attention level.	is inclined to have a higher attention level.
prefers to learn in isolation.	learns to collaborate and shares the process of learning with others.

**Students' own answers.**

**Post-listening**

**Aim:** practising introduced materials.

4. Ask students to discuss active learning styles they know with their partners.  
 – What are the benefits and challenges of your active learning styles?

**Students' own answers.**

**Grammar**

**Aim:** introducing and practising infinitive of purpose.

Write on the board:

- e.g.: Why are you going to the shop?
- To buy some coffee and sugar.

Underline TO BUY and tell that **to**-infinitive can be used to express purpose. Let

students look through the grammar spot. Then elicit random examples and write them on the board.

5. Ask students to fill in the gaps using the infinitive of the verbs in the box.

**Answers:**

1. He found the web sites so as **to chat** with foreigners.
2. In order **to get** high results you should practise regularly all vocabulary.
3. **To learn** English Temur decided **to go** to the English club.
4. Feedback from the teacher was helpful for Temur **to be** more confident.
5. An active learner learns **to collaborate** and share the process of learning with others.
6. Nargiza's friend invited her **to take part** in one project.
7. It is important **to organize** information **to have** results in the project.

6. Ask students to write sentences using the prompts.

**Answers:**

1. A camera / take photographs. **You use this camera to take photographs.**
2. A dictionary / look up the word. **You use the dictionary to look up the word.**
3. A book/ improve a reading skill . **You use a book to improve your reading skill.**
4. radio/ listening the news. **You use radio to listen to the news.**
5. The teacher's feedback / make better writing. **You use the teacher's feedback to make your writing better.**

## Pre-reading

**Aim:** preparing students for the new topic.

7. Ask students to complete the checklist individually. Go round the class and help where necessary.

Effective learning behaviours	I do this in every subject nearly all the time.	I do this in most subjects nearly sometimes.	I sometimes do this if the teacher or others push me.	I don't really do this at all.
I ask the teacher for help when I don't understand things.				
I ask the teacher where I went wrong.				
I check my work with the teacher or the textbook to check for errors.				
When I get stuck, I try to work it out before asking someone else for help.				
I try to plan how I will do it before starting complex problems or assignments.				
I ask questions in class and I am not worried about raising my hand to answer or ask questions.				
I can make a list of the weaknesses I have to work on.				
I can disagree with the teacher or others in a constructive manner.				

After completing you may ask to compare their results with partners. Note that first two columns are for active learners, last two columns are for passive learners.



**While-reading**

**Aim:** reading for gist.

8. Ask students to read the text and choose the best title.

Once upon a time a very strong woodcutter asked for a job in a timber merchant, and he got it. His salary was really good and so were the working conditions. For that reason, the woodcutter was determined to do his best.

His boss gave him an axe and showed him the area where he was supposed to cut the trees down. The first day, the woodcutter brought fifteen trees.

"Congratulations!" the boss said, "Carry on your work!" Highly motivated by the words of his boss, the woodcutter tried harder the next day, but he only was able to bring ten trees. The third day he tried even harder, but he was only able to bring seven trees. Day after day he was bringing fewer and fewer trees.

"I must be losing my strength." The woodcutter thought. He went to the boss and apologized, saying that he could not understand what was going on.

"When was the last time you sharpened your axe?" the boss asked.

"Sharpen? I had no time to sharpen my axe. I have been very busy trying to cut trees down..."

**Moral:** Most of us never update our skills. We think that whatever we have learned is quite enough. But good is not good when better is expected. Sharpening our skills from time to time is the key to success.

**Answer:** C) Sharpening skills

9. Ask students to compare their own active learning techniques with their partner and share ideas.

**Students' own answers.**

**Post-reading**

**Aim:** summarizing all materials and introducing narrative essays.

10. As homework, ask students to write a narrative essay: "The best thing I learned in my first year at lyceum/college." How is it important? What made it so useful for you?

Give a short explanation about narrative essays from Workbook. Ask them to write about 150-200 words. Remind them to use the tips and do the consolidation exercises in the Workbook before writing at home.

## LESSON 2. STUDY SKILLS ACHIEVEMENTS

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

- ✓ listen for the gist and the detailed information;
- ✓ use *for, since, yet*.

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

**Target structure:** the Present Perfect;

**Target vocabulary:** self-assessment (n), self-evaluation (n), compulsory(adj), absence(n), self-confidence (n), audience (n), consult (v), encouragement (n), collaborate (v), argumentative (adj), supportive (adj), contribute (v)

**Materials:** photos, a tape, textbooks

### Starter

**Aim:** focusing students attention on the topic.

Ask students to look at the photo and discuss the questions in pairs.

*Are you afraid of exams? Can you give the reasons for your fear?*

### Students' own answers.

### Pre-listening

**Aim:** introducing new vocabulary.

*1. Ask students to look through the following factual oriented learning system and complete the sentences using the words from the box.*

### Answers:

1. His family was **supportive** of his attempts to be a writer.
2. **Consult** your teacher before making a presentation.
3. He is only seventeen, but he has enormous **self-confidence**.
4. Fresh air and exercises **contribute** to good health.
5. You missed the new theme during your **absence**.
6. In Uzbekistan 12 years of education is **compulsory** and free.
7. **Self-assessment** is a process by which you learn more about yourself.
8. **Self-evaluation** is a necessary device for professional development.
9. While writing, it is important to know the **audience** you are writing for!
10. One of my students **collaborated** with me on this book.
11. It was **argumentative** but interesting topic.
12. **Encouragement** is to inspire someone with the courage and confidence to do something new.

### While-listening

**Aim:** listening for specific information.

- 2. Tell students that they are going to listen to the dialogue between a*

professor and a first year student. Ask them to listen to and choose the best answer for each question below.

**Tape Script 2.**

(S=Sayyora, P=professor)

**S:** Good morning, Professor!

**P:** Good morning, Sayyora. It's nice that you have come earlier. I wanted to have a talk with you about your attendance.

**S:** I'm so sorry, Professor. I couldn't attend your previous lesson....

**P:** Not only the previous one. You have missed my lectures several times.

**S:** I'm doing self-study but it's not much more effective.

**P:** This is not enough. Your progress depends on several factors.

**S:** What factors?

**P:** Are you doing tutorial work?

**S:** No. Is it necessary?

**P:** It's about 20% of your desired achievement. Your tutor consults, checks and supports encouragement. And while attending lectures you will gain necessary knowledge to make presentations which leads and contributes you to feel self-confident in front of the audience.

**S:** OK, I'll take into consideration. But... I'm quite shy and I feel nervous in front of the audience.

**P:** That's why collaborating in argumentative and supportive group work is essential. Every member of the group tries to support each other in order to achieve success. There you'll learn how to act in a group and self-evaluate yourself.

**S:** Thanks a lot. This information is useful.

**P:** One more thing, doing quizzes helps you to self-assess your knowledge.

**S:** But when I start doing them, I feel sleepy.

**P:** Remember, they will help you to consolidate your knowledge. And of course the main point is that your absence decreases your chance of using free and compulsory education.

**S:** Thanks one more time sir, I'll try to follow your advice.

**P:** You're always welcome! (the bell is ringing) It is high time to start our lesson...

**Answers:**

1. The professor wanted to have a talk with Sayyora because she....
  - a) ...was late for the lesson.
  - b) ...had a problem with her presentation.
  - c) ...didn't attend several lessons.
  - d) ...didn't participate the previous lesson.
2. Sayyora is ..., but she is not satisfied.
  - a) studying independently
  - b) collaborating with friends
  - c) working with her teacher
  - d) doing quizzes

3. A tutor consults, .....
  - a) and explains difficult themes.
  - b) **assesses and encourages learners.**
  - c) makes presentations.
  - d) contributes to feel self confidence.
4. Doing quizzes helps.....
  - a) to enjoy learning.
  - b) to improve knowledge.
  - c) to achieve success.
  - d) **to check one's knowledge.**

3. Ask students one's to write the correct letter A-E next to the statements I-V.

- I. You should be self-confident when.....
- II. You have a chance to be consulted and to achieve 20% of your success when.....
- III. Compulsory education is free, but.....
- IV. In order to consolidate your knowledge.....
- V. Progress in learning depends on .....

- A. ...you should do quizzes and crosswords.
- B. ...it requires permanent attendance.
- C. ...you begin tutorial work.
- D. ...the factors of factual oriented learning system.
- E. ...you are making a presentation.

**Answers:** I-E II-C III-B IV-A V-D

### Post-listening

**Aim:** practising learned materials in speech.

4. Ask students to discuss the following questions in pairs.

**Answers:**

1. What are the Sayyora's problems? **Attendance, self-confidence.**
2. How did the professor encourage Sayyora? **He gave some advice for her presentations.**
3. What factors were mentioned? **Tutorial work, individual assessment, attendance, presentation skills, group work, quizzes.**
4. Have you faced similar situation? If yes, how did you manage?

**Students' own answers.**

5. How do you find this conversation useful?

**Students' own answers.**

## Grammar

**Aim:** the usage of *for, since, yet*.

Tell students that they are revising *for, since* and *yet* adverbs. Let them look through the grammar spot. Explain their usage in sentences with meanings. Give examples and write some of them on the board. Elicit random examples and write them on the board too.

5. Ask students to complete the sentences with for, since and yet.

**Answers:**

1. Wait a moment please! I have not finished the last exercise **yet**.
2. I haven't eaten **since** morning.
3. We have not seen each other **since** Saturday.
4. They study **for** two hours every day.
5. They haven't finished the project work **yet**.
6. She didn't study hard. **Yet** she passed her exam.
7. My dad fixed the radio **for** me.
8. **Since** the article is easy, I don't have to use a dictionary.
9. I'm eager to learn English, **since** it is popular.
10. Did you buy this little book **for** 20 000 soums?! It's impossible!!!

6. Ask students to read the revision about Sayyora and put either for, since or yet.

**Answers:**

Sayyora is a 1<sup>st</sup> year student of Uchtepa academic lyceum. She has been studying English (1) **for** 3 years. (2) **Yet** she can't speak English fluently. She hasn't participated in classes (3) **since** last month. (4) **Since** she has a problem with her attendance, her teacher wants to have a talk with her. He encourages her to do tutorial work. The professor also gives some advice to improve self-confidence which is very important (5) **for** her to collaborate in argumentative and supportive group work. Sayyora doesn't know the benefit of doing quizzes, (6) **for** she hasn't tried it (7) **yet**. He mentions that self-study is important and useful, (8) **yet** she mustn't ignore how poor attendance decreases her chance of using free and compulsory education.

## Pre-reading

**Aim:** checking students' background; preparing them for the new topic.

7. Ask students to look at the pictures and tell what pieces of advice are described in order to improve English skills in pairs.

**Possible answers:**

1. Speak a little English everyday.
2. Work on your pronunciation.
3. Widen your vocabulary range.

4. Attend an English class or discussion in a group.
5. Carry a dictionary.
6. Listen to the English radio or songs.
7. Watch English movies and TV shows.
8. Read an English book, magazines or newspapers.
9. Keep a diary in English.
10. Find an English-speaking pen pal.
11. Stay motivated.
12. Practise everyday.
13. Train yourself to think English.
14. Make friends with native English speakers.
15. Don't be afraid to make mistakes.

## While-reading

**Aim:** reading for gist; reading for specific information.

*8. Tell students that they are going to read the interview with two students about their way of improving English. Tell them to work in pairs (A's and B's). Ask A's to read the text about Saida; B's about Nozim find which advice above they used. Give them some time to retell their texts to each other.*

### **Saida:**

The total number of languages in the world is from 2500 to 5000. English is spoken all over the world and very popular. By speaking English I can travel anywhere, because more than 1 billion people speak English. I have a pen-friend abroad. She lives in Sweden.

How do I learn English? First of all, I read a lot. There is always an English book on my desk. I'm trying to learn few new words every day. I listen to songs in English and try to recognize the words. I have some tapes and video-tapes in English. I like watching different satellite TV programs in English. My dictionary is always with me. I and my friends enjoy making presentations together. We correct each others' mistakes. Making mistakes is not a serious problem for us. Because we know mistakes prove that we are trying. I like studying English.

### **Nozim:**

Studying a foreign language involves not only learning by heart the words, but also their right pronunciation and writing.

As for me, I have some rules, which help me to learn English.

Fortunately, on the Internet we can find books, films, songs in English. And we should keep in mind that it's necessary to read not only English classical literature but also books about history of Great Britain, the traditions and customs of this country. These books can help to understand the character of native speakers. Besides, it is a bright idea to communicate with native speakers online. I try not to use a dictionary during a conversation. I just want to speak without translation or caring about the rules. My teacher always says: "If you want to have fluent English you should advance your writing, speaking,

listening, reading and thinking skills as well." But If you don't encourage yourself regularly and do not revise your knowledge you can't develop your English.

## Answers:

### Saida:

1. Find an English-speaking pen pal.
2. Read an English book, magazines or newspapers.
3. Listen to the English radio or songs.
4. Watch English movies and TV shows.
5. Widen your vocabulary range.
6. Carry dictionary.
7. Attend an English class or discussion in a group.
8. Don't be afraid to make mistakes.

### Nozim:

1. Work on your pronunciation.
2. Keep a diary in English.
3. Read an English book, magazines or newspapers.
4. Watch English movies and TV shows.
5. Make friends with English speakers.
6. Feel free while speaking English.
7. Stay motivated.
8. Revise everyday.

## Post-reading

**Aim:** improving students' speaking skills, organizing group work.

*9. Tell students to work in a group and interview each other. Then ask them to make a summary report for their group.*

1. What is your English level?
2. How many hours a day do you spend learning English?
3. What learning strategies do you use to develop your communicative skills?
4. Which productive skill (writing, speaking) do you find the most difficult?
5. Which receptive skill (listening, reading) do you find the easiest?
6. What would you suggest to make English lessons better?

## Students' own answers.

*10. Tell students that they are going to write a narrative essay. Explain the structure on the board. Tell the topic: "My best experience in learning languages". Describe your first language lesson and the teacher. Do you remember the most interesting lesson you have ever had. (150-200 words).*

*Brainstorm and elicit some ideas with students. Write them on the board. Remind them to use the tips and do the consolidation exercises in Workbook before starting writing.*

## UNIT 2. MAKING NOTES

### LESSON 1. NOTE MAKING STYLES

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

- ✓ listen for the gist and the detailed information;
- ✓ use imperatives;

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

**Target structure:** *Imperative Mood*

**Target vocabulary:** common abbreviations

**Materials:** photos, a tape, textbooks.

#### Starter

**Aim:** introducing note taking.

*Ask students to discuss in pairs the following questions. Ask them to think of reasons for making notes and write them down to complete mind map below. Have you ever taken notes while reading or listening? Why do you take notes?*

**Students' own answers.**

#### Pre-listening

**Aim:** introducing common symbols and abbreviations.

*1. Divide class into 4 groups. Tell them that they are going to learn common symbols and abbreviations. Each group has to find out the meanings of 9 symbols and abbreviations. Do the first as an example. When they finish check in a whole class discussion. Go round the class and help where necessary.*

#### Answers:

→	Causes, makes
←	comes from
&	And
@	At
No. Or #	Number
=	equal to, is the same as
b/4	Before
P, pp.	Page, pages
w/	With
w/o	Without
Etc.	et cetera
Vs.	Versus, as opposed to
e.g.,	for example
esp.	Especially

Min.	Minimum
Max.	Maximum
Gov.t	Government
Asap	As soon as possible
Ex.	Example
Diff	Difference
b/c	Because
CAPS	Capital letters
*, !	this is important
?	Why? When? Where? ...
<u>Note</u>	Underlined
<del>Note</del>	deleted, crossed out
note taking	Highlighted
.	dot



**While-listening**

**Aim:** listening to specific information.

2. Ask students to fill in the gaps with the abbreviations from exercise 1.

**Answers:**

1. Discuss your ideas w/ your partner b/4 presenting.
2. Practice → \_ perfect.
3. Never give up, b/c success ← hard work.
4. You could read the lyrics of top 10 songs & try to understand what they are about.
5. Can you describe what the diff is?
6. Tips for choosing a career are esp. helpful for students.
7. "I like quiet activities (e.g. reading)"
8. The min. word count for the essay is 250. What is the max. word count, or is there even one?
9. "Send me the report ASAP".

Ask students to listen and check their answers.

**Tape Script 3.**

1. Look **at** each gap **and** fill in them **with** suitable abbreviations.
2. Discuss your ideas **with** your partner **before presenting**.
3. Practice **makes** perfect.
4. Never give up, **because** success **comes from** hard work.
5. You could read the lyrics of top 10 songs **and** try to understand what they are about.
6. Can you describe what the **difference** is?
7. Tips for choosing a career are **especially** helpful for students.
8. "I like quiet activities (**for example** reading)"
9. The **minimum** word count for the essay is 250. What is the **maximum** word count, or is there even one?
10. "Send me the report **as soon as possible**."

3. Ask students to choose the suitable answer.

**Answer:**

1. I'm trying to complete my report as soon as possible.
  - a. A.S.A.P.
  - b. Asap
  - c. ASAP.
  - d. **ASAP**
2. Can we schedule the meeting for Thursday?
  - a. Th.
  - b. **Thurs.**
  - c. Thur.
  - d. Thy

3. School will start again in September.

- a. Sep.
- b. Spt.
- c. **Sept.**
- d. Sptr.

4. The professor explained that the abbreviation “\_\_\_\_\_” is not appropriate in formal writing.

- a. etc
- b. **etc.**
- c. ETC.
- d. ETC

5. The speed limit is 55 MILES PER HOUR.

- a. mh
- b. **mph**
- c. m/ho

4. Ask students to read the following text speak-SMS language.

- a) **Answers:**
- b) i12cu – I want to see you.
- c) cu l8r k? – See you later, OK?
- d) 10s ne1? – Tennis anyone?

YY UR – Too wise you are

YY UB – Too wise you be

ICUR – I see you are

YY 4M – Too wise for me

### Post-listening

**Aim:** practising introduced materials.

5. Ask students to write an informal letter using symbols and abbreviations.

**Students' own answers.**

### Grammar

**Aim:** introducing and practicing imperatives.

Have all your students stand up and to one side of their desk, if possible. Now explain the rules of “Simon says” – is Simon says comes from an imperative, the students must follow the imperative. If it doesn't, they mustn't and anyone who does will be “Out”. Start the game slowly but, after a couple of minutes, speed things up a little bit so the students don't have much time to think about following the commands. When standing in a row facing the other students give them imperatives to follow, for example, *Turn around. Simon says to sit down on the floor. Simon says to stand up. Touch your nose. Hit yourself.*

Run the game until either one child is left standing, or small group if you run

out of time.

Then let your students take their seats. Tell them that imperatives can be used in different ways. Ask them to look through the grammar spot. Elicit more examples. Write some of them on the board.

6. Ask students to match these examples with the functions.

**Answers:**

1. Open your books at page 43.	Giving instruction
2. Get bus 16; that's direct.	Making a suggestion
3. Mind the floor. It's wet.	Warning
4. Lend me some money, will you?	Make a request
5. Turn left at the traffic lights.	Giving direction
6. Enjoy yourself.	Well-wishing
7. Don't forget to post that letter.	Make a request
8. Forgive me. It was my fault.	Apologize

7. Ask students to change each of the following statements to reported speech.

**Our teacher told us:**

**“Look at each gap and fill in them with suitable abbreviations.**

*e.g.: Our teacher told us to look at each gap and fill in them with the suitable abbreviations.*

**Answers:**

1. “Discuss your ideas with your partner before presenting.” **Our teacher told us to discuss our ideas with our partner before presenting.**
2. “Don’t keep notes on oddly shaped pieces of paper.” **Our teacher told us not to keep notes on oddly shaped pieces of paper.**
3. “Send me the report as soon as possible”. **Our teacher told us to send her the report as soon as possible.**
4. “Don’t write down everything that you read or hear.” **Our teacher told us not to write down everything that we read or hear.**

5. "Think a minute about your material before you start making notes." **Our teacher told us to think a minute about our material before we start making notes.**
6. "Take accurate notes." **Our teacher told us to take accurate notes.**
7. "Don't worry about missing a point." **Our teacher told us not to worry about missing a point.**
8. "Never give up." **Our teacher told us not to give up.**
9. "Review your notes periodically." **Our teacher told us to review our notes periodically.**

## Pre-reading

**Aim:** preparing students for the new topic.

*8. Ask students to read the text and choose the right variant.*

### ***It's important***

Both skimming/relaxed and scanning/detailed/ note taking involve reading a text quickly, but are used for different reasons. Skimming is when you quickly read for just the main idea of the text, without thinking of the specific details. Scanning is when you read to find specific pieces of information, such as names, dates and facts. Look at the situations 1-4 below and tick the correct box for each.

## Answers:

- a) *You look at a newspaper to see if there is a film on TV tonight.* **scan**
- b) *You look at a train timetable to see when the next train is due.* **scan**
- c) *You need to decide if a long article will be useful for some research you are doing.* **skim**
- d) *You have a meeting in ten minutes, and you haven't read the report you are going to discuss.* **skim**

## While-reading

**Aim:** practising skimming and scanning.

**9. A.** *Ask students to skim the text in 30 seconds. Set the time. You may wish to write on the board and ask them to complete the following sentence: "The article is about ..."*

Can we see that the earth is a globe? Yes, we can, when we watch a ship that sails into sea. If we watch closely, we see the ship begin to disappear. The bottom of the ship disappears first, and then the ship seems to sink lower and lower, until we can only see the top of the ship, and then we see nothing at all. What is hiding the ship from us? It is the earth. Stick a pin most of the way

into an orange, and slowly turn the orange away from you. You will see the pin disappear, just as a ship does on the earth.

**Students' own answers.**

**9. B.** Ask students to tick the correct answers.

**Answers:**

**a. This story is mainly about -**

- 1. the shape of the earth.**
2. traveling to the New World.
3. sailing ships in the old days.
4. the shapes of fruits, such as oranges.

**b. The ship in this story -**

1. probably sank to the bottom of the ocean.
- 2. was going farther and farther away.**
3. was actually a toy.
4. was a sailing ship.

**c. A globe is shaped like -**

1. a box.
2. a pyramid.
- 3. an orange.**
4. an ice cream cone.

**d. The pin on the orange is most like -**

- 1. the ship on the earth.**
2. a person watching the ship.
3. a sailor on the ship.
4. a needle for mending a rip.

**9.C.** Ask students to underline the keywords of the text. Tell them to make up 3 questions using the key words. If time allows, you may wish to ask and answer their questions in pairs.

**Post-reading**

**Aim:** consolidating; introducing the structure of descriptive writing.

**10.** Tell them that their homework will be to write a description of their home town. For this, elicit more ideas together and write them on the board. After that introduce learners with the structure of descriptive essays. Use the tips given in Workbook.

## LESSON 2. TAKING NOTES WITH CONFIDENCE

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

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

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

**Target structure:** *adverbs of frequency*

**Target vocabulary:** prominent (adj), time-consuming (adj), well-organized (adj), revise (v), available (adj), abbreviation (n), sketch (n), review (n), setting (n), plot (n)

**Materials:** photos, a tape, textbooks.

### Starter

**Aim:** raising students' interest.

*Ask students to work in pairs. Tell them that these are the pictures where people need to make notes. Ask them to match situations a-h with pictures 1-8.*

**Answers:**

- |                           |                             |
|---------------------------|-----------------------------|
| a) During lectures 1      | e) Attending training 7     |
| b) Writing recipes 3      | f) During the working day 8 |
| c) Keeping diaries 2      | g) Writing prescriptions 5  |
| d) Making shopping list 4 | h) Planning a holiday 6     |

### Pre-listening

**Aim:** teaching new vocabulary.

*1. Ask students to match the words with their definitions. When they finish let them check in pairs. Then check in a whole class discussion.*

Words	Definitions
1. prominent (adj)	a) a simple, quickly-made drawing that does not have many details
2. time-consuming (adj)	b) very well-known or important
3. well-organized (adj)	c) a short form of a word or phrase
4. revise (v)	d) the time and the place in which the action of a book, film, play, etc. happens
5. available (adj)	e) to study again something you have already learned
6. abbreviation (n)	f) having or showing good organization
7. sketch (n)	g) able to be bought or used, not busy
8. review (n)	h) taking a lot of or too much time
9. setting (n)	i) the story of a book, film, play, etc
10. plot (n)	j) a report in a newspaper, magazine, or programme that give an opinion about a new book, film

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

**While-listening**

**Aim:** listening for gist; listening for specific information.

2. Ask students to decide whether the following statements about note taking are true (T) or false (F).

**Answers:**

**You should not worry, if you miss something.**

True

1) You can sometimes make notes anywhere possible. It's not necessary to keep special organizer.

False

2) If you try, you can always write everything down.

False

3) Your notes should be very formal and full.

True

4) You had better develop a uniform body of abbreviations to speed up your note taking.

False

5) Never try to write out long explanations.

True

6) Making notes is enough, you don't need to review them regularly.

False

When they finish, you may wish to compare with partners.

Play the tape and check the learners' answers.

**Tape script 4**

**Teacher:** (noise in the class...) Now we are going to watch a video on the topic. You should do some post-listening exercises after watching it. So, do not forget to make notes while watching.

**Student:** Oh, no, is it important?

**Teacher:** It's much more important. Note taking is very helpful to get high scores.

**Student:** It means, I will not watch the video, just write non-stop. ... Again writing.

**Teacher:** I see you don't have any idea about note taking. Now listen ... Don't worry about writing the whole lesson and missing something while you are making notes. Note taking is beneficial for you while listening or reading something. It can be done anywhere and anytime. Remember note taking symbols and abbreviations. Do not focus on understanding every single word. As your notes are the sketch of your real writing they should be in your own words. Regularly write down the main points and key words. Make sure that your notes are always well-organized. Keep notes that are short and to the point. Sometimes take the time to review your notes shortly after making them. Revise your notes for your exam.

**Student:** OK. I think I should try them. Thank you.

3. Ask students to read the following tips and tick the tips which they use regularly. Tell them to discuss with their partners.

- a) Note the title of the topic and the date at the top of your notes.
- b) You can always fill in gaps later. Always leave open space.
- b) Regularly write down the main points and key words.

- c) Develop a uniform body of abbreviations to speed up your note taking.
- d) Your notes should be in your own words.
- e) Make sure that your notes are always well-organized.
- f) Take the time to review your notes shortly after making them.
- g) Keep the notes that are short and to the point.
- h) Have several different coloured pens available plus a highlighter to make the important point more prominent.
- l) Avoid rewriting your notes; it is very time-consuming.

## Students' own answers.

### Post-listening

**Aim:** practising learned materials in speech.

**4. A.** Tell students to interview each other using the questions below and make notes.

1. What kind of shortenings or abbreviations do you know?
2. Do you have problems while or after taking notes?
3. Do you think taking notes is necessary?
4. What professions often require taking notes?
5. Is it important to take notes at the profession you have chosen?






















**B.** Ask students to tell about their survey using their notes.

*e.g.: I interviewed my friends. As I remember Zilola knows abbreviations like OMG, LOL..., Sanjar knows asap....., ....*



### Grammar

**Aim:** introducing adverbs of frequency.

You may wish to copy this table and show it to your students or draw it on the board. Tell them that the words in bold are adverbs of frequency. They show us how often we do this or that action.

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Mardon <b>always</b> drinks tea for breakfast.							
Aziz <b>usually</b> drinks tea for breakfast.							
Eldor <b>often</b> drinks tea for breakfast.							
Madina <b>sometimes</b> drinks tea for breakfast.							



Sevinch <b>seldom</b> drinks tea for breakfast.							
Diyora <b>never</b> drinks tea for breakfast.							

For stronger class: you can show them in percentage: always 100% usually 99-90% often 90-75% sometimes 75-25% seldom 25-10% never 0%

Elicit students' answers and write some of them on the board. e.g.: *I often get up early in the morning. We sometimes go to the cinema.*

Introduce the structure on the board:  
Subject + adverbs of frequency + Verb

5. Ask students to match the items with the adverbs of frequency.

Answers:

1. always 2. never 3. often 4. seldom 5. sometimes 6. usually

6. Ask students to complete the sentences with the adverbs of frequency in Ex. 5.

Possible answers:

- Well, you know, I *always/never/often/seldom/sometimes/usually* make notes during lectures.
- I know I *often/seldom/sometimes/usually* do that too, but I was in a hurry at that time.
- It *always/often/seldom/sometimes/usually* takes more than 30 minutes. So, what should I do?
- I *always/often/seldom/sometimes/usually* draw a mind map for effective note taking.
- Oh, that's a good idea. I have *never* done that.

7. Ask students to put the words in correct order.

Answers:

- go to the dentist/ a person/ twice a year/ normally/ should. **Normally, a person should go to the dentist twice a year.**
- check/ voice messenger/ every/ I/ morning/ my. **I check my voice messenger every evening.**
- writes/ Nafisa/ remarkable events/ in her diary/ from time to time. **From time to time, Nafisa writes remarkable events in her diary.**
- UzTEA seminars/ attend/ once a week/ make short notes/ English teachers/ and. **English teachers attend UzTEA conferences once a week and make short notes.**
- Your doctor's prescriptions/ now and again/ to follow/ don't forget. **Now and again don't forget to follow your doctor's prescriptions.**

## Pre-reading

**Aim:** raising students' interest on the new topic; organizing group work.

*8. Divide class into small groups. Tell them to think of their favourite novel and try to write down the notes using the following story map.*

Title: \_\_\_\_\_  
Settings: \_\_\_\_\_  
Characters: \_\_\_\_\_  
Problems: \_\_\_\_\_  
Solutions: \_\_\_\_\_  
Your suggestion: \_\_\_\_\_

## While-reading

**Aim:** reading for gist; reading for specific information.

*9. Ask students to read the text quickly and choose the best answer.*

### Note Taking While Reading

One can write notes either in the novel he or she is reading or in a separate notebook. The advantage of the former method is that it doesn't disturb one's reading too much; the disadvantage is that it spoils a book, it affects one's second reading of the novel, there is not always too much room for the notes in the book. One way round these problems is to write brief notes in pencil in a novel as one is reading, then to copy these up and expand them in a separate notebook. These allow one to copy out brief extracts from the novel which strike one as important, and it means that you file for future reference only notes about which you have thought a second time after having finished reading the novel.

**1. It's stated in the passage that \_\_\_\_.**

- A) there is more than one way to take notes
- B) writing notes in the novel doesn't harm the book so much
- C) taking notes in a separate book has only disadvantages
- D) one's reading too much spoils a book
- E) studying a novel is more difficult than reading it in detail

**2. According to the passage, \_\_\_\_.**

- A) writing a novel is more difficult than reading it
- B) short notes may be helpful in the future
- C) making notes larger is no longer valid for readers
- D) one can read either novel or short story easily
- E) it's not practical to read a novel twice

3. The main concern of the passage is \_\_\_\_.

- A) the methods of reading a book
- B) how to cope with the problems of reading a novel
- C) the notes that are taken while reading a novel
- D) the obstacles during writing
- E) how to write a good novel

**Students' own answers.**

**Post-reading**

**Aim:** practising learned materials in speech.

*10. Tell students to work in groups. Ask them to think about their favourite novel and try to write down the notes using the story map in Student's Book.*

*11. Ask students to examine a movie which is about high school and analyse whether characters, setting, plot and drama are realistic.*

*Remind them to use the tips and do the consolidation exercises in Workbook before writing review.*

*Tips for teachers:*

- Introduction: give the title and the author of the book. If you're reviewing a film, mention the director or actors.
- Body:
  - 1. Summarize the plot in a few sentences.
  - 2. Mention the setting: the place and time of the plot.
  - 3. Say something about the main characters.
  - 4. Say something about the content.
- Conclusion:
  - 1. Comment on the book or film.
  - 2. Let others know whether or not you liked the book/film.
  - 3. Why do you like it? Why don't you like it?
  - 4. Is the author's style good or bad, is the book / film interesting or boring etc?
  - 5. Do you want to recommend the book/film?

**Useful Expressions:**

**Title, Author / Director, Actors**

The film is directed by

The film is produced by..

It is starred by...

The book is written by ...

**Setting**

The action takes place in ... (setting)

The action of the film is set in ...

The story takes place in...

**Characters and Plot**

The main characters are ...

The story is about ....

The novel tells the story of ...

In the course of the novel the action develops dramatically.

The novel / film begins with...

The novel has an unexpected ending.

The end of ... is ...

**Reaction**

I am impressed by

I think ....

The book is terribly / beautifully written

The film is terrible / exciting.

What surprised me is ...

What I liked is...

What I didn't like is...

I liked/didn't like the film / novel because ...

# UNIT 3. CHOOSING A TITLE AND SELECTING INFORMATION

## LESSON 1. CHOOSING A TOPIC

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

- ✓ listen for the gist and detailed information;
- ✓ use *parallel words and phrases*.

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

**Target structure:** *parallelism in English grammar*

**Target vocabulary:** relevant (adj), fit (adj), obvious (adj), fieldwork (n), essential (adj), available (adj), learning outcomes (n), data analysis (n), assignment (n), familiar (adj), vary (v), draft (n)

**Materials:** photos, a tape, textbooks.

### Starter

**Aim:** raising students' interest

*Ask students to match the titles with the pictures. There are three extra titles.*

**Answers:** A - V B - III C - VI D - I

### Pre-listening

**Aim:** teaching new vocabulary

*1. Ask students to match words 1-12 with their definitions a-l.*

- |                             |   |
|-----------------------------|---|
| 1. relevant (adj)           | a. a piece of work given to someone, typically as a part of their studies or job                              |
| 2. fit (adj)                | b. different from each other  |
| 3. obvious (adj)            | c. information, especially facts or numbers you can analyze   |
| 4. fieldwork (n)            | d. study which consists of practical activities that are done away from your school, college or place of work |
| 5. essential (adj)          | e. necessary; needed  |
| 6. available (adj)          | f. accessible; at hand  |
| 7. learning outcomes (coll) | g. a result or effect of studying   |
| 8. data analysis (coll)     | h. Well known for long or close association   |
| 9. assignment (n)           | i. to be suitable for something   |
| 10. familiar (adj)          | j. connected with what is happening or being discussed  |
| 11. various (adj)           | k. a plan or drawing of something   |
| 12. draft (n)               | l. easy to see or understand  |

**Answers:** 1.j 2.i 3.l 4.d 5.e 6.f 7.g 8.c 9.a 10.h 11.b 12.k

### While-listening

**Aim:** listening for specific information.

2. Ask students to listen to the tape and fill in the gaps with missing words.

### Tape script 5

#### Answer:

Your tutor will provide you with a list of 1) **coursework** assignments or help you to choose a suitable 2) **project** It is essential that your assignment is directly 3) **relevant** to your course and its stated learning 4) **outcomes** The range of available assignment activities varies from course to course, but may include a 5) **portfolio** of exercises, worksheets, essays, reports, book reviews, records of 6) **fieldwork** or experiments, the writing up of a museum or gallery visit, oral presentations or 7) **data analysis**. It is important to select an 8) **assignment** that interests you because it will be easier to produce a good piece of work if you enjoy what you are doing.

3. Ask students to do a True/False task. When they finish let them compare their answers in pairs. Organize a whole class discussion.

**e.g.:** Your English teacher will help you to choose your coursework.

**false**

#### Answers:

1. The range of available assignment activities varies from course to course. **true**
2. It is not so important to select an assignment that interests you. **false**
3. It is essential that your assignment is directly relevant to your course and its stated learning outcomes. **true**
4. Your project work may include a portfolio of exercises, worksheets, essays, reports, book reviews, records of fieldwork or experiments, the writing up of a museum or gallery visit, oral presentations or data analysis. **true**

### Post-listening

**Aim:** practising learned materials.

4. Ask students to discuss the following titles in pairs and find out the weaknesses.

**e.g.:** **Education**. The title is too general. It must be specified. Possible answer: **Education in Uzbekistan**.

1. Honesty is very expensive gift. Do not expect it from cheap people.
2. When you read a text in English, you may not understand every word. Often you can understand the main points of a text without knowing every word. A good reading strategy is to skip over the words you don't know to see if you can get the main meaning.

**Students' own answers.**

**Grammar**

**Aim:** introducing parallelism in English grammar.

1. Tell students that they will talk about parallelism in English grammar. Tell the rule: The balance between two or more similar words, phrases or clauses is called parallelism in grammar. Parallelism is also called parallel structure or parallel construction. Parallel construction prevents awkwardness, promotes clarity and improves writing style and readability.

2. Parallelism is used to balance nouns with nouns, prepositional phrases with prepositional phrases, participles with participles, infinitives with infinitives, clauses with clauses.

3. Parallelism is used with elements joined by coordinating conjunctions.

4. My mother likes *cooking* **and** *to read*.

My mother likes *cooking* **and** *reading*

5. Parallelism is used with elements in lists or in a series.

This task can be done *individually, in pairs, or can be done in groups of four*.

This task can be done *individually, in pairs, or in groups of four*.

6. Parallelism is used with elements being compared.

She is mad about *watching TV* more than *to read a book*.

She is mad about *watching TV* more than *reading a book*.

7. Parallelism is used with elements joined by a linking verb or a form of be

*To learn is understanding the world.*

*To learn is to understand the world.*

Parallelism is used with elements joined by linking words.

The teacher **not only** wants his students *to keep quiet* **but also** *to do the task*.

The teacher wants his students **not only** *to keep quiet* **but also** *to do the task*.

Write the example on the board. Underline similar words. Elicit more examples from students and write them on the board.

**5. Ask students to find out parallelism in the following paired sentences.**

✓ **e.g.:** a) *It is not easy to select a topic and choosing the title.*

b) *It is not easy to select a topic and choose the title.*

1. a) Your tutor will provide you with a list of topics, books and coursework assignments.

b) Your tutor will provide you with a list of topics, books and additional

2. a) Tests were made by teachers and administrators also.

b) Tests were made by teachers and administrators.

3. a) I learned to keep a portfolio and to evaluate it.

b) I learned to keep a portfolio and I evaluate it.

4. a) I spent two hours with Ms. Smith, reviewing my job performance, evaluating my goals, and discussing my future with the company.

b) I spent two hours with Ms. Smith, reviewing my job performance, evaluating my goals, and my future with the company was also discussed.

5. a) Many learners have three difficulties: choosing topic, finding relevant information and presentation.

b) Many learners have three difficulties: choosing topic, finding relevant information and making presentation.

**Answers:** 1 - a    2 - b    3 - a    4 - a    5 - b

6. Ask students to read the following sentences below that have problems with parallelism and correct the sentences using parallelism rules.

e.g.: *Data analyses should be obvious and they should be available.*

*Data analyses should be obvious and available.*

**Suggested answers:**

1. The Biology class and the class about history are my favourites. **The biology class and the history class are my favourites.**

2. I study maths, history and chemical at lyceum. **I study maths, history and chemistry at lyceum.**

3. Alexander Graham Bell was the man who invented the telephone and he invented the phonograph, too. Alexander **Graham Bell was the man who invented the telephone and the phonograph.**

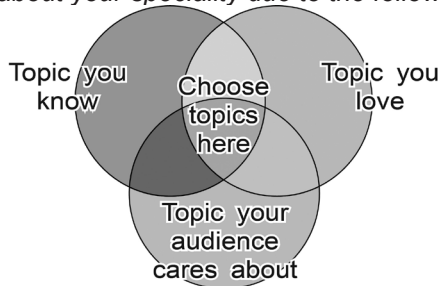
4. I hope to find all information quickly and easily. **I hope to find all information quickly and easily.**

5. I have been to England and took some photos of the country. **I have been to England and taken some photos of the city.**

### Pre-reading

**Aim:** raising students' interest.

7. Divide class into small groups. Ask them to try to make a list of topics about your speciality due to the following diagram.



### Students' own answers



**While-reading**

**Aim:** reading for gist; reading for specific information.

8. Choose the topic from the list. Explain why you chose this topic by answering the following brainstorm questions.

- **WHY** did you choose the topic? What interests you about it?
- **WHO** are the information providers on this topic? Who might publish information about it?
- **WHAT** are the major questions for this topic? Is there a debate about the topic?
- **WHERE** is your topic important: at the local, national or international level?
- **WHEN** is/was your topic important? Is it a current event or a historical issue? Do you want to compare your topic by time periods?

**Students' own answers.**

9. Ask students to read the text and try to focus on the questions from exercise

One hundred years ago, the footballer was an amateur. This meant that he did no training and was not paid. The players worked during the week and played the match in the public park on Saturday. Playing time was ninety minutes. If you couldn't play till the end of the game, you lost your place in the team.

Football was a game for gentlemen. There were no fouls in football at that time. Winning the game was not important in the past.

Football today in Great Britain is big business. Professional footballers often start as junior players at a local club during their early teens. If they are good, the club will invite them as players. A lot of money is spent for training good players. By the time a boy is 20, he may be playing in a first division team and be 'worth' as much as \$50,000. A player gets from \$70 to \$140 a week and the club pays all clothing and travel expenses. Training is hard and club doctors take very much care of the players. A player in Great Britain is valuable property.

**Students' own answers**

**Post-reading**

**Aim:** improving students' writing skills.

11. Tell students that there are given three titles for composition. Ask them to read the titles and choose one. They have to write a composition (about 100-150 words) according to it. Use the brainstorm questions. Choose one of the topics and brainstorm it together with your students on the board. Let them copy out into their notebooks. By eliciting make up topic sentences and write on the board as an example. Remind your students to use the tips and do the consolidation exercises in the Workbook before writing an essay.

**a. Choosing a career    b. Teens and technology    c. Global problems**

## LESSON 2. IDENTIFYING AND SELECTING INFORMATION

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

- ✓ Listen for gist and listen for detailed information.
- ✓ Use *Correlative conjunctions*.

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

**Target structure:** *Correlative conjunctions*;

**Target vocabulary:** concept, trend, issue, terminology, exist, aspect, database, information retrieval, significant

**Materials:** photos, a tape, textbooks

### Starter

**Aim:** preparing students for the new topic.

*Ask students to look at the photos. Tell them that there are several ways of selecting information.*

*- Which of them do you use more often? Why?*

Work in pairs. Discuss advantages and disadvantages of them.

**Possible answers:** reading books/e-books, searching from the internet, taking notes, participating in debates, seminars, lectures, using databases, etc.

**Students' own answers.**

### Pre-listening

**Aim:** teaching new vocabulary.

1. Ask students to match words 1-9 with their definitions a-i.

1. concept (n)	a. special words or expressions used in relation to a particular subject or activity
2. trend (n)	b. be, be real
3. issue (n)	c. development or change in a situation
4. terminology (n)	d. a view in a certain direction
5. exist (v)	e. idea
6. aspect (n)	f. having a special meaning
7. database (n)	g. a topic of interest or discussion
8. information retrieval (coll)	h. a large amount of information stored in a computer system in such a way that it can be easily looked at or changed
9. significant (adj)	i. the process of finding stored information on a computer

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

**While-listening**

**Aim:** listening for gist; for detailed information.

2. Ask students to read the statements below. Tell them to mark (✓) if the sentences are true or (x) if they are false. Then ask them to discuss their answers with their partners.

- 1. While collecting information, use only encyclopedias. \_\_\_\_\_
- 2. It is important to follow your instructor's (teacher's) notes. \_\_\_\_\_
- 3. Find and buy books and journals those are relevant to your project work. \_\_\_\_\_
- 4. Textbooks, class handouts are very good sources of information. \_\_\_\_\_

**Students' own answers.**

3. Ask students to listen and check their ideas. Tell them to correct the false sentences.

**Answer:**

- 1. (x) *Dictionaries, handbooks, databases and other reference resources are very useful.*
- 2. (✓)
- 3. (x) *You can photocopy, download or borrow from libraries.*
- 4. (✓)

4. Ask students to complete the text with words and word combinations from the box.

**Tape script 6**

database	aspects	instructor	books
concepts	reference resource	subject research	
	guides	instructor's notes	

**Answers:**

Check out any 1) **books** that are really relevant to your project work and photocopy or download any journal articles that are really relevant. This will be the start of your working bibliography.

As you read for an overview:

- take notes on the important or interesting 2) **concepts**, themes, issues, conflicts, and terminology that are related to your project work;
- take notes on the relationships that exist between these 3) **aspects** of your project work.

Textbooks, class handouts, and 4) **instructor's notes** can all be very good sources of information. Often these sources will reference other valuable

sources of information. And, if it is a source referenced by your 5) **instructor**, you can be confident that he/she considers it to be reliable.

These will tell you the most important encyclopedias, dictionaries, handbooks, 6) **database**, and other 7) **reference resources** for your subject. They are also a good place to find call numbers relevant to a broad subject area. 8) **subject research guides** are often linked on library web sites.

*Play the tape again and check the answers.*

## Post-listening

**Aim:** practising learned vocabulary.

*5. Ask students to work in pairs and answer to the following questions with their partners.*

1. How do you know ...
  - the key terminology of your project work?
  - whether there is enough information?
  - whether your project work idea is too broad or too narrow?
2. What do you do if there is very little information?
3. What do you do if there is a large amount of information?

## Students' own answers.

*Possible answer:* You need to broaden your subject or choose another subject.

*Possible answer:* You need to narrow your subject.

## Grammar

**Aim:** introducing correlative conjunctions.

Ask students to have a look at the grammar spot. Conjunctions that are used in pairs to join sentences or phrases that carry the same general meaning and tone are called **correlative conjunctions**. They are so called because they are always used together and convey the same relative meaning.

Write down the list of common correlative conjunctions on the board:

***both . . . and***

***not only . . . but also***

***not . . . but***

***either . . . or***

***neither . . . nor***

***whether . . . or***

***as . . . as.***

Explain their meaning. Give your own examples for each of them. Write them on the board. Ask students to make up their own example. Ask random examples and write them on the board, too.

6. Ask students to fill in the gaps with appropriate conjunctions.

e.g.: Check out **both** books **and** websites that are really relevant to your project work.

Answers:

1. **Niether** photocopying **nor** downloading these documents are allowed.
2. You can buy **either** printed books **or** e-books in this book shop.
3. You must **not only** take notes, **but also** analyse them for your project work.
4. Textbooks are **as** useful **as** class handouts.
5. Your teacher will check your essay **whether** it is original **or** plagiaristic.
6. Writing project work is **not** easy, **but** interesting.

7. Ask students to write down sentences using the following correlative conjunction. Go round and help where necessary.

both . . . and

1. \_\_\_\_\_
2. \_\_\_\_\_

not only . . . but also

1. \_\_\_\_\_
2. \_\_\_\_\_

not . . . but

1. \_\_\_\_\_
2. \_\_\_\_\_

either . . . or

1. \_\_\_\_\_
2. \_\_\_\_\_

neither . . . nor

1. \_\_\_\_\_
2. \_\_\_\_\_

whether . . . or

1. \_\_\_\_\_
2. \_\_\_\_\_

as . . . as

1. \_\_\_\_\_
2. \_\_\_\_\_

## Pre-reading

**Aim:** preparing students for the new text.

**8.** Ask students to look at the picture and discuss the following questions with their partners:

- a. Which of these sources do you use? How often?
- b. What other sources do you use to get information?
- c. Is the source well-known one?

**Students' own answers.**

## While-reading

**Aim:** reading for gist; reading for detailed information.

**9.** Ask students to read the passages quickly. Tell them that one of the sentences in each of the following texts is irrelevant to the main idea of the paragraph and ask to underline that sentence. Let your students compare their answers with partners. Check the results in a whole class discussion.

1. The longest-lived creature in the insect world is the queen termite (ant). She has been known to live for over 50 years. During that time, the queen can lay over 30,000 eggs each day. So in her 50 years of life, it is possible for her to give a birth to half a billion children. Some termite hills can be over six meters high.

2. For many years, all books were written by hand. Because it took so long to write one book, there were only a few of them. Most people could never own a book. Then sometime between 1450 and 1460, Johannes Gutenberg got the idea of carving separate letters and moving them to make new words. Gutenberg died at the age of 68. This was the invention of moveable type. From then on, the numbers of books printed grew quickly.

3. The solar system is believed to have formed, perhaps 5 billion years ago, from a spinning cloud of gas called a nebula. As this nebula contracted it began to spin faster and faster. Probably it spun off rings of planetary matter as it became more disk-like. These rings later contracted into planets. Earth is the third planet from the Sun.

4. The largest organ in the human body is the skin. One of the skin's functions is to help regulate the amount of body heat that flows in and out of the body. Heavy smoking ages skin very quickly. When it is cold, we cover the skin with extra layers of clothing to slow down the outward flow of heat. When it is hot, evaporation of sweat cools us down.

**Answers:**

1. Some termite hills can be over six meters high.
2. Because it took so long to write one book, there were only a few of them.
3. Earth is the third planet from the Sun.
4. Heavy smoking ages skin very quickly.

**Post-reading**

**Aim:** improving writing skills; introducing argumentative essays.

*10. Ask students to look at the topics. Tell them that they are sample topics for argumentative essays. Then explain the structure. Choose one of the essay topics and brainstorm with students. Elicit random ideas and write them on the board. Help them make paragraphs. Ask them where they can find relevant information or evidence to the case.*

***a) False Advertising    b) Dependence on computers    c) Junk food***

Tell them to write an argumentative essay (150-200 words) using the information they have found as homework. Remind them to use the tips and do the consolidation exercises in the Workbook before writing essay.

## UNIT 4. WHAT IS A PROJECT?

### LESSON 1. Organizing INFORMATION

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

- ✓ listen for the gist and the detailed information;
- ✓ use *special questions*

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

**Target structure:** *Special Questions*

**Target vocabulary:** plan out, prepare, run, think of (v), basic, fundamental, central (adj), examine, investigate, look over, study (v) historical, sequential (adj), reward (n, v), restate (v), interpret (v), content, subject, theme, thesis (n), organize (v), main (adj), analyse (v), chronological (adj), paraphrase (v), topic (n), fact (n), category (n), conclusion (n), summarize (v), mention (v), synthesis (n)

**Materials:** photos, a tape, textbooks.

#### Starter

**Aim:** raising students' interest.

*Ask students to work in pairs and match the following pictures with organizing information styles: a. Marking b. Annotating c. Outlining d. Mind mapping e. Note taking f. Summarising*

**Answers:** 1-e, 2-b, 3-a, 4-c, 5-d, 6-f.

#### Pre-listening

**Aim:** teaching new vocabulary.

*1. Ask students to separate words and fill in the blanks using given synonyms of the each word.*

**synthesis category paraphrase fact mention analyse chronological organize conclusion main summarize topic**

1.	plan out, prepare, run, think of (v)	7.	truth, reality, event (n)
2.	basic, fundamental, central (adj)	8.	classification, family, type (n)
3.	examine, investigate, look over, study (v)	9.	closing, decision, outcome, solution, understanding (n)
4.	Historical, sequential (adj.)	10.	resume, sum, sum up (v)



5	reward, restate, interpret (v)	11.	name, refer, report (v)
6	content, subject, theme, thesis (n)	12.	analyse, break down, take apart (v)

- Answers:** 1. organize 2. main 3. analyze 4. chronological  
 5. paraphrase 6. topic 7. fact 8. category  
 9. conclusion 10. summarize 11. mention 12. synthesis

**While-listening**

**Aim:** listening for specific information.

2. Ask students to listen to professor Rakhimov's lecture and fill in the gaps using new vocabulary.

**Tape script 7.**

**Answers:**

1. Select important (1) **facts** that are relevant to your topic. These answer the «who, what, when, where, how, and how many» questions.
2. Record (2) **main** ideas using short phrases or abbreviations.
3. (3) **Paraphrase** - put what you have found in your own words.
4. (4) **Summarise** the main ideas. What are the most important points?
5. (5) **Mention** the source. Include the title, author(s), publisher(s), Web site address (if online), date, pages.
6. (6) **Organize** and (7) **analyze** your notes. Is there unimportant information that you can delete? Be sure to keep the important information but you don't need duplicate material. Group related information by (8) **topic**, in (9) **chronological** order, by (10) **category** etc.
7. (11) **Synthesize** what you have collected. What information can you combine? What (12) **conclusion** can you draw from what you gathered?

3. Ask students to listen to the tape again and choose the best summary of the lecture. Let your students compare their choices with partners.

- a. information analyses;
- b. organizational problems;
- c. the tips for organizing information;
- d. the tips for paraphrasing the words.

**Answer: C**

### Post-listening

**Aim:** organizing pair work and group work.

*4. Ask students to work in small groups and discuss the following questions.*

1. How do you organize your selected information?
2. Where do you usually search for relevant information?
3. Could you share your own organizing information tips?

**Students' own answers.**

### Grammar

**Aim:** introducing special questions.

*Tell students that they are going to practise special questions. Write a sentence on the board. e.g.: We play football every weekend.*

*Make special questions to each word in a sentence and write them on the board:*

Who plays football every weekend?

When do you play football?

What do you do every weekend?

How often do you play football?

Ask students to work in pairs and make up their own questions and answer them in turn. Elicit random questions and answers.

*5. Ask students to make the suitable questions to the following sentences using the question words in brackets.*

**Answers:**

1. She selected important facts while reading the text. (what) **What did she select?**
2. You should record main ideas. (what) **What should you record?**
3. They do their homework at night. (when) **When do they do their homework?**
4. Prof. Rakhimov gave us lecture. (who) **Who gave you lecture?**
5. That is a book about writing a project. (what) **What is that book about?**
6. She searched for information for an hour. (how long) **How long did she search information?**
7. He studies maths at the university. (what) **What does she study at the university?**
8. We have an English class every day. (how often) **How often do you have an English class?**
9. I didn't bring my dictionary today. (why) **Why didn't you bring your dictionary today?**
10. They are learning wh/special questions. (what kind) **What kind of questions are they learning?**

6. Ask students to think of their best friend. Give them a moment to remember everything that day; how they got acquainted. Ask them to answer the following questions as in example.

e.g.: My best friend is Akrom, my groupmate. We met with him in high school at lunch...

**Students' own answers.**

### Pre-reading

**Aim:** raising students' interest; checking their understanding.

7. Ask students to match the pictures 1-7 with the sentences a-g to be organized.

**Answers:**

- a) Multitask. 6
- b) Put it back. 2
- c) Make a to-do list. 4
- d) Set a time frame. 5
- e) Organize your space. 1
- f) Make more decisions. 7
- g) Use a calendar. 3

### While-reading

**Aim:** reading for the gist; reading for detailed information.

8. Ask students to read and rearrange the paragraphs in chronological order. Let them compare their answers in pairs. Check in a whole class discussion.

**A.** During the Middle Ages, 1100-1500 AD in Europe, the use of the umbrella disappeared completely. Then it appeared again in *Italy* in the *late sixteenth century*. By 1680, the umbrella was used in France and later in England.

**B.** By the eighteenth century, the umbrella was used against rain in most of Europe and started to become popular worldwide. Umbrellas have not changed much in style during all this time; however, it wasn't until the *twentieth century* that umbrellas began to be made in a variety of colors.

**C.** The first people to use it were probably the Chinese in the *eleventh* B.C. The umbrella spread to ancient Egypt and Babylon. At that time it was a symbol of honor and authority, the umbrella was used only for royalty or by those in high offices. It is believed that the first people to use the umbrella as protection against rain were the *ancient Romans*.

**D.** It seems natural to open an umbrella when it rains. But actually the umbrella was not invented for protection against rain. It was first used as a

shade against the sun. *Nobody knows* who first invented it, but the umbrella was used in very ancient times.

**Answers: 1-D 2-C 3-A 4-B**

9. Ask students to fill in the table using the information above.

**Possible answers:**

When?	Where?	What happened?	What for?
ancient times			against the sun
11 BC	China		
11 BC	Egypt and Babylon		symbol of honour and authority
Middle ages	Europe	completely disappeared	
sixteenth century	Italy	appeared again	
by the 18 <sup>th</sup> century	Europe		against the rain
20 <sup>th</sup> century		colourful	

Give students some time for preparation to retell the text using the questionnaire given in the table. Elicit random answers.

## Post-reading

**Aim:** improving writing skills.

10. Ask students to give examples of inventions. (e.g., mobile phones, cars, cameras, computers, ..) Ask them whether they know the history of these inventions. Tell them that their homework will be to write an essay about the history of one invention (about 150-200 words). Remind them to use the table in Ex. 8 and use the tips and do the consolidation exercises in the Workbook before writing an essay.

## LESSON 2. GETTING FEEDBACK FROM TUTOR

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

- ✓ listen for the gist and the detailed information;
- ✓ use *linking verbs*.

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

**Target structure:** *linking verbs*;

**Target vocabulary:** include, solar, summary, aims, outcomes, benefit, significance, research, health, put in, improve, rural;

**Materials:** photos, a tape, textbooks.

**Starter**

**Aim:** raising students' interest.

*Ask students to work in pairs and answer the following questions. Go round the class and help if necessary. Encourage students to talk. Elicit random answers.*

- Why do we need feedback?
- When do we need feedback?
- Where do I get it from?
- How can I use it?

**Students' own answers.**

**Pre-listening**

**Aim:** teaching new vocabulary.

*1. Ask students to sort out the words into the following parts of speech. Then compare with partners. Check in a whole class discussion.*

**Answers:**

vocabulary	noun	verb	adjective	phrasal verb
include		✓		
solar			✓	
summary	✓			
aims	✓			
outcomes	✓			
benefit	✓	✓		
significance	✓			
research	✓	✓		
health	✓			
put in				✓
improve		✓		
rural			✓	

**While-listening**

**Aim:** listening for gist; listening for detailed information.

*2. Tell students that they are going to listen to a conversation between Ulugbek and his tutor about the project. Ask them to listen to the tape and fill in the gaps.*

**Tape script 8**

Tutor: Hi Ulugbek, Come in. You look alarmed.

Ulugbek: Good morning. Everything is OK with me. But... Professor, I have some questions on my project. I am going to write a project which aims at cleaning water by putting it in special tanks in the bright sun. We know that sunbeams have bactericidal effect. Well, my project title will be "Technology in cleaning drinking water by the help of solar energy".

Tutor: Well ..., that sounds good.

Ulugbek: My project summary is "This technology will provide people with safe drinking water".

Tutor: Your summary proves too short . You should use at least 50 words. Also you did not include aims, outcomes, significance and social and economic benefits of the research. You should widen it.

Ulugbek: Well, thank you. Actually, in the aims of the project I decided to include the fact that the project will improve the population`s health. The drinking water became problem in rural places.

Tutor: It would be also better to include recent international research works in the field. Because, drought situation improves slightly, but water shortage still remains problematic.

Ulugbek: I will think over it.

Tutor: And what is your timetabling.

Ulugbek: I think 3 months will be enough to realise the project in one village.

Tutor: Your timetabling seems to be extremely short.

Ulugbek : Yeah..., I feel a lit bit worried.

**Answers:**

Ulugbek`s Project proposal

Project title	"Technology on cleaning a) <b>drinking water</b> by the help of solar energy."
Project summary	This technology will provide people with b) safe drinking water.
Aims	The realization of the project will improve the population`s c) health.
Background	There are problems with drinking water in d) rural places.
Timetabling	e) three/3 months.

3. Ask students to listen again and fill in the tutor's feedback summary.

Answers:

Tutor's feedback summary	
<u>Good Points:</u> <i>Title is good;</i>	<u>Areas for improvement:</u> <i>Summary is too short, international research works should be included, timetabling is extremely short.</i>

**Post-listening**

**Aim:** organizing pair/group work; developing students' critical thinking.

4. Ask students to work in pairs and discuss Ulugbek's Project proposal. Taking into account the tutor's remarks, ask them to add findings to the project proposal.

Your feedback summary	
<b>Good Points:</b>	<b>Areas for improvement:</b>

**Students' own answers.**

**Grammar**

**Aim:** introducing and practising linking verbs.

Tell students that they are going to learn linking verbs in English grammar. Ask students to look through the grammar spot.

**Linking verbs** don't show action like ordinary verbs. They rather link or connect the subject to a subject complement, the part of the sentence that follows the verb.

This is a list of common linking verbs: **appear, be, become, feel, get, grow, look, prove, remain, seem, smell, stay, taste, turn...**

These are the verbs that can be linking verbs in some sentences and action verbs in other sentences: **look, smell, appear, prove, sound, feel, remain, taste, grow...**

Compare:

You *look* tired. (linking verb)

He is *looking* for you. (action verb)

Your friend *appears* upset. (linking verb)

He *appeared* suddenly (action verb)

You've just proved yourself to be smart. (linking verb)

The opposition proved too strong for him. (action verb)

Remind them that linking verbs are followed by adjectives while action verbs followed by adverbs.

Ask students to make up their own examples. Elicit random answers and write them on the board.

*5. Ask students to fill in the blanks using appropriate form of the linking verbs from the box.*

**Answers:**

1. Well, that **sounds** good.
2. Ulugbek's project summary **is** "This technology will provide people with safe drinking water".
3. The summary **proves** too short.
4. Drinking water **became** problem in rural places.
5. Water shortage still **remains** problematic.
6. The timetabling **seems** to be extremely short.
7. Ulugbek **feels** a little bit worried.

*When students finish, play the tape and check the correct answers.*

*6. Ask students to decide if each verb is an action verb or linking verb.*

1. The students looked determined after a pep talk from the tutor.  
a) looked - linking                      b) looked - action
2. Claire looked at all of the questions.  
a) looked - linking                      b) looked - action
3. These diaries remain a valuable link to the past.  
a) remain - linking                      b) remain action
4. My friend's exhibit remained on display for a month.  
a) remain action                      b) remain - linking
5. Ulugbek appeared satisfied with his project  
a) appear - action                      b) appear - linking
6. Before I could leave, my friend appeared at the door.  
a) appear - linking                      b) appear - action

**Answers:** 1-a    2-b    3-a    4-a    5-b    6-b

## Pre-reading

**Aim:** raising students' interest.

*7. Ask students to look at the picture below. Let them associate it with the topic.*

**Students' own answers.**



**While-reading**

**Aim:** reading for gist; reading for detailed information.

8. Ask students to read the definitions about feedback and divide the following pieces of feedback into negative and positive. Remind them that they have to prove their answers.

**A positive feedback** helps learners develop self-assessment skills by encouraging them to recognize strengths and weaknesses in their own performance. It boosts the confidence of employees and improves their productivity. They feel appreciated as their efforts are recognized, inspiring them to contribute. The examples begin with a green arrow.

**A Negative feedback** at work can be painful, but if you're able to turn it into a positive learning experience, it can actually be your key to success. The examples begin with a red arrow.

- You were a much better worker before \_\_\_\_\_
- Hey John. Great job. Excellent presentation. But that's not what I was looking for... \_\_\_\_\_
- You need to become a dynamic speaker!! \_\_\_\_\_
- You're used to managing elephants; you need to learn how to manage giraffes. (*Note: this person did not work at a zoo.*) \_\_\_\_\_
- Your growth is like a tree branching out in all directions. \_\_\_\_\_
- Your sense of urgency does not go unnoticed. Your passion is exemplary. \_\_\_\_\_
- Thanks for taking the load while I travel around — you're the best. Always in a good mood even when more tasks are heaped on you! \_\_\_\_\_
- We value you! \_\_\_\_\_
- You always provide great service to both fellow employees and the public. They always walk away with a smile. \_\_\_\_\_
- Your review skills are good, but try to limit your conversation and let your employees have a chance to speak. It is supposed to be a tool to open up communication. \_\_\_\_\_

**Students' own answers.**

**Post-reading**

**Aim:** encouraging students to write feedback.

9. Ask students to give feedback to their friend's study (100-150 words). Remind them that their feedback should be helpful for their friend. Brainstorm and elicit some ideas. Write them on the board. Tell students to do all exercises in Workbook before starting writing.

## UNIT 5.DATA

### LESSON 1. SEARCHING FOR AND ANALYZING DATA

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

- ✓ listen for the gist and the detailed information;
- ✓ use *Passives*.

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

**Target structure:** *Passive Voice*;

**Target vocabulary:** facilities (*noun*), reference materials (*noun*), houses (*verb*), circulation desk (*noun*), periodicals (*noun*), back issues (*noun*), renew (*verb*), overdue books (*noun*), faith (*noun*);

**Materials:** photos, a tape, textbooks.

#### Starter

**Aim:** raising students' interest.

*Ask students to discuss the following questions in small groups.*

- What do you think is the best way to search for information?
- What are the advantages and disadvantages of them?
- How can you successfully collect and analyze data?
- What should you pay attention to while searching for particular information?

**Students' own answers.**

#### Pre-listening

**Aim:** teaching new vocabulary.

*1. Ask students to read the new words and their definitions discuss their understanding with their partners.*

- **facilities** (*noun*): usually buildings with different types of equipment and offices
- Full-time students can use all of the university facilities, including the library and gym.
- **reference materials** (*noun*): generally books such as dictionaries and encyclopedias that can not be checked out
- I'm sorry, but reference materials can only be used in the library. They cannot be checked out.
- **houses** (*verb*): preserves, holds, contains
- The special collection on the fifth floor houses our rare books.
- **circulation desk** (*noun*): the main desk where you check out books
- Please go to the circulation desk to check out these books.

- **periodicals** (*noun*): magazines, journals, and newspapers
- You can find that magazine in our periodicals section straight down this hall.
- **back issues** (*noun*): older periodicals, sometimes over several months old
- Back issues of *Time* magazine can be found on the third floor.
- **renew** (*verb*): check out again
- Yes, I'd like to renew this book, please.
- **overdue books** (*noun*): books that have been checked past the due date
- I have two overdue books that need to be returned to the library.
- **faith** (*noun*): strong belief in something, esp. without proof or evidence.
- Though he couldn't prove it, he had faith that the package would arrive on time.

**Students' own answers.**

**While-listening**

**Aim:** listening for gist; listening for specific information.

2. Ask students to listen to the conversation and write missing words in the correct blanks.

**Tape script 9.**

**Answers:**

Hello and welcome to the (1) **university** library. This (2) **taped** tour will introduce you to our library's facilities and operating hours.

First of all, the library (3) **collection** of books, reference materials, and other resources are found on levels one to four of this building. Level one houses our humanities and map collections. On level two, you will find our circulation (4) **desk**, current periodicals and journals, and our copy facilities. Our (5) **science** and engineering sections can be found on level three. You can also find back issues of periodicals and journals older than six months on this level. Finally (6) **study** rooms, our microfilm collection, and multimedia center are located on level four.

Undergraduate students can check out up to five books for two weeks. Graduate students can check out fifteen books for two months. Books can be (7) **renewed** up to two times. There is a 50-cents-a-day late (8) **fee** for overdue books up to a (9) **maximum** of \$15.00. Periodicals and reference books cannot be checked out.

The library is open (10) **weekdays**, 8:00 a.m. to 10:00 p.m., and on Saturdays from 9:00 a.m. to 8:30 p.m. The library is closed on Sundays.

3. Listen to the conversation and answer the following questions

1. *Where would you go to check out books?*  
**A.** Level 1    **B.** Level 2    **C.** Level 3    **D.** Level 4
2. *Where is the most likely place to find a book on learning to speak French?*  
**A.** Level 1    **B.** Level 2    **C.** Level 3    **D.** Level 4
3. *Where would you find a January 1996 issue of Time Magazine?*  
**A.** Level 1    **B.** Level 2    **C.** Level 3    **D.** Level 4
4. *How much would you have to pay in late fees if you had a book that was 45 days overdue?*  
**A.** \$5.50    **B.** \$11.00    **C.** \$15.00    **D.** \$22.50
5. *When does the library close on Friday nights?*  
**A.** 8:30 PM    **B.** 9:00 PM    **C.** 9:30 PM    **D.** 10:00 PM

**Answer:** 1. B    2. A    3. C    4. C    5. D

### Post-listening

**Aim:** organizing group work; improving students' speaking skills.

*4. Ask students to discuss these questions in sub-groups and tell the class their group's general ideas about libraries. Remind them to give reasons and supporting ideas for their answers.*

*e.g.: Nowadays many students prefer the Internet to library. However, my friends and I often visit libraries....*

- How often do you visit your library?
- Write down as many different types of resources and services you can find at a library.
- What famous libraries of the world do you know?
- Can you suggest a local library to your friends? Why?/Why not?

### Grammar

**Aim:** introducing the Passive Voice.

Ask students some questions where, who or what causes the action is often unknown. For example, Do you know who cleans this room every day? Who uses the Internet every day? Write these questions on the board. Elicit answers. Then tell that we use the Passive if who or what causes the action is often unknown. Write the answers under the questions and explain the rule of the Passive Voice. Explain and write the rule of the usage on the board. Let your students look through the grammar spot. Then ask students to make up their own sentences using Passives.

*5. Ask students to fill in the gaps using appropriate form of the verbs in the brackets (active or passive voices).*

**Answers:**

1. Reference materials and other resources **are found** on levels one.
2. On level two, you will **find** our circulation desk.

3. Our science and engineering sections can **be found** on level three.
4. You can also **find** back issues of periodicals and journals older than six months on this level.
5. The multimedia center **is located** on level four.
6. Undergraduate students can **check out** up to five books for two weeks.
7. Graduate students can **check out** fifteen books for two months.
8. Books can **be renewed** up to two times.
9. Periodicals and reference books cannot **be checked out**.
10. The library **is closed** on Sundays.

6. Ask students to open the brackets and complete the sentences using either Active or Passive Voice. Remind them to pay attention to tenses. (simple present or simple past)

**Answers:**

The Statue of Liberty **was given** to the United States by France. It (1) **was** a present on the 100th anniversary of the United States. The Statue of Liberty (2) **was designed** by Frederic Auguste Bartholdi. It (3) **was completed** in France in July 1884. In 350 pieces, the statue then (4) **was shipped** to New York, where it (5) **arrived** on 17 June 1885. The pieces (6) **were put** together and the opening ceremony (7) **took** place on 28 October 1886. The Statue of Liberty (8) **is** 46 m high (93 m including the base). The statue (9) **represents** the goddess of liberty. She (10) **holds** a torch in her right hand and a tablet in her left hand. On the tablet you (11) **can see** the date of the Declaration of Independence (July 4, 1776). Every year, the Statue of Liberty (12) **is visited** by many people from all over the world.

**Pre-reading**

**Aim:** raising students' interest; organizing group work.

7. Divide class into 4 small groups. Give each group one of the following quotes about technology and ask them to discuss. Go round the class and help where necessary. Encourage students speak. Elicit opinions in a whole class discussion.

❖ All of the biggest technological inventions created by man - the airplane, the automobile, the computer - says little about his intelligence, but speaks volumes about his laziness.

*Mark Kennedy*

❖ Humans have become the tools of their tools.

*Henry David Thoreau*

❖ Computers have lots of memory but no imagination.

*Author Unknown*

❖ Technology is just a tool. In terms of getting the kids working together

and motivating them, the teacher is the most important.

Bill Gates

**Students' own answers.**

**While-reading**

**Aim:** reading for gist; reading for specific information.

8. Ask students to read the following text quickly and complete the sentence written on the board: "The text is about..." Remind them to write only one sentence summarizing the whole text. Elicit random answers. Say that there is no right or wrong answer. Accept all answers.

**What is the Internet?**

The Internet is a global system of interconnected computer networks that use the standard *Internet protocol suite*, a set of communications protocols, to serve billions of users worldwide. The internet has reshaped and redefined most traditional communications media including telephone, music, film, and television. This has given birth to new services. Newspaper, book and other print publishing are adapting to Web site technology, or are reshaped into blogging and web feeds.

The Internet has enabled or accelerated new forms of human interactions through instant messaging, Internet forums, and social networking. Online shopping has boomed both for major retail outlets and small artisans and traders. Business-to-business and financial services on the Internet affect supply chains across entire industries.

The origins of the Internet reach back to research of the 1960s, commissioned by the United States government in collaboration with private commercial interests to build robust, fault-tolerant, and distributed computer networks. The commercialization of what was by the 1990s an international network resulted in its popularization and incorporation into virtually every aspect of modern human life. As of 2011, more than 2.1 billion people — nearly a third of Earth 's population — use the services of the Internet.

*Then tell students to choose the best answer.*

1. The internet has completely dethroned traditional media.  
a) true b) false
2. *The internet has had an impact on commerce.*  
a) true b) false
3. The internet was first introduced in the 1990s.  
a) true b) false
4. More than a quarter of the Earth's population is Internet users.  
a) true b) false

**Answers:** 1-b 2-a 3-b 4-a

**Post-reading**

**Aim:** introducing argumentative essays.

9. Tell students that their homework will be to write an essay about the advantages and disadvantages of using the Internet/going to the libraries. Brainstorm some ideas with students and write them on the board.

Remind them to use the tips and do the consolidation exercises in the Workbook before writing an essay.

**LESSON 2. USING FACTS, OPINIONS, ARGUMENTS AND PRESENTING DATA**

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

- ✓ listen for the gist and the detailed information;
- ✓ use *Transitional words*.

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

**Target structure:** *Transitional words*;

**Materials:** photos, a tape, textbooks.

**Starter**

**Aim:** raising students' interest.

Ask students to work in small groups. Choose the topic from previous lesson. "Going to the library to conduct research." Or "Using the internet to search data"

<b>Going to the library to conduct research</b>	
<b>Advantages</b>	<b>Disadvantages</b>
<b>Facts</b>	<b>Opinions</b>

<b>Using the internet to search data</b>	
<b>Advantages</b>	<b>Disadvantages</b>
<b>Facts</b>	<b>Opinions</b>

*You may ask your students the following questions:*

1. What's the difference between "fact" and "opinion"?
2. When and where do we see opinion and facts?
3. How do we know it is an opinion or fact?
4. Why do we argue?

**Possible answers:**

**Fact** – something that can be proven true

**Opinion**-thoughts on a subject, not necessarily informed by fact, often informed by emotion Informed.

**Argument** fills much of our lives. Whether we recognize so or not, argument dominates our lives. We spend time arguing about what to eat, who to invite, when to do things, and where to go.

**NOTE! Mainly you can argue about the opinions but you can't argue about the facts.**

*1. Give students enough time to make a poster presentation about the topic. Remind them to use the following phrases for their report in order to express their argument.*

1	In my experience...
2	Speaking for myself...
3	In my opinion...
4	Personally, I think...
5	I believe that...
6	I'd suggest that...
7	I'd like to point out that...
8	As far as I'm concerned...
9	If you ask me.....
10	Speaking of....
11	As I said before....

**While-listening**

**Aim:** listening for gist, listening for specific information.

*2. Ask students to listen to the tape and choose one right opinion (a or b) from each of the following pairs of topic statement due to the text.*



**Tape script 10.**

Computer games have been popular for decades now and many households have at least one. However, it can be seen that playing these games causes social, educational and personal problems of several kinds both to youngsters and society.

Firstly, youngsters who spend a great deal of time in front of a monitor are not studying, playing sport, socialising or learning about life. The skills which they need in order to interact with others and succeed in the real world are not being nurtured. Moreover, studies have shown that this generation of young males is actually growing less than previous generations due to lack of exercise. Following from this, they are more likely to be overweight and less healthy, so more prone to diseases such as diabetes.

In addition, the games themselves are often quite violent and dangerous. For example, there are games which show graphic fighting scenes where the most brutal is most applauded. The language tends to be violent which further adds to the problems of the lack of interaction and social skills.

1. It is easy to imagine the effects of such games on young minds. If we wish children to grow up to become well-adjusted members of society, these games should be more tightly controlled.
  - a) Computer games are very popular with the adolescent.
  - b) Computer games are not as popular as education
2. a) Young people solve their social and personal problems with the help of video games.
  - b) Video games cause social, educational and personal problems.
3. a) Youngsters who spend a great deal of time in front of monitor are more sociable.
  - b) Youngsters who spend a great deal of time in front of monitor are far from interaction.
4. a) Young generation are likely to be overweight and not as healthy as previous generation.
  - b) Previous generation suffered from obesity and diabetes while young generation keep fit and healthy.
5. a) Fighting scenes are always pleasant for users.
  - b) Fighting scenes are usually ignored by users.

**Answers:** 1-a, 2-b, 3-b, 4-a, 5-a.

*3. Ask students to mark the paragraphs with numbers 1-5 in order to organize information.*

   A) In addition, the games themselves are often quite violent and dangerous. For example, there are games which show graphic fighting scenes where the most brutal is most applauded. The language tends to be violent which further adds to the problems of the lack of interaction and social skills.

   B) Firstly, youngsters who spend a great deal of time in front of a monitor are not studying, playing sport, socialising or learning about life. The skills which

they need in order to interact with others and succeed in the real world are not being nurtured.

\_\_C) Computer games have been popular for decades now and many households have at least one. However, it can be seen that playing these games cause social, educational and personal problems of several kinds both to youngsters and society.

\_\_D) It is easy to imagine the effects of such games on young minds. If we wish children to grow up to become well-adjusted members of society, these games should be more tightly controlled.

\_\_E) Moreover, studies have shown that this generation of young males is actually growing less than previous generations due to lack of exercise. Following from this, they are more likely to be overweight and less healthy, so more prone to diseases such as diabetes.

**Answers:** 1-C 2-B 3-A 4-E 5-D

*Play the tape and check your answers.*

**Post-listening**

**Aim:** organizing group work; practising learned materials in speech.

*4. Divide class into two groups. Ask them to use facts and opinions from the passage by expressing their own opinions and thoughts about the topic. Choose and give a topic. e.g: Should students study abroad? The first group is for, and the second group is against the topic. Encourage them to make argument on the topic.*

**Students' own answers.**

Help for teachers:

Example of factual information	Opinion signal words	
Name	believe	should/shouldn't
Statistics	feel	may/may not
Places	possibly/probably	think
Dates	in my opinion	best (good)/bad(worst)
Times	my point of view	my impression is
	always /never/none	advise/suggest
	least/most	expect

**Grammar**

**Aim:** introducing and practising transitional words.

Tell students that they are going to practice transition words. Let them look through the grammar spot. Give some examples and write them on the board. Elicit some examples from students.

**Transition Words (at the beginning of a sentence)**

Meaning	Transition Words
<b>addition</b>	in addition, additionally, moreover, what's more
<b>cause/result</b>	therefore, consequently
<b>choice</b>	on the other hand
<b>similarities</b>	similarly, likewise
<b>concession</b>	nevertheless,yet
<b>condition</b>	otherwise
<b>opposites</b>	however, nevertheless, on the other hand,
<b>emphasis</b>	in fact, undoubtedly,
<b>example</b>	for example, as an example, for instance.
<b>conclusion</b>	in conclusion, after all, all in all, finally,
<b>time</b>	then, next, later, earlier

5. Ask students to complete the sentences with their own words.

1. I didn't study well. Therefore, .....
2. I didn't study well. Nevertheless, .....
3. Math was hard for me in high school. Likewise, .....
4. My friend was late to class again. In fact, .....
5. There are lots of online dictionaries. For instance,.....
6. I know that I should do my homework. Yet.....
7. She doesn't like learning grammar. On the other hand, .....
8. In conclusion, .....

**Students' own answers.**

6. Ask students to fill in the gaps with the transition verbs from the box.

**Answers:**

Computer games have been popular for decades now. **e.g.: Undoubtedly**, many households have at least one. (1) **However**, it can be seen that playing these games cause social, educational and personal problems of several kinds both to youngsters and society.

The skills which they need in order to interact with others and succeed in the real world are not being improved. (2) **Therefore/Consequently**, this generation is actually growing less than previous generation due to lack of exercise.

Firstly, youngsters who spend a great deal of time in front of a monitor are not studying, playing sport, socialising or learning about life.(3) **Therefore/**

**Consequently**, they are more likely to be overweight and less healthy, so more prone to diseases such as diabetes.

(4) **In addition**, the games themselves are often quite violent and dangerous.

(5) **For example**, there are games which show graphic fighting scenes where the most brutal is most applauded. (6) **What's more**, the language tends to be violent which further adds to the problems of the lack of interaction and social skills.

(7) **In conclusion**, it is easy to imagine the effects of such games on young minds. If we wish children to grow up to become well-adjusted members of society, these games should be controlled. This is where we need to be careful.

(8) **Otherwise**, we run the risk of losing generation with great ideas.

### Pre-reading

**Aim:** raising students' interest; working on facts and opinions.

7. Ask students to read each statement and then write F (fact) or O (opinion). Tell them to explain their choice.

**Answers:**

**e.g.:** *The fastest land dwelling creature is the Cheetah.* **F**

1. There seems to be too much standardized testing in public schools. **O**

2. It is wrong for people under the age of 21 to drink alcohol. **O**

3. Sister Carrie was written by Theodore Dreiser. **F**

4. *Lord of the Rings: Return of the King* won eleven Oscars (Academy Awards). **F**

5. The price of gas has grown to become too expensive. **O**

6. Chicken has more protein than carrots. **F**

7. Cell phones emit radiation that may or may not cause brain cancer. **F**

8. People should not be allowed to talk on cell phones in a movie theater. **O**

### While-reading

**Aim:** introducing and analyzing an argumentative essay.

8. Tell students that they are going to read a sample of argumentative essay. Ask them to underline the key vocabulary of the topic sentence and find their synonyms in the introduction part.

Ask them to find the sentences and words which describe arguments.

**Computers are being used more and more in education and some people believe there will soon be no role for the teacher in education.**

**To what extent do you agree or disagree?**

Technology is being used increasingly in the classroom and some people believe that educators will become redundant. I somewhat disagree that teachers will be replaced by machines.

The main reason why I think that teachers are essential is because they

encourage and discipline students. Many people find it difficult to be interested in learning new things. Therefore, educators have to make classes more interesting and stimulate students' desires for learning. Also, in the case of young people, teachers often need to force students to learn through the use of punishments.

Another reason why teachers are needed is because they can teach young people important skills and values. This is because educators serve as role models to their students and teach them how to appropriately interact with their peers. Therefore, if people only learn using machines they will lose the opportunity to learn important social skills and values.

However, studying over the internet certainly offers a lot of convenience. First, we are able to study in the comfort of our own homes, without the need to commute to school. Second, we can choose to study at any time we like even in the middle of the night.

In summary, I somewhat disagree that machines can replace teachers. This is because teachers can encourage students to learn and teach them how to interact with other people. Although, computers do offer the ability for people to learn anywhere at any time.

**Answers:**

**Computers** are being **used more and more in education** and some people believe there will soon be **no role** for the **teacher** in education.

**To what extent do you agree or disagree?**

- computers – technology
- used more – widespread
- no role – no need, redundant
- teacher – educator, tutor
- education – learning schools

**Post-reading**

**Aim:** summarizing and improving argumentative essay writing.

**9.** Tell students that their homework will be to write an argumentative essay. Ask them to write down some facts, opinions and arguments about the topic. Brainstorm and elicit some ideas. Remind them to use the tips and do the consolidation exercises in Workbook before writing an essay.

TOPIC: Today students are very dependent on their mobile phones. Can cell phones be educational tools? To what extent do you agree or disagree		
Facts	Opinions	Arguments

## UNIT 6. WHAT IS PLAGIARISM?

### LESSON 1. THE NOTION OF PLAGIARISM.

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

- ✓ listen for the gist and the detailed information;
- ✓ use homophones;

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

**Target structure:** homophones;

**Target vocabulary:** plagiarism, reference, bibliography, essay, project work, presentation, poem, course work, article, diploma work.

**Materials:** photos, a tape, textbooks.

#### Starter

**Aim:** checking students' background; raising students' interest.

*Ask students to look at the pictures and answer the questions in small groups.*

**Possible answers:**

- 1) What are they doing? **They are copying out something.**
- 2) What is a plagiarism? **Plagiarism is the act of taking another person's writing, conversation, song, or even idea and passing it off as your own.**
- 3) Why do people plagiarize information? **A lot of people have easy access to content over the internet which has resulted in plagiarism because people do not want to formulate content by themselves.**

#### Pre-listening

**Aim:** teaching new vocabulary.

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

- |                 |   |
|-----------------|---|
| 1. plagiarism   | a) any piece of research work that is undertaken by a student   |
| 2. reference    | b) a list of the books of a specific author or publisher  |
| 3. bibliography | c) a composition forming rhythmical lines   |
| 4. article      | d) the activity of formally presenting something  |
| 5. essay        | e) a piece of writing that has been copied from someone else and is presented as being your own work. |
| 6. poem         | f) a work which is written in the end of the learning process   |
| 7. course work  | g) the use of a source of information in order to ascertain smth.                                     |
| 8. presentation | h) a work which is written on each academic year  |
| 9. project work | i) a short piece of writing on particular subject   |

10. diploma work j) a piece of writing in a newspaper, magazine or journal.

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

### While-listening

**Aim:** listening for specific information.

2. Ask students to fill in the gaps using words from Ex. 1.

#### Tape script 11.

#### Answers:

Sabrina: Hi Nodira! How are you?

Nodira: Hi Sabrina! Thanks, I am fine. How about you?

S.: I am fine too. Where are you going?

N.: I am going to the library. I haven't finished my 1) **course** work yet. So I need some books there.

S.: You have little time to finish it.

N.: Yes, I want to read some tips for avoiding 2) **plagiarism**. Because there is a risk to repeat something and don't even know about it.

S.: I see. Do you want me to help you?

N.: No, thanks. I think I will manage to do it myself. Are you rushing too?

S.: Yeah... I need information about the 3) **play** of a great writer William Shakespeare.

N.: Why do you need it? You know absolutely everything about him, don't you?

S.: Yes I do, but I am preparing for a 4) **presentation** next week. There is going to be a big audience. I should be ready for all questions about him and his writings.

N.: Oh! So interesting! I want to participate in this presentation too.

S.: I will be very glad to see you there next Monday at 10:00 a.m.

N.: Oh thanks! See you later then.

S.: OK. Bye.

*Play the tape and check the answers.*

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

#### Answers:

1) Why is Nodira going to the library? **Because she hasn't finished her course work yet and she needs to read some tips for avoiding plagiarism.**

2) What is Sabrina preparing for the next week? **She is preparing for a presentation about Shakespeare and his writings.**

3) Does she have any difficulties in her work? If yes what are they? **Yes, she**

is worrying about not knowing the answers asked by the audience.

### Post-listening

**Aim:** summarizing learned materials; organizing group work.

4. Divide class into 3-4 groups. Ask them to write down 6 suggestions for Nargiza's course work. e.g.: Choose an interesting topic.

**Students' own answers.**

### Grammar

**Aim:** introducing and practising homophones.

Tell students that they are going to practise homophones.

Homophones are words that sound the same as each other, but have different spellings and meanings.

*I have a black eye.*

**No**, he doesn't **know** the answer.

Elicit random answers and write them on the board.

5. Ask students to match the words together in A that have the same pronunciation in B and understand their meanings:

**Answers:** none – nun, read – red, loan – lone, piece – peace, raise – rays, poor – pour, mind – mined, pear – pair, pall – pale, or – oar, one – won, plane – plain, new – knew, night – knight, no – know.

6. Ask students to choose the correct homophones to complete the sentence.

**Answers:**

1. The boat needed a new **sail**.
2. It was a dark **night**.
3. I was very **bored**.
4. It was a good book to **read**.
5. I need a new **pair** of socks.
6. Some people **pray** every day.
7. The burglar had nerves of **steal**.
8. There is a good **serial** on TV.
9. Don't **waste** water!
10. Have another **piece** of cake.

7. Ask students to find words that sound the same but mean different things. Let them use a dictionary if they need to.

**Answers:** 1. dear-deer    2. mail-male    3. bear-bare    4. heel-heal



8. Ask students to put two, too or to in the spaces below.

**Answers:**

1. Temur gave **two** apples **to** the child.
2. Do not stand **too** close **to** the computer.
3. **Two** spoonfuls of sugar make my tea **too** sweet.
4. Sally is **too** young **to** come **to** school.
5. Paul ate **too** many candies and had **to** go **to** bed.
6. **To** find the library turn **to** the right.
7. Are you going **to** the circus **too**?
8. The girls were **too** tired **to** walk the **two** miles.

**Pre-reading**

**Aim:** checking students' background.

9. Ask students to look at the sentences below and decide if they are true or false.

**Answers:**

1. You don't need to cite everything which you have written in your work. **False**
2. You can give incorrect information about the source of a quotation. **False**
3. You should use your own knowledge to write a project work **True**
4. You can change words or copy the sentence structure of a source. **False**
5. You can check the work whether it has a plagiarism on the site [www.plagiarism.com](http://www.plagiarism.com) **True**

**While-reading**

**Aim:** reading for specific information.

10. Ask students to read the text and choose the best title.

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

**How Can Students Avoid Plagiarism?**

To avoid plagiarism, you must follow these tips:

- 1) Use quotation marks around all words copied from a source.
- 2) Paraphrase an author's words by stating his or her ideas in your own words with your own phrasing.
- 3) Compare your paraphrased writing with the author's exact words.
- 4) Cite the source when borrowing a figure, graph, map, data, or table from another author's work.

5) If two students wrote a paper as a collaborative group or team project, one of the authors cannot submit the paper for another assignment as if it is his or her own paper.

6) Any information borrowed from a paper you wrote collaboratively should include citations for the information borrowed from the original paper.

- a. Tips for students
- b. Plagiarism and avoidance
- c. The notion of plagiarism

**Answer:** c. Plagiarism and avoidance

*11. Tell students to work in pairs. Ask them to choose a tip which they think is more useful for them and explain it to their partners why it's useful and how it can help in their future work.*

**Students' own answers.**

### Post-reading

**Aim:** summarizing; practising argumentative essays.

*12. Tell students that their home task will be to write down an argumentative story about plagiarism (150-200 words) by answering the following questions.*

- 1) What is plagiarism for you?
- 2) Why do people copy information from the different sources?
- 3) Why it is important not to plagiarize other's work?
- 4) What can be done to avoid plagiarism?

*Remind them to use all the consolidating exercises and read tips in Workbook.*

## LESSON 2. WRITING A REFERENCE

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

- ✓ listen for the gist and the detailed information;
- ✓ use *Passive Voice*.

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

**Target structure:** *Passive Voice*;

**Target vocabulary:** bibliography, format, author, title, URL, reference, publisher, magazine, alphabetical order.

**Materials:** photos, a tape, textbooks.

### Starter

**Aim:** checking students' background.

*Ask students to look at the pictures and name the sources of references.*

**Answers:** textbook, book; magazines; internet web sites.

Ask students to discuss the following questions in class:

- What is the reference/bibliography?
- Why do we need it?
- What kind of information should we include in our reference?

**Students' own answers.**

**Pre-listening**

**Aim:** teaching new vocabulary.

1. Ask students to match the columns.

1. bibliography	a) the name of a book, article, magazine or newspaper
2. format	b) a type of a thin book with large pages and a paper cover that contains articles and photographs and is published every week or month:
3. author	c) a pattern, a plan
4. title	d) an organization that publishes text or music
5. URL	e) an alphabetized list of sources that have been used to compile data
6. reference	f) arranged in the same order as the letters of the alphabet
7. publisher	g) a writer of the book
8. magazine	h) a writer or a book, article, etc. that is mentioned in a piece of writing, showing you where the person writing found their information
9. alphabetical order	i) website address

**Answers:** 1-e 2-c 3-g 4-a 5-l 6-h 7-d 8-b 9-f

**While-listening**

**Aim:** listening for specific information.

2. Tell students that they are going to listen to a conversation between a student and a librarian. Ask them to listen to the conversation and complete the table.

**Tape script 12.**

**Student:** Good morning!

**Librarian:** Morning! How can I help you?

**S:** You know I was trying to write a reference for my diploma work and I am having some difficulties with the information I should provide for it. Don't

you mind if I ask some questions?

**L:** Of course, happy to be of service.

**S:** Here are the books, but I don't know exactly what I should look for in it.

**L:** Oh, in what format should your reference be?

**S:** Format?

**L:** Yeah, don't you know that there is special order of information that is included in references?

**S:** I guess I am not aware of this.

**L:** Ok, it is not that complicated. The basic information you should cite when referencing a book includes; the author (surname first, followed by their given name or initials), the date of publication book title (in italics), the place of publication and the publisher, as well. Each section should be followed by a full stop.

**S:** It sounds easy thing to do.

**L:** Let's go through several books together to make sure that you have understood it.

**S:** It'd be very nice of you.

**L:** Let's start with this one. The author: Smith, John Jacob Jingleheimer. The Art of Scooter Maintenance is the title. New York, it goes to the place, publisher is Springer, 2003.

**S:** So the last name of the author should be first, I see. What if it is a magazine or newspaper?

**L:** OK, look here. Here it is everything you need. Doe, John. "How Do You Measure a Year in the Life?" that is the title. *The Sun Times*, published in 2010. Yeah, it's the name of a newspaper. But keep in mind that the list of magazines and newspapers is followed by the list of books in alphabetical order, and then the URL of online sites you used can be mentioned.

**S:** I think I understand everything now. Thanks a lot for being helpful. Now I know what I must do.

**L:** You are welcome.

*Note: you may wish to pause for answers if it's difficult for your students.*

**Answers:**

Author	Title	Place	Publisher and date of publication
1. Smith, a) <b>John Jacob</b> Jingleheimer	"The Art of Scooter Maintenance"	b) <b>New York</b>	Springer c) <b>2003</b>
2. Doe, John	"How do you d) <b>measure</b> A Year in the life"		The Sun Times e) 2010

3. Ask students to fill in the gaps with the words from Ex. 1.

**Answers:**

The student is trying to write a 1) **reference** for his diploma work and he is having some difficulties with the information he should provide for it. He asks a librarian for a help. The librarian wants to know the 2) **format** of the reference. But the student isn't aware of it.

So, the librarian tells about basic information which should be written when referencing a book. The basic information includes; the 3) **author** (surname first, followed by their given name or initials), date, the book title (in italics), place of publication and the 4) **publisher**. The other important point of referencing is each section should be followed by a full stop. The librarian shows some books and gives some tips on how to reference them. The student wants to know how to reference if the source is 5) **a magazine** or newspaper? The student gets answers to his questions. But he is warned to keep in mind that the list of magazines and newspapers is followed by the list of books in 6) **alphabetical order**, and then the 7) **URL** of online sites can be mentioned.

The student is very pleased to find the answers.

*Play the tape again and check the answers.*

**Post-listening**

**Aim:** organizing group work, summarizing.

4. Divide class into small groups. Play the tape again and ask students to fill in the format of reference list of sources. Then tell them to put the following citations in order.

**Answer:**

**1. Books**

Author (Sur. name)	Year	Title book	Place of publication	Publisher
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**2. Journal and newspapers**

Author (Sur. name)	Year, month, date (for daily publication )	Title of article	Newspaper or journal title	Page number
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*Before the lesson starts, bring some books and magazines and distribute them to your students.*

1. 2009/Macmillan/ Inside Out Upper-Intermediate./ P. Cerr/ C. Jones/ Sue Kay/ Vaughan Jones./

2. Grammar practice for elementary students/ Elain Walker/ Longman/ Steve Elsworth/ England/2000/ www.longman-elt.com

3. Cambridge University Press/ <http://www.cambridge.org>/ English grammar in use/ Raymond Murphy/1994

4. IELTS foundation skills/Joanne Gakonga/ Macmillan/Rachael Roberts/2004

5. The lost hero/New York/Rick Riordan/Dysney/www.hyperionbooksforchildren.com/2010

## Grammar

**Aim:** practising and revising Passives.

*Tell students that they are going to revise Passive Voice today. Ask students the rule, examples. Let students look through the grammar spot. Elicit random answers and write them on the board.*

### Why Use the Passive?

1. When the agent of the action is unknown:

My wallet **was stolen** last night. (we don't know who stole the wallet)

2. When the agent is unimportant:

The new students' centre **was completed** last week. (the people who built the centre are unnecessary information for the meaning of the sentence)

3. When the agent of the action is obvious from the context:

I **was born** in March of '55. (Everyone knows that it was my mother bore me then)

4. To emphasize (put importance on) the recipient (receiver) of the action:

a. Only Jane **was injured** in the accident; the rest of the passengers were unhurt.(we want Jane to be the subject of the sentence and at the beginning to emphasize her importance)

b. Erina **was chosen** as best student, and of course this made her happy. (the **teacher** who chose Erina is not what we want to emphasize)

5. To connect ideas in different clauses more clearly:

a. Pharmacologists would like to study the natural 'pharmacy' known as the rainforest, if this **can be done** before clear-cutting destroys it. (in this sentence, keeping this near the first clause makes the sentence's meaning clearer)

b. The music was being played too loud by the students, who **were finally asked** to turn it down.

6. To make generic statements, announcements, and explanations:

a. Something **should be done** about the traffic jams in this town.

b. Patrons **are asked** not to smoke.

c. **It's said** that it's going to rain tonight. (Often, people will say, 'They say that it's going to rain tonight', **they** are being the weatherman.)

*5. Ask students to use the verbs in brackets in an appropriate form.*

### Answers:

1. Reference **is used** to point out the list of literature in diploma work.

2. The name of the author **is mentioned** first in bibliography format.

3. The format of the reference **is defined** before writing it.
4. The web sites **are mentioned** in Jahongir's project work he did last month.
5. Oh, sorry, pages of the books **are pointed out** here, I forgot it completely.
6. Hey, **was** the research **done** on the appropriate literature for your work when you started to organize it?
7. I want to ask for your advice, **is** the reference **organized** in appropriate way or not?

6. Ask students to make up sentences in the Passive Voice using the pictures and the words in the box.

write	finish	search	organize	use	complete	include	do
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**Students' own answers.**

**Pre-reading**

**Aim:** raising students' interest.

7. Ask students to look at the photo and give their ideas about citations.

**Possible answer:** Perhaps the students wrote not suitable/right information in his project work.

Tell them to choose a quote they use mostly and describe why. Let them describe the situation.

**Students' own answers.**

**While-reading**

**Aim:** reading for specific information.

8. Ask students to read the text and choose the best answer to the following questions.

**What is an Earthquake?**

Earthquake is a sudden movement in Earth's crust which produces vibration. These vibrations may be detectable only by sensitive instruments called seismographs, or else they may kill thousands as they destroy cities. Many earthquakes are caused when rocks move along faults. Severe earthquakes are most common near the edges of the "plates" in the Earth's crust, such as around the Pacific Ocean, along the mid-Atlantic ridge and in the Mediterranean and South- West Asian regions. They occur when the plates move. Some earthquakes are caused by volcanic action, explosions and other factors, Earthquakes under the sea trigger off huge waves called tsunamis.

1. It's obvious in the passage that \_\_\_\_.

- A) many big cities are founded upon the faults
- B) big cities are more likely to confront earthquakes

- C) the Pacific Ocean is the most likely place for the
- D) movement of rocks along the faults trigger tsunamis earthquakes
- E) Earth's most perilous places are the Pacific Ocean, the Mid-Atlantic, South-West Asia and the Mediterranean

**2. We can understand from the passage that \_\_\_\_**

- A) some of the volcanic blasts are caused by earthquakes
- B) tsunamis are more likely to exist in the Mediterranean and the Mid-Atlantic
- C) severe earthquakes cannot be detected beforehand
- D) movements of plates leads to big earthquakes
- E) faults are created by the detectable vibrations

**3. What kind of article is it \_\_\_\_?**

- A) Academic article
- B) Scientific article
- C) Methodological article
- D) Review article
- E) Reference list

**Answer:** 1-e 2-d 3-b

*9. Ask students to try to place the following information about the book into the format of reference list.*

**Natural Hazards: Earth's Processes as Hazards, Disasters, and Catastrophes (4th Edition) by Edward A. Keller (Author), Duane E. DeVecchio (Author)**

**Author:** Edward A. Keller (Author), Duane E. DeVecchio (Author)

**Binding:** Paperback

**ISBN 10:** 0321939964

**Publisher:** Pearson

**Place:** U.S.A.

**Date published:** 2014

**Post-reading**

**Aim:** summarizing.

*10. according to your students' speciality, choose and give research topics. Ask them to visit their local library to make a list of references. Suggestions of some web-sites are also required. Remind them to use the tips and do the consolidation exercises in Workbook.*



## UNIT 7. WRITING A COURSE PROJECT

### LESSON 1. HOW TO WRITE A PROJECT WORK

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

- ✓ listen for the gist and the detailed information;
- ✓ use *Prepositional verbs*;

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

**Target structure:** *Prepositional verbs*;

**Target vocabulary:** *to memorize, to pass the exam, focusing on, a job assignment, to solve problems, to be up to somebody, requirement, earth-friendly, to summarize issue, green products, critical thinking, collaboration, to deepen, to gain experience, an effective team member, science teacher, project based learning, the flu, microorganism, lively discussion, to announce, research, to avoid the flu, final work, enthusiastic audience, to learn in-depth*

**Materials:** photos, a tape, textbooks.

#### Starter

**Aim:** raising students' interest.

*Ask students to match the pictures with the "worlds".*

**Students' world answers:**

1. A virtual world. **C**
2. A school world. **A**
3. A real life world. **B**

*Ask students to discuss the following questions in pairs:*

Which "world" do you prefer to be in? Which "world" is not yours? Why? / Why not?

**Students' own answers.**

#### Pre-listening

**Aim:** teaching new vocabulary.

*1. Tell students to work in pair. Ask them to categorize the words and phrases according to the following columns at first. Then compare their list with. Help each other by sharing ideas.*

*to memorize, to pass the exam, to focus on, a job assignment, to solve problems, to be up to somebody, requirement, earth-friendly, to summarize issue, green products, critical thinking, collaboration, to deepen, to gain experience, an effective team member, science teacher, project based learning, the flu, microorganism, lively discussion, to announce, research, to*

*avoid the flu, final work, enthusiastic audience, to learn in-depth*

words and phrases I know	words and phrases I am not sure	words and phrases I don't know

### Students' own answers.

#### While-listening

**Aim:** listening for specific information.

2. Ask students to listen to the tape and mark TRUE or FALSE.

#### Tape script 13

You remember what it was like in school. It was boring. You sat in class, memorize as much as you could. And tried to pass the exam at the end. But is that good enough? These days your learning can be more interesting and effective by focusing on matters. We call it project-based learning. Most adults live in a world of projects. Whether it is a job assignment, home improvement or planning holidays. We need to actively solve problems. But unfortunately, our learning is just in classes with chalk and blackboards. But... there is another way of learning which is much more interesting. Do you remember?! Yes, it is PBL-project based learning!!! Let's take a look at this project based world. I would like to tell you about Kozim who works for a company. His company produces food. And it was up to him to find the most earth-friendly way to produce in the future. His boss gave him a budget and a few requirements. And it depended on him to deal with the solution. He organized and managed a team who researched the options and created materials summarizing the issues. Kozim's team asked for feedback and presented their finding to their boss. Kozim came out of the project looking like a rock star and he learned a lot about green products. If you paid attention, Kozim's success involves critical thinking, collaboration and communication. These things aren't often taught in traditional classrooms. The world needs more Kozims. So, how do we get them? The answer is project-based learning or PBL. By focusing on the project you will deepen your knowledge, build skills you will need in the future and at the same time you will gain experience in being an effective team member.

- |  |   |   |
|--|---|---|
| 1. Most teenagers live in a world which is full of projects. | T | F |
| 2. Household chores and job tasks are example of projects.   | T | F |
| 3. Today our learning is based on PBL.                       | T | F |

4. Kozim is an employee of a company which produces food. T F  
 5. The company produces earth-friendly products. T F  
 6. Kozim tried to solve the problem individually. T F  
 7. Kozim's colleagues give him feedback. T F  
 8. Kozim's plan was successful because of critical thinking, collaboration and communication. T F  
 9. Kozim is going to be a rock star. T F  
 10. PBL- helps you to deepen your knowledge. T F  
**Answer:** 1-F 2-T 3-F 4-T 5-F 6-F 7-F 8-T 9-F  
 10-T

3. Ask students to tick (✓) the right answers.

**Answers:**

No	If.....	Traditional learning	Project based learning
1.	You are just in the class.	✓	
2.	You take "paper and pen" exam.	✓	
3.	You research materials.		✓
4.	You can hardly remember information.	✓	
5.	Equipments are chalk, blackboard...	✓	
6.	Equipments are posters, multimedia...		✓
7.	You can collaborate and communicate with your peers.		✓
8.	The teacher creates materials.	✓	
9.	The teacher gives feedback		✓
10.	You need critical thinking.		✓

**Post-listening**

**Aim:** practising introduced materials in speech.

4. Ask students to discuss the questions in a group.

- What is the meaning of the word "rock star" in the text?
- What characters should "the rock star" have?
- Do we really need "the rock stars" for doing some projects? Why/Why not?

**Grammar**

**Aim:** practising prepositional verb.

Tell students that they are going to revise prepositional Verb. Let them look through the grammar spot.

- A prepositional phrase is a combination of a verb and a preposition. It is just a verb followed by a preposition.

Prepositional Phrase = Verb + Preposition

- Some verbs need particular prepositions to be used after them in sentences having a direct object. Such a verb with its required preposition is called a prepositional phrase.

**For example**

**He knocks at the door.**

- In above sentence “knock at” is prepositional phrase which contains a verb “knock” and a preposition “at”. Without the use of correct preposition after a prepositional verb in a sentence, the sentence is considered to be grammatically wrong. For example, if we say, “he knocks the door”, it is wrong because it lacks the required preposition “at”. So the correct sentence is “he **knocks at** the door”.

- Prepositional Verbs are transitive and they have a direct object in sentence. Some of the frequently used preposition verb are, **laugh at, knock at, listen to, look at, look for, look after, wait for, agree to, agree with, talk about, talked to**

**Examples.**

She is listening to music.

She looked at the blackboard.

We believe in God.

They were waiting for the teacher.

Do you agree with me?

Do you agree to my proposal?

Someone is knocking at the door.

You should not rely on her.

**5. Ask students to fill in the gaps with the verbs from the box.**

**Answers:**

These days your learning can be more interesting and effective by **e.g.:** **focusing** on matters and a) **based** on project based learning. Most adults live in a world of projects. Whether it is a job assignment, home improvement or planning holidays. We need b) **to sort** out problems. But unfortunately, our learning is just c) **looking** through the books in classes by using chalk and blackboards. But... there is another way of learning which is much more interesting. Let's d) **take a look** at this project based world. I would like to tell you about Kozim who e) **works** for a company. His company produces food. And it was up to him to find the most earth-friendly way to produce the goods in the future. His boss gave him a budget and a few requirements. And it f)

**depended** on him g) **to come up** with the solution. He organized and managed a team who researched the options and created materials summarizing the issues. Kozim's team h) **asked** for a feedback and presented their findings to their boss. Kozim i) **came out** of the project j) **looking** like a rock star and he k) **came** across different results while doing research. He l) **talked** about the project to his peers. If you paid attention, Kozim's success involves critical thinking, collaboration and communication. By focusing on the project you will deepen your knowledge, build skills you will need in the future and at the same time you will gain experience in being an effective team member.

### Pre-reading:

**Aim:** eliciting information; raising students' interest.

6. Ask students to relate the following pictures to the quote.

"Children must be taught how to think, not what to think." — **Margaret Mead**

7. Read the passage and choose the right answers for each question.

Mr. Akromov has always been a good science teacher. His students do well on Friday tests.

Unfortunately, what they learned is gone by Saturday morning. That wasn't good enough for him. Soon he learned about project based learning and decided to give it a shot. Mr. Akromov got the idea for his first project on microorganisms when nearly half of his students were suddenly absent with the flu. He asked his students why they thought so many of their classmates got sick at the same time. That lively discussion produced a lot of good questions and a list of things that the pupils wanted to know. Mr. Akromov then announced their project to help elementary school kids to understand. What can we do not to get sick. After dividing the class into teams, he got them to start on the project. It was up to the students to ask questions, research, collaborate, give each other feedback and figure out the best ways to make their points clear to children. One team chose to make an educational video on the connection between hand washing and avoiding the flu. Another team to create posters to show how viruses spread. The project teams showed their final work to parents and their children at a nearby elementary school.

Sitting in the front row our rock-star Kozim (who is working for a food company) saw a bit of himself in the students. It was clear that the project was success for the students, audience, and Mr Akromov. His students practised critical thinking, collaboration and communication. The project wasn't about memorization, but learning in-depth about viruses and how to prevent from spreading disease. A lesson they will never forget. The world needs more "Rock Stars".

1. *Why did the teacher decide to make the students do project work?*
  - a) Half of the students caught the flu.
  - b) Lesson about microorganisms was challenging.
  - c) He wasn't satisfied with the students' knowledge.
2. *Why did Mr. Akromov divide the class into teams?*
  - a) He needed the students with bright ideas.
  - b) He wanted them to solve the problem in different ways.
  - c) He decided to work individually.
3. *What is the meaning of "Rock Star" in the passage?*
  - a) A successful singer or performer of rock music.
  - b) The head of the successful company.
  - c) A talented, creative and effective team member.

**Answers:** 1-c 2-b 3-c

### Post-reading

**Aim:** introducing problem solving essay.

*Tell students that their homework will be to write a problem solving essay "Learner-centered is much more effective than traditional one . How can project-based learning be encouraged and assessed in education system? " Brainstorm and elicit ideas. Write them on the board. Remind them to use the tips and do the consolidation exercises in the Workbook before writing an essay.*

## LESSON 2. PARTS OF PROJECT WORK

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

- ✓ listen for the gist and the detailed information;
- ✓ use *adverbs and pronouns*.

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

**Target structure:** adverbs and pronouns to show the position in a text;

**Target vocabulary:** *project proposals, significant (adj), identify (v), previous (adj), effective(adj), challenging (adj), brief (adj), surroundings (n), do a little bit research (phr.);*

**Materials:** photos, a tape, textbooks.

### Starter

**Aim:** raising students' interest.

*Ask students to look at the pictures and describe the steps of a project work using pictures.*

**Answers:** Step 1 – Researching Step 2 – Writing Step 3 – Presenting

### Pre-listening

**Aim:** teaching new vocabulary.

1. A) Tell students to work in pairs and write the definitions or synonyms of the given words and phrases.

**Possible answers:**

1.	<i>project proposals</i>	a draft of a project
2.	<i>significant (adj)</i>	important, notable
3.	<i>identify (v)</i>	to prove or recognize as being a certain person or thing
4.	<i>previous (adj)</i>	happening or existing before something or someone else; last
5.	<i>effective (adj)</i>	productive of or capable of producing a result
6.	<i>challenging (adj)</i>	demanding or stimulating; difficult, in a way that tests your ability or determination
7.	<i>brief (adj)</i>	short
8.	<i>deepen (v)</i>	to make something deeper, or to become deeper
9.	<i>surroundings (n)</i>	to exist around
10.	<i>do a little bit re-search (phr.)</i>	search some information; investigate

1. B) Ask students to supply the missing first and third letters in the mystery questions below. Then tell them to discuss the questions with partners.

1. \_h\_t \_i\_ \_o\_ \_e\_m \_t \_h\_ \_r\_vious \_e\_son?

2. \_s \_h\_ \_r\_ting \_r\_ject \_r\_posals \_m\_ortant \_n\_ \_i\_nificant  
\_o\_ \_o\_?

3. \_s \_h\_ \_r\_ting \_s\_ays \_t\_ll \_h\_llenging \_o\_ \_o\_?

4. \_o\_ \_o\_ \_o\_ \_e\_pen \_o\_r \_n\_wledge?

**Answers:**

1. What did you learn at the previous lesson?
2. Is the writing project proposals important and significant for you?
3. Is the writing essays still challenging for you?
4. How do you deepen your knowledge?

### While-listening

**Aim:** listening for specific information.

2. Ask students to fill in the blanks with the words from Ex. 1.

**Answers:**

The students have been taught how to organize ideas at the (1) **previous** lesson. The topic was PBL. Project based learning is really (2) **effective** way

of learning. Yet, organizing (3) **project proposals** are still (4) **challenging** for some students. The students are eager to (5) **deepen** their knowledge by working on their projects. Therefore, the teacher should explain the main tasks of writing project proposals. At first, the topic is explained by giving a (6) **brief** introduction. Then an answer should be given to the question - "why is this topic (7) **significant** ?". To answer this question the student should (8) **do some research**. In order to make the topic interesting and authentic one should try to relate it to (9) **surroundings**.

The students should (10) **decide** where to get information from.  
*Play the tape and check the answers.*

#### Tape script 14.

**The teacher:** Good morning dear students. I think it is high time to learn how to do course projects. Over the previous lessons you have been taught how to organize your ideas. I hope you'll find it interesting to work on your projects as well.

**1<sup>st</sup> student:** Yeah, a project-based learning seems to be very effective, but I am still worrying about writing projects. Because, organizing project proposals is still challenging for me.

**2<sup>nd</sup> student:** I agree with my friend. I really want to work on my project which helps me to deepen my knowledge by communicating with my peers, but I don't know where to begin.

**The teacher:** Ok, stop thinking about what you don't know. Just act. In this lesson I'm going to explain you how to write project work proposals.

There are 5 important questions which proposal should answer.

The first one is "What are you going to do?" Just explain what your project is about by giving brief introduction.

The second question is "Why is this work important?" In order to answer this question you have to do some search. Try to relate the topic to surroundings and your future job. If you are writing about how designers communicate you should do a little bit research on communication and a little bit on what art is. Then you should relate all information to the main topic and mention the importance of the topic "How do designers communicate?"

Third question is "How are you going to complete the project". By the help of this question you should identify for yourself the following questions. Where will you get information from, library or websites? Who are you going to talk to?

The fourth question you need to answer is "How long will it take?" For this task you may want to create a chart about details, steps and dates.

The last question is the most important one. What are you expecting to get from this research? You can use this for a conclusion part later.

**1<sup>st</sup> student:** Are there any other steps?

**Teacher:** These steps are enough I think. But there are some important things you should consider. I'll tell about them later. Now.....



3. Ask students to find the answers from the conversation.

Note to the teacher: play the tape again if necessary.

No	Questions	Answers
1.	What are you going to do?	Explain what your project is by giving brief introduction.
2.	Why is this work important or significant?	Relate all information to the main topic and mention the importance of the topic
3.	How are you going to complete the project?	Identify for yourself the following questions. Where will you get information from? Library or websites? Who are you going to talk to?
4.	How long will it take?	A chart with details, steps and dates.
5.	What are you expecting to get from this research?	Use this part for conclusion part later.

**Post-listening**

**Aim:** organizing group work; developing students' writing skills.

4. Divide class into small groups. Ask them to choose a topic which is related to their future job and create a poster about their project proposals by answering the questions from Ex. 3.

**Grammar**

**Aim:** practising pronouns and adverbs to show the position in a text.

Tell them that they are going to practise adverbs and pronouns to show their position in a text. Let them look through the grammar spot. Give examples and write them on the board. Elicit random answers and write them on the board too.

• **Pronoun**

In formal writing, first person pronouns (e.g. *I, you, we*) are not very common, but we can use them to:

- Show we are a part of the group and identify the reader, usually with *we* or *us*.

**e.g.:** *Is it better for us to educate our children at home rather than send them to school?*

*Is it better for parents to educate children at home rather than send them to school?*

• **Adverbs**

To show our attitude, feelings or assessment of something, we can use

- Single adverbs
- Adverbial phrases
- Adverbial phrases of opinion
- ✓ Single adverbs

*actually, frankly, fortunately, unfortunately, personally, luckily, interestingly, naturally, surprisingly*

✓ Adverbial phrases that express the writer's view of a generalization, *broadly speaking, in general, overall, on the whole, to a great extent*

✓ Adverbial phrases of opinion  
*in my/our view, in my opinion*

**5. Ask students to fill in the gaps with the pronouns *I, you, we, us, our*.**

*These courses should be useful for you to improve your writing skills.*

**Answers:**

1. I would argue that all students should write project works.
2. It is better for **us** to educate **our** learners through project works.
3. I think that's a good point. I can see that working on projects is useful for **us**.
4. Sometimes **it** is useless to search information on the web for **your** topic.
5. Without knowing these grammar rules we can make mistakes in **our** formal writing.

**6. Ask students to match the adverbs with the phrases due to their meaning.**

Adverbs	Phrases
1. apparently	a) I'm not happy about it.
2. actually	b) it is needless to say...
3. evidently	c) to be honest
4. frankly	d) to my mind...
5. surprisingly	e) I am happy about it....
6. unfortunately	f) I have heard that....
7. fortunately	g) broadly speaking
8. personally	h) I found it unexpectedly...
9. naturally	i) as a matter of fact
10. in my view	j) I have read it in the journal...
11. Generally....	k) It is my own opinion...

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

7. Ask students to fill in the gaps with the adverbs Ex 6.

**Answers:**

1. **Personally** speaking, I think the show is going to be a great success.
2. **Surprisingly**, the jury found them innocent.
3. **Unfortunately**, I didn't have my credit card with me otherwise I'd certainly have bought it.
4. **Naturally**, we want to see as few job losses in the industry as possible.
5. **Evidently** he had a serious accident because of fast driving.
6. **Generally**, your research is good, but you should include more facts.
7. **Frankly** speaking, I am not satisfied with your answer.
8. **Apparently**, writing project is not so challenging, but...
9. **Fortunately**, I finished my writing on time.
10. **In my view**, there is nothing difficult to learn if you are motivated.

**Pre-reading**

**Aim:** getting students prepared for the new topic.

8. Tell students that the following pictures describe the steps of writing project work. Ask them to guess the situations.

a) Start writing down your facts. For example: *The mountain systems of the Western Tien Shan and Southern Tien Shan; **Chimgan** is a the word "Chimgan" (Chim en) itself is translated as "Green soft grass"; **Beldersay** is situated in Gazalkent district of Tashkent region; **Charvak reservoir** is located in Bostanlyk district, Tashkent region.*

-----

b) You could try writing it in a Q/A format. I.e; Q: *What is the translation of the word "Chimgan"?* A: *Green soft grass!*

-----

c) Choose a topic, or take a look at the one that has been assigned, if you have. Read any information.

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d) At the end, list your resources, if required

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e) Print out any relevant pictures but do not print out copied text. This is, in most schools, against the rules.

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f) Now, put away your books. You will just need your notebook and anything else you will need, like markers, pens, pencils and paper.

-----

g) Create your title page. Write what you are doing and your name and class below. Stick down one of the pictures. Be creative! If your fact boxes are full, and then your task will be easy.

---

h) Write down what you are going to do on your actual project in your notebook.

---

i) Continue writing down facts in this manner, leaving blank spaces for the photos that you are going to stick down. Don't stick them down yet .

---

j) When you've written down enough, stick down your photos in the blank spaces.

Write captions below the pictures, so that the reader knows what it is.

---

k) Research. For example, if your project is about the mountains of Uzbekistan, google it or look up the books about them from your local library. Write down any essential facts in your notebook.

---

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

### While-reading

**Aim:** reading for gist; reading for specific information.

**9.** Ask students to match the definitions with the parts of a research paper. Compare their answers in pairs. Check in a whole class discussion.

#### Parts of a Research Paper

**Answers:** Title-f, Abstract-a, Introduction-c, Methods-g, Result b, Conclusion-e, Bibliography-d.

**10.** Tell students to work in pairs and discuss the following questions.

- Which parts of the research paper are more important for you?
- Which part is more challenging than the others?
- Which part is interesting for you?

**Students' own answers.**

### Post-reading

**Aim:** practising all the learned materials in writing.

**11.** Tell students to choose a topic. Ask them to make a draft of their project work using the guides which they have learned today. Remind them to use the tips and do the consolidation exercises in Workbook before organizing ideas.

## UNIT 8. POWER POINT PRESENTATION

### LESSON 1. MAKING POWER POINT PRESENTATIONS

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

- ✓ listen for the gist and the detailed information;
- ✓ use *punctuation*.

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

**Target structure:** *Transitional words*;

**Target vocabulary:** interaction, flap, beforehand, afterward, pitch, rehearse, convey, rapport, fluctuation, fancy.

**Materials:** photos, a tape, textbooks.

#### Starter

**Aim:** checking students' background.

**Ask students to look at the pictures and discuss in pairs.**

- What are they?
- What are they used for?
- Have you ever made a presentation before? If yes, when and where?

Were you successful? Why?/ Why not?

**Answers:**

- a Power Point icon; a projector; a microphone and a laptop; a student making a presentation; after a successful presentation.
- They are used for making a presentation.

**Students' own answers.**

#### Pre-listening

**Aim:** teaching new vocabulary.

1. Ask students to read the words and tick (✓) the right column according to their parts of speech.

**Answers:**

word	noun	verb	adjective	adverb
interaction	✓			
flap	✓	✓		
beforehand			✓	✓
afterward				✓
pitch	✓	✓		
rehearse		✓		

convey		✓		
rapport	✓			
fluctuation	✓			
fancy			✓	

**While-listening**

**Aim:** listening for specific information.

2. Tell students that they are going to listen to the tape about presentation skills. Ask them to fill in gaps 1-15 and complete the table.

**Tape script 15**

Presenting information clearly and effectively is a key skill to get your message or opinion across and, today, presentation skills are required in almost every field.

Whether you are a student, administrator or executive, if you wish to start up your own business or apply for a grant or stand for an elected position, you may well be asked to make a presentation.

Here are some tips for making a successful presentation:

1. **Structure.** Have a logical order: introduction, middle with your main points, and a conclusion.
2. **Practice.** Practice beforehand in front of the mirror, with a recorder in front of a friend.
3. **Body language.** Smile, make an eye contact, stand up straight and move around a bit. Don't hide behind the podium.
4. **Notes and handouts.** Have brief notes on postcard sized cards. Have a handout that the audience can take away afterward.
5. **Speech.** Speak clearly, confidently and not fast. Use everyday language rather than jargon.
6. **PowerPoint.** Keep slides clean and simple. Don't have lots of texts on each slide. Use charts, diagrams and pictures.
7. **Interaction.** Build a rapport with your audience. Get them involved by asking and encouraging questions. Use humour if appropriate.
8. **Nervousness.** It's normal to be a bit nervous: this helps you stay more energized. Preparation and practice will reduce nerves!

<p><b>a) Structure</b> Have a logical order: introduction, middle with your 1) <b>main points</b>, and a conclusion.</p>	<p><b>B) Practice</b> Practice beforehand in front of the 2) <b>mirror</b>, with a 3) <b>recorder</b> in front of a friend.</p>	<p><b>C) Body language</b> 4) <b>Smile</b>, make an eye contact, stand up straight and move around a bit. Don't hide behind the 5) <b>podium</b>.</p>
<p><b>D) Notes and handouts</b> Have brief notes on 6) <b>postcard</b> sized cards. Have a handout that the 7) <b>audience</b> can take away afterward.</p>	<p><b>PRESENTATION SKILLS</b></p>	<p><b>E) Speech</b> Speak clearly, confidently and 8) <b>not fast</b>. Use everyday language rather than 9) <b>jargon</b>.</p>
<p><b>F) PowerPoint</b> Keep slides clean and 10) <b>simple</b>. Don't have lots of texts on each slide. Use charts, diagrams and 11) <b>pictures</b>.</p>	<p><b>G) Interaction</b> Build a rapport with your audience. Get them 12) <b>involved</b> by asking and encouraging questions. Use 13) <b>humour</b> if appropriate.</p>	<p><b>H) Nervousness</b> It's normal to be a 14) <b>bit nervous</b>: this helps you stay more energized. Preparation and practice will 15) <b>reduce</b> nerves!</p>

3. Ask students to match the headings I-VIII with the passages A-H.

**Answers:**

- I. Body language – C
- II. Practice – B
- III. Nervousness – H
- IV. Interaction – G
- V. Notes and handouts – D
- VI. Structure – A
- VII. Power Point – F
- VIII. Speech – E

Play the tape again and check the answers.

**Post-listening**

**Aim:** organizing group; practising learned materials in discussion.

4. Divide class into small groups. Tell them that their task is to make a poster and present it to the other groups. Set the time. Go round and help if necessary. Remind them to mention about not making boring presentations like in the photo given next to the exercise.

- What other factors will be helpful in making an effective presentation?

**Students' own answers.**

**Grammar**

**Aim:** introducing and practising punctuation.

Tell students that it is very important to pay special attention while making presentations. Let your students look through the grammar spot.

**Capital letter:** a) for the first letter of a sentence

b) for countries, nationalities, languages, religions, names of people, places, events, organizations, trademarks, days, months, titles.

c) for abbreviations

**Full stop:** a) at the end of a sentence

b) sometimes after an abbreviation

c) as the decimal point in figures and amounts of money. This is usually read out as 'point'.

d) to separate parts of email and web addresses.

**Question mark:** a) after a direct question

b) to show doubt

**Exclamation mark:** a) at the end of sentence in order to show surprise/shock, etc.

b) to indicate a loud sound.

**Comma:** a) between items in list

c) to show a long pause in a long sentence

d) to add extra information

e) before tag questions

**Hyphen:** a) to join two words together

b) to show a word has been divided and continues on the list

**Dash:** a) to separate parts of sentences

b) to mean **to**

**Quotation mark:** a) to show that words are spoken

b) to show that someone else originally wrote the words

**Colon:** a) to introduce a list or a quotation in a sentence

b) in the US following the greeting in a business letter

**Semi-colon:** to separate two parts of a sentence

**5. Ask students to rewrite sentences by replacing correct punctuation marks.**

**Answers:**

### *Quick Tips for Effective Presentations*

Talk naturally to your audience – although it may be appropriate to read short passages avoid reading from a script for the majority of your presentation.

Stand, rather than sit, and move around a little – but avoid pacing backwards and forwards like a trapped animal.

Vary the tone, pitch and volume of your voice to add emphasis and maintain the audience's interest. Aim to speak loudly and clearly while facing your audience. Avoid talking in a monotone voice or turning your back to the audience.



Make eye contact with your audience. Do not stare at your feet, or the podium and avoid looking directly at any one person for more than a few seconds, have eye contact with the individual members of the audience.

Use visual aids where appropriate, graphs and charts, diagrams, pictures and video but don't overdo it. Visual aids should help to illustrate and strengthen your points and they shouldn't distract from what you are saying.

Rehearse your talk and check your timing. Always aim to finish your talk in time remembering to allow time for questions if appropriate.

Prepare and structure your presentation carefully. Introduce the subject – tell the audience what your talk is about. Explain the points you wish to convey. End with a summary of your points.

Stay focused throughout your presentation – avoid irrelevance and unnecessary details.

### **Pre-reading**

**Aim:** eliciting information; improving skimming skills.

*6. Ask students to read the text quickly and get the main idea. You may wish to write.*

A presentation is a means of communication which can be adapted to various speaking situations, such as talking to a group, addressing a meeting or briefing a team. To be effective, a step-by-step preparation and the method and means of presenting the information should be carefully considered. Delivering an inspirational or captivating presentation requires a lot of preparation and work, and you need to practise working with Power Point.

### **While-reading**

**Aim:** reading for gist.

7. Ask students to identify the following information into Dos and Don'ts first individually then in pairs. Check in a whole class discussion.

**Answers:**

<b>Dos</b>	<b>Don'ts</b>
1. Act confidently, feel confident 2. Eye contact with audience 3. Open body language 4. Use your hands for emphasis but avoid 'flapping' 5. Illustrate your key messages, eg. a) a startling statistic or image b) a quotation from someone famous that applies to your message 8. Use personal stories and easy examples to help illustrate your points 12. Ask questions to involve, establish rapport and support your arguments 13. Practice, Practice, Practice 15. Go overboard with fancy effects, they draw attention to you and your key messages 16. No more than 6 lines per slide 17. No more than 7 words per line 18. Upper and lower case letters are easier 19. Sanserif fonts are clearer 20. Normal or <b>bold</b> fonts are clearer 21. Underlines may signify hyperlinks 22. Italics are easy to read on screen instead, use colours to emphasise	6. Just read your slides 7. Put too much information on a slide 10. Read the slides word-for-word, use them for reference 9. ALL CAPITAL LETTERS ARE EASY TO READ (they are difficult to read) 14. Use many special effects (as it can get distracting and annoying)

8. Tell students to work in small groups. Tell them that their homework is to prepare and deliver a 3-minute presentation on one of the following themes:

- The perfect weekend
- The invention that will change your life
- My college/lyceum – my pride

Remind them to pay attention to *Do's* and *Don'ts* in Ex. 7 while doing the task.

## LESSON 2. GESTURES AND BODY LANGUAGE

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

- ✓ listen for the gist and the detailed information;
- ✓ use *Gerund*.

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

**Target structure:** *Gerund*;

**Target vocabulary:** appropriate (adj), panic (n,v), gesture (n), reinforce (v), (be) confident, replace (v)

**Materials:** photos, a tape, textbooks.

**Starter**

**Aim:** attracting students' attention to the new topic.

*Ask students to look at the photos of two students who are going to make presentations. Tell them to discuss the following questions in pairs. Check in a whole class discussion. Elicit random answers.*

**Possible answers:**

- What's wrong with them? **They are standing in a wrong position.**

**Their clothes are not suitable.**

- Do you think they will achieve success? Why?/Why not? **Students'**

**own answers.**

- What is non-verbal communication? **Non-verbal communication is**

**communicating without a language. Instead, using pictures, gestures, eye contact and body language.**

**Pre-listening**

**Aim:** teaching new vocabulary.

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

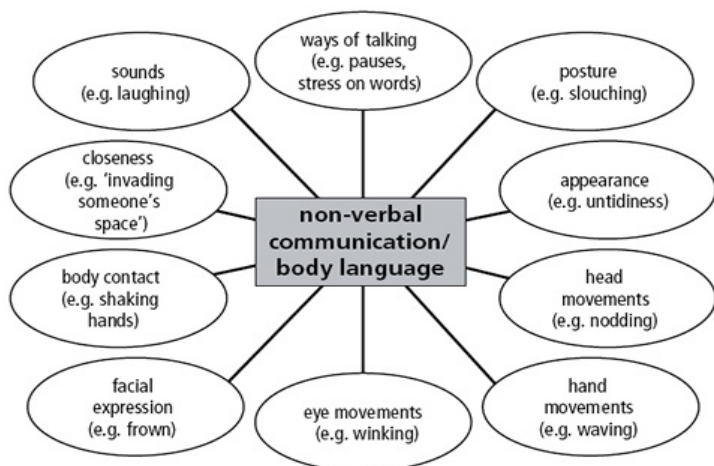
1. appropriate (adj)	a) to make something stronger
2. panic (n,v)	b) to put one thing in the place of another
3. gesture (n)	c) to feel sure of your opinions and actions
4. reinforce (v)	d) to have a sudden feeling of fear
5. (be) confident	e) right for a specific situation
6. replace (v)	f) a movement of the body

**Answers:** 1-e    2-d    3-f    4-a    5-c    6-b

**While-listening**

**Aim:** listening for specific information.

*2. Ask students to look at the picture and mark 1-5 stars (1-least important, 5-most important) of non-verbal communication.*



**Students' own answers.**

3. Tell students that they are going to listen to the tape about the role of non-verbal communication in making presentations. Ask them to listen to the tape and answer the following questions.

**Tape script 16.**

Normally, we communicate through language. We use speaking and writing to do this, choosing the most appropriate words for our purpose. We use different senses to send and receive these messages: sight for written messages or sound spoken communication.

As well as sound, there is visual communication: pictures, signs, logos. Very often, these are excellent ways of communicating information, or instructions. A special advantage is that they are often international. Global communication is easy through pictures. It is called non-verbal communication.

While making a presentation, as a presenter, you have to pay attention to it because it may help you achieve success. Pictures are useful to attract attention. Except pictures, you may use a board, handouts, a short video and a poster.

We often express our feelings through our faces and bodies. Many gestures are useful to reinforce, or even replace words. But be careful: like words, their meanings are not always clear!

Also, we often communicate our feelings through our body language. If you are going to make a presentation, make sure your body sends out the right signals like, "I feel confident", "I know how to behave well", "I enjoy talking to my audience!" and don't panic.

**Answers:**

1. How do people communicate? **People communicate through a language.**

2. What sense do we use to send and receive information? **Sight for written messages or sound spoken communication.**
3. What non-verbal communication is mentioned?
4. What examples of visual communication are given? **Pictures, signs, logos.**
5. What are the advantages of gestures? **Many gestures are useful to reinforce, or even replace words.**
6. Are the meanings always clear? **No.**

### Post-listening

**Aim:** practising introduced materials in writing and speech.

*4. Tell students to make a list of all the non-verbal communication examples they have heard or seen today. Ask them to give each example 1-5 stars (5-excellent) according to their effectiveness. Let them compare the results with partners.*

### Grammar

**Aim:** revising Gerund.

*Tell students that they are going to revise Verb+Gerund form. Let them look through the grammar spot.*

#### Verb + Gerund

The -ing form can be used like a noun, like an adjective or like a verb.

- Smoking is forbidden.
- I have a long working day.
- I don't like dancing.

When it is used like a noun it may or may not have an article before it.

- Marketing is a very inexact science.
- The marketing of the product will continue for a few months yet.

It can also be part of a 'noun phrase'.

- Speaking to an audience is always stressful.
- Swimming after work is very relaxing.

In formal English, we would use a possessive with the -ing form. In informal English, many people do not.

- I'm angry about his missing the meeting.
- Do you mind my coming?

As an adjective, the -ing form can be used before a noun.

- I was met by a welcoming party at the airport.
- Let's go to the meeting room.

The -ing form is used after prepositions.

- Before leaving, you need to speak to Sarah.
- After discussing it with her, I've changed my mind.
- Instead of feeling sorry for yourself, do some work for charity.

Notice that when 'to' is used as a preposition, it is followed by the -ing form.

- I don't object to working this Sunday.
- I'm looking forward to seeing him again.
- I'm used to working long hours.

*Elicit random answers and write them on the board.*

*5. Ask students to match the columns.*

**Answers:** learning languages, telling a story, choosing an appropriate word, making a presentation, talking to an audience, paying attention, writing proposals, sharing ideas, feeling nervous, delivering handouts, giving feedback

*6. Ask students to complete the sentences with the phrase from Ex. 5.*

**Answers:**

1. **Choosing an appropriate** word is essential to make up meaningful sentence.
2. **Talking to an audience** is always stressful.
3. You are talking to your friend instead of **paying attention** to my lecture.
4. **Learning languages** should be fun with these wonderful books.
5. Many gestures are useful while **making a presentation**.
6. Your tutor can support you by **giving feedback**.
7. You can discuss your topic with your peer by **sharing ideas**.
8. I had some difficulties in **delivering handouts**, because I didn't have enough.
9. I'm used to **feeling nervous**. But now I feel confident in front of the audience.
10. **Writing proposals** is required for your research paper.
11. **Telling a story** is real art. Kids really appreciate this talent.

## Pre-reading

**Aim:** raising students' interest; introducing new topic.

*7. Ask students to discuss following questions in pairs.*

1. How to design an effective handout?
2. What is the role of body language during presentation?
3. What role does intonation play?
4. What clothes would be the most appropriate for the audience?

**Students' own answers.**

## While-reading

**Aim:** reading for gist.

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

Relating to your audience is very important and you need to create a 'rapport' with them (e.g. by making eye contact and trying not to stare at one individual, but "scanning" the group). Can the audience see and hear you? If you speak quietly, practise projecting your voice. Speak to the people at the back of the room, not only to the ones in front.

If you think your voice might be monotonous break things up: use visual aids; change pace; use pauses. A speaker's gesture can be distracting (swaying, playing with your hair, covering your mouth, fidgeting). Getting feedback about this from others can help, as can video presentations help you see your gesture. What could you do about them (eg. give your hands something to do, like hold prompt cards)? In group presentations the behavior of those who are not currently speaking can distract ( eg. chatting, passing notes, looking uninterested).

Visual aids support your ideas and improve audience comprehension of your presentation.

Visual aids add variety to your presentation by giving the audience a break from listening and letting them see something.

Visual aids help illustrate complex ideas or concepts and are helpful in reinforcing your ideas.

Make a presentation entertaining. Help the presenter to stick to the intended plan.

Your audio-visuals should be directly relevant to your presentation topic.

Your visual material should not contain grammar and spelling mistakes.

**Possible answer:** Tips for successful presentations

**9. Let students discuss the following questions in small groups. Check in a whole class discussion. Elicit random answers.**

1. Is the text helpful for the presentation?
2. Do the style and picture influence on the audience?

**Students' own answers.**

**Post-reading**

**Aim:** practising learned materials in writing.

**10. Ask students to write their own checklist for the use of visual information in presentations. Let them compare their checklist with partners.**

**Tell them to write feedback on their friend's presentation at home. Remind them to use the tips and do the consolidation exercises in Workbook.**

**Students' own answers.**

## UNIT 9. CRITERIA OF REPORTS

### LESSON 1. CHARACTERISTICS OF A REPORT

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

- ✓ Listen for gist and listen for detailed information;
- ✓ Use *second conditional sentences*;
- ✓ Enlarge the lexical resource with words related to jobs.

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

**Target structure:** *second conditional sentences*;

**Target vocabulary:** impress, redundancy, courageous, preaching, compose, estimate.

**Materials:** photos, a tape, textbooks

#### Starter

**Aim:** preparing students for the new topic.

*a) Ask students to look at these photos 1-3 and match the sentences a-c.*

**Answers:**

- a) He is so busy, because he is writing a report for his project. **3**  
 b) He has a lot of work. He must present his report tomorrow, so now he is busy selecting information for his report. **1**  
 c) He is discussing how to write report with his friend. **2**

*b) Ask students to circle the hints which are necessary for writing a report.*

**Possible answers:** goal, stages, planning, strategy, schedule, control, documentation, teamwork, method, success.

#### Pre-listening

**Aim:** *teaching new vocabulary*

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

- |                     |   |
|---------------------|---|
| 1.impress (v)       | a) construct or create                    |
| 2.redundancy (n)    | b) form an approximate idea               |
| 3.courageous (adj.) | c) brave, fearless                        |
| 4.preach (v)        | d) having reference to the matter in hand |
| 5.compose (v)       | e) affect or influence deeply             |
| 6.estimate (v)      | f) not needed speech                      |
| 7.relevant (adj.)   | g) give a talk about moral matters        |

**Answers:** 1- e    2-f    3- c    4-g    5- a    6- b    7-d



**While-listening**

**Aim:** listening for gist; listening for specific information.

2. Ask students to tick the right column they think will be correct answers.

**Students' own answers.**

3. Tell students that they are going to listen to a conversation between Adham and Bobur and check their predictions.

**Tape script 17.**

**Adham:** Good morning. How are you Bobur?

**Bobur:** Morning! I'm fine, thanks.

**A:** My congratulations. I know you took a high mark for your report! I got pleasure with watching and listening to your report! Can you share your experience of making a good report with me, please? It will be very helpful, because some days later I will have to make a report too.

**B:** Of course... with pleasure... But before writing a report you should remember that reports are meant to inform but not to **impress**. Using an easy, simple language, be it Uzbek or English, makes the report friendly to a reader.

**A:** Sorry, just a minute. I'll make some notes... Mmm, I'm ready to take notes. Otherwise, I may forget.

**B:** If you are ready, remember these tips: a) Write only what is necessary; b) Avoid repetition and **redundancy**; c) Give interesting and relevant information; d) Avoid **preaching** or lecturing; e) **Compose** short and correct sentences.

**A:** Oh ! Thanks.... You are so helpful.

**B:** By the way, your report will be successful if you show your good reporting skills too.

**A:** A good reporter? What must I do for this?

**B:** If I were you, I would follow these notices: Firstly, a good reporter is able to deal with a number of topics and talk with a variety of people. You can think through all the possibilities and organize a large amount of information to find the important parts. And secondly, a good reporter must be honest. You seek the truth and act independently. Plan what you are going to say, and don't do anything you promised to avoid.

**A:** I see... Now I am going to the library to collect data for my project and work on it. I must be **courageous** because I want to make a good project like yours.

**B:** Great. And good luck.

**A:** Thanks a million. You are my best friend!

**Answers:**

**For making a good report you should .....**

1. share your opinions with friends	X
2. be a good reporter.	✓

3. be able to estimate the people well.	✓
4. dictate the lecture and control the auditory.	x
5. see your personal development.	x
6. write only what is necessary.	✓
7. compose complex sentences.	x
8. express your idea well.	x
9. believe yourself.	✓
10. be honest, independent and responsible.	✓

4. Ask students to fill in the gaps with suitable words in the box.

**Answers:**

- a) I know you took a **high** mark for your report!
- b) **Reports** are meant to inform, not to impress;
- c) Avoid repetition and **redundancy**;
- d) Give interesting and **relevant** information;
- e) Avoid **preaching** or lecturing;
- f) **Compose** short and correct sentences;
- g) Deal with a number of topics and talk with a **variety** of people;
- h) You can think through all the **possibilities** and organize a large amount of information to find the important parts;

*Play the tape and check the answers.*

**Post-listening**

**Aim:** organizing group work; practising learned materials in speech.

5. Ask students to discuss with their partners.

- 1. Have you ever written a report? If yes, what challenges did you come across?
- 2. What advice do you like best about making a report?
- 3. Can you add your own tip or tips for making a good report?

**Students' own answers.**

**Grammar**

**Aim:** introducing and practising second conditionals.

Tell students that they are going to revise second conditionals. Let them look through the grammar spot.

Second conditional. Usage:

-Impossible, unlikely or hypothetical conditions in the present or future and their results in the present or future:

*If you had a beard, you would look just like Charles Dickens!*

-When giving an advice:

*If I were you, I would think very carefully about my future.*

-We can also use *might* or *could* instead of *would*, depending on the meaning. (*Could* here often means *would be able to*).

*If we were students, we could follow her advice.*

- We can also use *could* in the *if* clause. Here, it means *was/were able to*.

*If I could bake, I'd prepare a roll for you.*

Elicit random examples from students and write them on the board.

**6. Rewrite the sentences using Second Conditional.**

1. Aziz has got his project work task that he's not going out with his friends. **If Aziz didn't get his project work task, he would go out with his friends.**
2. I can't drive so I'm not going to buy a car. **If I could drive, I would buy a car.**
3. We're not staying in the same hotel, so we can't share a room. **If we were staying in the same hotel, we would share a room.**
4. We're not going to order a pizza because we don't have enough money. **If we had enough money, we would order pizza.**
5. I'm not you, but I think you should forgive him. **If I were you, I would forgive him.**
6. I can't come because I have to select the information for my project. **If I didn't have to select the information for my project, I would come.**
7. I'm not you, but you should work harder for your presentation. **If I were you, I would work harder on my presentation.**

**7. Ask students to fill in the gaps with their own ideas.**

*What would happen if .....*

1. - your mom punished you?
2. - you lost your mobile?
3. - you didn't buy a present for your mother?
4. - you were impolite to your teacher?
5. - you felt lonely?
6. - your computer broke suddenly?
7. - your mother took you to the dentist?

**Students' own answers.**

**8. Ask students to answer these questions using Second Conditional. Tell them to describe how they feel themselves in these situations.**

- If you could be another person for a day, who would you be?
- If you could speak any other languages (besides English), which

languages would like to speak?

- If you were given three wishes, what would you wish for?
- If you had to spend 100 days on a desert island, what five things would you take with you and why?

would you take with you and why?

- If you saw a robbery, would you report it to the police?
- If you were an English teacher, what would you do to improve your students' English?

students' English?

- If you could be famous throughout history for one thing, what would it be?

be?

• If you organized a party and could invite any famous person, whom would you invite?

- If you could change your character, what features of your character would you change?

• If you were given a chance to live as long as you want, how long would you like to live? And why?

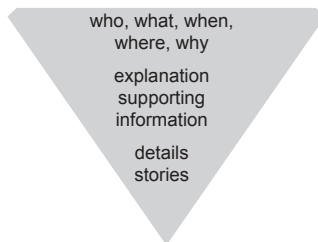
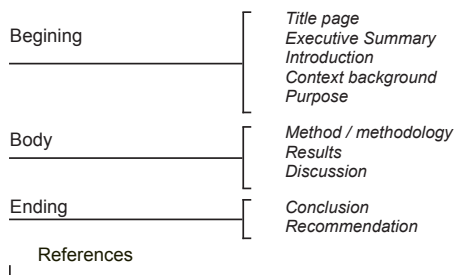
**Students' own answers.**

## Pre-reading

**Aim:** preparing students for the new topic.

**9. Ask students to discuss the following questions in pairs.**

1. What kind of structures are there on writing an essay?
2. How can you link these two photos?
3. What is expressed by them?



**Students' own answers.**

## While-reading

**Aim:** reading for gist.

**10. Ask students to read and match the following content of writing report with its main elements.**

A report is a systematic, well organized document which defines and analyses a subject or problem and includes:

**Answers:**

<p>a) <b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>● an opening general statement;</li> <li>● description of different features in paragraphs;</li> <li>● concluding statement (optional).</li> </ul>	<p>b) <b>PURPOSE</b></p> <ul style="list-style-type: none"> <li>● to give information about a topic;</li> <li>● to present factual information.</li> </ul>
<p>c) <b>EXAMPLES</b></p> <ul style="list-style-type: none"> <li>● encyclopedias;</li> <li>● reference books;</li> <li>● internet;</li> <li>● magazines.</li> </ul>	<p>d) <b>FEATURES</b></p> <ul style="list-style-type: none"> <li>● written in present tense;</li> <li>● use of subject specific vocabulary;</li> <li>● passive voice;</li> <li>● diagrams, photos, tables;</li> <li>● glossaries.</li> </ul>

11. Ask students to work in small groups and discuss the following questions:

- a) What is a report? **A report is a systematic, well organized document which defines and analyses a subject or a problem.**
- b) What does the report contain? **It contains the structure, purpose, examples and features.**
- c) What is the purpose of a report? **It defines and analyses a subject or a problem.**

**Post-reading**

**Aim:** writing a report.

12. Tell students that their homework will be to write a report about 250 words on a topic "At my internship". Brainstorm and elicit some ideas. Write them on the board. Remind them to do all the consolidation exercises and read tips in Workbook.

**LESSON 2. STRUCTURE OF A REPORT**

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

- ✓ Listen for gist and listen for detailed information;
- ✓ Use The Future Progressive Tense;
- ✓ Enlarge the lexical resource with jobs.

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

**Target structure:** *The Future Progressive Tense;*

**Target vocabulary:** title, abstract, introduction, literature survey, methods, results, discussion, conclusion, references, appendices.

**Materials:** photos, a tape, textbooks

## Starter

**Aim:** preparing students for the new topic.

*Ask students to work in pairs and complete the sections of the report with the given letters.*

### Answers:

- |               |              |                 |                      |
|---------------|--------------|-----------------|----------------------|
| 1. Title      | 2. Abstract  | 3. Introduction | 4. Literature survey |
| 5. Methods    | 6. Results   | 7. Discussion   | 8. Conclusion        |
| 9. References | 10. Appendix |                 |                      |

## Pre-listening

**Aim:** teaching new vocabulary.

*1. Ask students to match the sections of the report mentioned above with their definitions given below.*

### Answers:

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

- a) Ways of doing something
- b) A name of work
- c) A body of separate additional material at the end of work
- d) A summary of the contents of a book, article, or speech
- e) The summing-up of an argument or text
- f) A list of sources in alphabetical order
- g) Discussion of other main researchers' findings connected with the chosen theme
- h) Brief discussion of what the research is about and giving your hypotheses: what you're going to do
- i) Presenting your findings briefly
- j) Analysis and explanation of your findings

## While-listening

**Aim:** listening for the gist; listening for specific information.

*2. Ask students to listen and circle the mentioned verbs from the box below and try to define their meanings.*

### Tape script 18.

**Mardon:** Hello, Sevara. Could you explain me home assignment on writing, please? I was absent at previous lesson.

**Sevara:** Hi, sure. You should write a report on any topic you like, but there are some criteria to meet. First, the teacher always pays attention to the

structure, second you should provide examples and details, it means where, when and how you conducted your research. It's better if you present your results in the form of a table or a chart. For instance, I'm writing a report on the last football match: Barcelona versus Manchester United and I'm going to show the details in the table. By the way, start with the literature survey, it takes much time and don't forget to meet the deadline, it's the 8<sup>th</sup> of October.

**Mardon:** Thanks a lot. Hmm...OK. I'll do some drafts soon and can I show you tomorrow at lunch time?

**Sevara:** Tomorrow? Mmm, let me think.... Tomorrow at lunch time, I'll be in the library and searching the materials for my project. Can we meet there?

**Mardon:** Why not? I'll be finishing my last pair about that time and I'll be in the library about 2 pm.

**Sevara:** OK. See you then....

**Mardon:** Bye!

Analyze	Provide	Explain	Reconstruct	Identify	Choose
Simplify	Pay attention	Resolve problems	Overcome	Present	
Prove	Attract	Mean	Get the point	Meet the deadline	
		Summarize	Correspond		

**Answers:**

**Explain** - make (an idea or situation) clear to someone by describing it in more detail

**Pay attention** - take notice of someone or something

**Provide** - supply someone with (something useful or necessary)

**Present** - show or offer (something) for others to scrutinize or consider

**Meet the deadline** – do something on time

**Mean** – have the meaning

*3. Ask students to tick the appropriate teacher's demands mentioned in the recording for writing a report.*

1. Cite all known methods, results or background information.
2. A report should be well-structured and provided with details.
3. Organize results in a logically coherent order.
4. Explain your methods enough to understand your research aim.
5. The results should be presented in the form of a table or a chart.

**Answer:** 2 and 5.

*Ask them to discuss whether other demands are important or not.*

**Students' own answers.**

*Play the tape again and check the answers.*

**Post-listening**

**Aim:** improving students' speaking skills.

4. Ask students to discuss the following questions with partners.

- What topic are you going to write a report on?
- Why is this topic interesting for you?

**Students' own answers.**

### Grammar

**Aim:** introducing The Future Progressive Tense.

Tell students that they are going to revise The Future Progressive Tense. Let them look at the grammar spot.

a) **It expresses an activity or event going on at a particular time or over a particular period in the future:** *Right now we are sitting in the school canteen. At this time tomorrow, we'll be attending the carving course.*

b) **Sometimes there is little or no difference between the progressive and the simple future, especially when we talk about planned activities or events in the future:**

*Don't get impatient. She will be coming soon or*

*Don't get impatient. She will come soon.*

**Form: Subject + will be +verb + ing**

*Elicit random examples and write them on the board.*

5. Ask students to rewrite the sentences using the future progressive.

**Answers:**

1. Right now I am attending the class. Yesterday at this time, I was attending the class. Tomorrow at this time, I **will be attending** the class too.
2. When I get up tomorrow, the sun **will be shining**; the birds **will be singing** and my sister **will be still lying** in bed fast asleep.
3. A: How can I get in touch with you while you're out of town?  
B: I **will be staying** at the Uzbekistan Hotel. You can reach me there.
6. Look at those dark clouds. When class is over, it **will be raining probably**.
7. A: Do you think life will be very different 100 years from now?  
B: Of course. I can picture it in my mind. People **will be living** in modular mobile residential units that they can take with them if they have to move, and they **will be driving** air cars that can go at tremendous speed.

6. Tell students to ask about people's plans in a polite way. Ask them to use the future progressive tense.

**Possible answers:**

1. You want some things from the supermarket. Your sister is just leaving the house. **Will you be coming soon?**
2. You are going to see a film with your friend, who has a car. A lift would be nicer than the bus. **Will you be driving a car to the cinema?**
3. You want to buy Jamshid's I-pad but you don't know whether he plans to sell it. **Will you be selling your I-pad later?**
4. You are going to the hospital with your friend to meet your teacher.



You have to inform your mother, but your phone is off. **Will you be giving your mobile just for 2 minutes?**

5. You want to take a taxi to be on time at the concert hall. The taxi driver asks the address. **Will you be taking me to the concert hall?**

6. You are going to ask some advice about your project work from your teacher. But you don't know whether she has a lesson. **Will you be having a lesson any longer today?**

**Pre-reading**

**Aim:** checking students' background.

7. Ask students to write the numbers next to the words which describe the content of report.

**Answers:** 1-purpose 2-structure 3-features 4-examples

Ask them to explain why do you use them in this order and give the definitions with their own words.

**Students' own answers.**

**While-reading**

**Aim:** reading for the gist.

8. Ask students to read the text about the main structures of a report.

The main features of a report are described below to provide a general guide.

Title Page	This should briefly but clearly describe the purpose of the report (if this is not obvious from the title of the work).
Terms of Reference	Under this heading you could include a brief explanation of who will read the report (audience), why it was written (purpose) and how it was written (methods). It may be in the form of a subtitle or a single paragraph.
Summary (Abstract)	Should briefly describe the content of the report. It should cover the aims of the report, what was found and what, if any, action is called for. Aim for about 1/2 a page in length. Remember that the summary is the first thing that is read. It should provide the reader with a clear, helpful overview of the content of the report.
Contents (Table of Contents)	Should list the different chapters and/or headings together with the page numbers. Content page should be presented in such a way that the reader can locate a particular part of the report. You may want to number chapter headings and subheadings in addition to providing page references.
Introduction	It sets the scene for the main body of the report. The aims and objectives of the report should be explained in detail. Any problems or limitations of the report should be identified, and a description of research methods, any necessary background history should be included.

Discussion	It is the main body of the report .The facts and evidence you have gathered should be analyzed and discussed with specific reference to the problem or issue. If your discussion section is lengthy you might divide it into section headings. Use headings and subheadings to create a clear structure for your material.
Conclusion	Here you should show the overall significance of what has been covered. You may want to remind the reader of the most important points that have been made in the report or highlight the most central issues or findings.
Bibliography	Your bibliography should list in alphabetical order by author, all published sources referred to in your report.

9. Ask students to match the phrases to the text (where exactly each phrase goes). Tell them to copy out the whole sentence and point that feature of report.

**Answers:**

1. This should briefly but clearly describe the purpose of the report (if this is not obvious from the title of the work). **Other details could be your name, the date and who the report is written to.** (Title Page)

2. Should briefly describe the content of the report. It should cover the aims of the report, what was found and what, if any, action is called for. Aim for about 1/2 a page in length **and avoid detail or discussion; just outline the main points.** Remember that the summary is the first thing that is read. It should provide the reader with a clear, helpful overview of the content of the report. (Summary)

3. Should list the different chapters and/or headings with the page numbers. Contents page should be presented in such a way that the reader can **quickly scan the list of headings** and locate a particular part of the report. You may want to number chapter headings and subheadings in addition to providing page references.( Contents)

4. The main body of the report **is where you discuss your material.** The facts and evidence you have gathered should be analyzed and discussed with specific reference to the problem or issue. If your discussion section is lengthy you might divide it into section headings. Use headings and subheadings to create a clear structure for your material. (Discussion)

**Post-reading**

**Aim:** developing students' writing skills; practising learned materials.

10. Ask students to draw a map of a draft report "My chosen profession" using the hints in the text above and present it in class. Go round and help if necessary.

## UNIT 10. REQUIREMENT OF ASSESSMENT

### LESSON 1. ASSESSMENT OF THE PROJECT

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

- ✓ listen for the gist and the detailed information;
- ✓ use adjectives vs. adverbs of manner.

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

**Target structure:** *adjectives vs. adverbs of manner*;

**Target vocabulary: collocations with** *have* – exam, a rest, healthy food, sleep; *get* – good marks/grades, organized, tensed; *lose* – confidence, the match, temper; *take* – sleep, exercise, exam; *keep* – in touch, a promise, a diary, in mind; *gain* – experience, a prize, time.

**Materials:** photos, a tape, textbooks.

#### Starter

**Aim:** raising students' interest.

*Tell students to work in pairs and think about themselves and the others' ideas about them. Encourage them to use prompts. Go round and help if necessary. Elicit random answers.*

Mum and Dad/A tutor/teacher/Friends/Siblings

To my mind, she.....

In my opinion, she ....

I think I'm...

If you ask me about her.....

Speaking personally, she .....

I dare say that she .....

*Let students discuss the following question in pairs.*

- How do you assess people? By appearance / by knowledge / by behavior?

**Students' own answers.**

#### Pre-listening

**Aim:** teaching collocations with certain verbs.

*1. Ask students to identify, one word or phrase doesn't go with the verb in bold in each box below.*

**Answers:**

*have* – exam a rest, healthy food, sleep

*get* – good marks/grades, organized, tensed

*lose* – confidence, the match, temper

*take* – sleep, exercise, exam

*keep* – in touch, a diary, a promise, in mind

*gain* – experience, a prize, time

You can't use:	Instead:
have better	get better
get exam	have/pass/fail exam
lose assessment	make assessment
take in touch	(keep/stay in touch
keep exams	have/pass/fail exam
gain good grades	get good grades

## While-listening

**Aim:** listening for the gist; listening for specific information.

2. *Tell students that they are going to listen to the conversation between Shukhrat and Nargiz. Ask them to answer the following questions.*

**Answers:**

- Who are they? What are they? **Nargiz and Shukhrat. They are students.**
- What are they talking about? **They are talking about exam stress and how to avoid it.**
- Do they have the same score? **No, they are not. Shukhrat always gets good grades while Nargiza's grades are always low.**
- Do you have the same problem? **Students' own answers.**

## Tape script 19.

**Shukhrat:** Hi, Nargiz, how are you?

**Nargiz:** Hi, Shukhrat.

**Shukhrat:** What's up? You seem to be worried. Are you reading about the Pacific Ocean?

**Nargiz:** Yeah..., I was studying here. Tomorrow I have an exam on this subject.

**Shukhrat :** Ok.... I've taken an exam today and I've got high score.

**Nargiz:** Congratulations! But I see you are never nervous about exams. How are you able to get good marks?

**Shukhrat:** Actually getting good marks is not difficult. You just need to keep some tips in mind.

**Nargiz:** Can you share these tips with me?

**Shukhrat:** Why not? You are my friend! Some students study only during the exams. They get very tensed. Tensed mind can never think properly. As a result, the student is not able to write the answers well. I study daily.

**Nargiz:** I'm also one of those students. Tell the second tip, please.

**Shukhrat:** During exams students stop doing physical activities like playing

and taking exercise. They just clue to their things. I keep doing my physical activities. My mind feels fresh and thinks better.

**Nargiz:** You are really giving useful tips. I must listen to you carefully.

**Shukhrat:** Students do not have proper sleep. Lack of sleep makes them forget most of the answers. I do take enough sleep to help my mind concentrate well. It's necessary to have a rest.

**Nargiz:** You are really wise, dear. You are talking like a professional counselor.

**Shukhrat:** Having light healthy food is also necessary. Students prepare for the exam like crazy people. Light food keeps mind and body healthy and energetic. Enough points for today, Nargiz. Follow these points.

**Nargiz:** I'm sure, this time I'll have good marks and get my certificate as well.

**Shukhrat:** Good luck! Don't forget to keep in touch.

**Nargiz:** Bye....

3. Tell students that they have to listen to the tape again and tick (✓) the correct picture for each question given below.

**Answers:**

Which item belongs to the exam which Nargiza is taking?

- |  |          |
|--|----------|
| 1. What was Nargiza doing?                               | <b>a</b> |
| 2. What was Shukhrat's result for his exam?              | <b>b</b> |
| 3. How often does Shukhrat study for his exam?           | <b>c</b> |
| 4. What do students stop doing during the exams?         | <b>b</b> |
| 5. What should students eat during the exam preparation? | <b>a</b> |

### Post-listening

**Aim:** organizing group work; summarizing learned materials.

4. Divide class into small groups. Tell them to give their own opinion about assessment by answering the following questions.

1. How do you feel about exams/assessment?
2. What are the exams for? Do you need it?
3. How often are you tested by your teacher?
4. Have you ever checked yourself?
5. Are you satisfied with assessment? If no, give the reasons.

**Students' own answers.**

5. Discuss in a group the following argumentative topic: "Are the exams the best way to decide who the best students in a school are?" Elicit more ideas. Encourage students to speak.

**Students' own answers.**

### Grammar

**Aim:** practising adjectives vs. adverbs of manner.

Tell students that they are going to practise adjectives vs. adverbs of manner. Let them look through the grammar spot.

- An **adjective** tells us more about a **noun and goes before noun**.

An **adverb** tells us more about a **verb** and goes after verb.

**e.g.:** *It was easy task.*

*She made her presentation easily.*

- We form adverbs of manner by adding *-ly* to an adjective.

**e.g.:** *slow/slowly, heavy/heavily.*

*It was slow rain. /The train went slowly.*

- We can use some words as adjectives or adverbs without adding *-ly*. These are: hard, high, early, wide, better, worse, best, near, monthly, late...

**e.g.:** *It was fast train. /The train went fast.*

- Some adverbs have two forms, one with *-ly* and one without *-ly*. These forms have different meaning and uses.

These are: hard/hardly, last/lastly, late/lately,

**e.g.:** You should work hard on your presentation. He got through his exam hardly.

Elicit some examples from students. Write them on the board.

**6. Ask students to write down the correct form of the word in brackets.**

**Answers:**

1. Shukhrat is never (**nervous/nervously**).
2. Some students study (hardly/**hard**) during the exams.
3. A student can't write the answers (good/**well**).
4. Shukhrat's mind feels (freshly/ **fresh**).
5. Nargiza must listen to Shukhrat (careful/**carefully**).
6. Taking enough sleep helps your mind concentrate (**well/good**).
7. Shukhrat uses his time (**wisely/wise**).
8. Nargiz should follow the Shukhrat's tips to study more (effective/**effectively**).

**7. Ask students to fill in the blanks with the adverbs or adjectives from the box.**

**Answers:**

We have got a lot of **e.g.: different** pupils in our class. Here are some of them: Sally is a (1) **clever** girl because she always gets good marks and she also plays the guitar very (2) **well**. The boys think Sandra is even (3) **nice** and

she is the most (4) **interesting** girl, too. But the girls don't like her because they think she is (5) **arrogant** and plays volleyball (6) **badly**. Everybody likes Pat because he is (7) **friendly** and (8) **good** at playing football. And he also plays the saxophone very (9) **beautifully**. The most (10) **beautiful** pupil is Cindy. She is tall, good looking and all the boys fall in love with her (11) **easily**. She is very clever and she doesn't talk as (12) **boring** as a lot of our other girls.

**Pre-reading**

**Aim:** preparing students for the new topic.

8. Ask students to describe the picture. Then discuss the following questions in pairs.

1. Do you have any plans for your future job?
2. How can you imagine the details of your chosen field?

**Students' own answers.**

**While-reading**

**Aim:** reading for the gist; reading for detailed information.

9. Ask students to read the text and match the numbers of the paragraphs with the number of headings.

**Answers:**

I. Plagiarism – what it is and how to avoid it	3
II. What happens if you're caught?	4
III. Things to avoid	2
IV. Getting on top of coursework / internal assessment	1

2. If you want to get good grades it's important to do your best:
  - choose topics you find interesting - this will keep you motivated
  - get organized - try to plan your projects carefully. Give yourself plenty of time to do all your work
  - research your topics carefully - make sure you do all your research before you start writing up
  - write up your coursework clearly and neatly - always check your spelling, grammar and punctuation and check if there is a word limit you need to stick to
2. If you want to give yourself the best chance of doing well, so don't:
  - leave projects until the last minute
  - start writing up before you've done all your research
  - try to watch TV at the same time
  - copy or plagiarise other people's work
3. It's really important that the work you produce is your own. Copying chunks of text and pretending they're yours is cheating. You can be guilty if you copy from sources such as:

- the internet
- books
- computer programs
- friends or family members

If you copy someone else's work, you probably won't understand it properly. You could also really come unstuck if your coursework is linked to exams you have to take later on in the course.

**10.** Ask students to write **NO MORE THAN THREE WORDS** from the passage and fill in blanks 1-5.

**Answers:**

**e.g.** If you follow all rules of writing course work and do your best you will have **good grades.**

- To complete all your plans you need (1) **plenty of time.**
- Do all your investigation before beginning (2) **writing up.**
- Don't put off writing your project work till the (3) **last minute.**
- Don't duplicate or (4) **copy** the works which have already been written by others.
- If you are unfair on the author, (5) **plagiarism** can cause the problems for you.

## Post-reading

**Aim:** introducing descriptive essays.

**11.** Tell students that their homework is to write a descriptive essay. Explain the structure on the board. Tell the topic: "My project work. Ten years from now..." Brainstorm and elicit random ideas. Remind them to answer the following questions and use the tips and do the consolidation exercises in Workbook before writing an essay.

1. What are you going to write about?
2. Why did you choose this topic? Is it related to your future job?
3. How will your project work influence on your future?

## LESSON 2. ASSESSMENT FOR THE PROJECT PRESENTATION

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

- ✓ listen for the gist and the detailed information;
- ✓ use phrasal verbs.

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

**Target structure:** *phrasal verbs*;

**Target vocabulary:** *a paper presentation, conclusion, visual aids, predictable, attention, presentation skills, body language, assessing, creativity, relevant to, to observe, confidence.*



**Materials:** photos, a tape, textbooks.

**Starter**

**Aim:** raising students' interest.

*Ask students to look at the pictures below and discuss what's wrong with them in pairs. Then ask them to associate these pictures with the theme. Elicit random answers.*

**Students' own answers.**

**Pre-listening**

**Aim:** teaching new vocabulary

**1. A)** Ask students to look through the words and their definitions.

**a paper presentation** – presenting a project work in written form.

**conclusion** – an opinion or decision that is formed after a period of thought or research.

**visual aids** – something you look at (such as a chart or film) that is used to make something easier to understand.

**predictable** – anything that you can see or know before it happens.

**attention** – the act of carefully thinking about, listening to, or watching someone or something.

**presentation skills** – the ability to present the work in front of audience.

**body language** – the movements of your body that show other people how you are feeling, without using words.

**assessing** – identifying the value and importance of the topic.

**creativity** – the development of ideas, products.

**relevant to** – appropriate to what is being done or considered.

**to observe** – watch carefully and attentively.

**confidence** – a feeling that you can do something well.

**1. B)** Ask students to complete the notes using words and phrases from the Ex. 1. A.

**Answers:**

**e.g.:** You weren't paying attention to what the teacher was saying.

1. Each assessors came to a similar **conclusion**.
2. Education should be **relevant to** the child's needs.
3. This question was **predictable** for me. So, I have clear answer.
4. **Creativity** is the most important talent for designers, singers, cooks, architects and etc.
5. **A paper presentation** is something you present on paper like project papers.
6. I could tell from her **body language** that she was very excited.

7. Exams are not the only means of **assessing** a student's ability.
8. The role of tutors is **to observe** and encourage the student, not to try to explain all matters.
9. You should take part in seminars on **presentation skills** and public speaking.
10. You seem to be nervous about presenting your project. You really lack the **confidence**.
11. **Visual aids** are charts, pictures or images that help you to make the presentation interesting.

### While-listening

**Aim:** listening for specific information

*2. Tell students that they are going to listen to the conversation between two teachers, who are speaking about how to assess the project presentation of students. Tell them to find the shortages and success of presentation. Tick (✓) your answers.*

#### Tape script 20.

**Mokhira:** Oh, Mr. Odil, I was looking for you. Finally we have finished taking project paper presentations of the group 32. Let's assess them.

**Odil:** Yes, let's do it together attentively. What criterion do we follow to assess presentations? I am sure both of us have own special methods of assessment.

**Mokhira:** That's a very important point. We'll combine these two methods of ours. I think the result will be effective. We have 10 presenters.

**Odil:** In that case, it's important to look through the students' papers according to the point of creativity and the approaches they have used while presenting.

**Mokhira:** Most of the students made their project presentation approaching new ideas. I'm sure they had to look up different books and sources to write their project work. Observing the papers, the written form of them are perfect, I guess. Let's assess by their presentation skills.

**Odil:** OK, I have paid attention to their confidence. Voice level was good and listening was made easy by changes in tone. Eye contact was made with all members of the audience.

**Mokhira:** Also, I should mention visual aids. They were relevant to each project and visible to the others. Am I right?

**Odil:** Yes, all of them were clear project presentations through the visuals. But the presenters could not control time management, almost all the students made presentations without considering the time, didn't they?

**Mokhira:** Yes, they did. In addition to that some of the students stayed in one place and didn't use body language. Did you pay attention to that?

**Odil:** You're quite right. Looking back I can say that our students have made significant progress. Now, maybe it's time to look over their presentations according to our conclusion.

**Mokhira:** Okay, after assessing, we'll announce their achieved scores. I'm sure

they are looking forward to hearing from us.

**Odil:** I agree with you.

**Answers:**

LIST	SHORTAGES	SUCCESS
creativity		✓
time management	✓	
hand motions	✓	
visual aids		✓
voice level		✓
be confident		✓
remain in a place	✓	

**3.** Ask students to try to remember the tape and complete the notes below. Ask them to write **NO MORE THAN THREE WORDS** or **A NUMBER** for each answer.

If your class has got difficulties in listening you can just write the missing words on the board, then ask them to fill in the gaps. Do not forget to change the order of the words. Then, ask them to listen to the tape again in order to check the answers.

**Answers:**

**CRITERIA OF ASSESSMENT**

Group № (1) **32** has finished project paper presentations. Both teachers have own (2) **special methods** of assessment. If they combine their methods the result will be (3) **effective**. There are (4) **10** students who have made their presentations. Due to the teachers' opinions it is vital (5) **to look through** the research papers. Most of the students wrote (6) **new ideas** in their project. Written forms of the projects are (7) **perfect**. The teacher observed presenters' (8) **confidence**. (9) **Visual aids** are relevant to each project. Yet, the students couldn't control (10) **time management**. What's more, the students didn't use (11) **body language**. Teachers are going to mark the presentations due to their (12) **conclusion**.

*Play the tape again and check the answers.*

**Post-listening**

**Aim:** organizing group work; improving students' speaking skills.

**4.** Divide class into small groups. Tell them that the 1<sup>st</sup> and 2<sup>nd</sup> small groups are presenters and the 3<sup>rd</sup> group is experts. Ask them to try to make presentation using the following criteria. Further instructions will be given by the teacher.

*Note: Use the following activities to divide the class into small groups*

- Choose different colours of dots and stick them on participants' name tags or on the outside of their training materials. The participants with the same colour dot are in a group. Alternately, use colour markers to draw a dot or circle. Use as many different colours as the number of groups needed.
- Ask participants to number off. If you want four groups, have participants number off to 4 and the next person starts over with 1. Form groups with all the 1s, 2s, 3s, and 4s in separate groups.
- Choose different coloured note cards for different groups. Place a coloured note card in each participant's training materials. Pre-selecting group members allows the trainer to balance learning styles and characteristics of participants that can lead to greater participation by everyone.
- On note cards, write an area of the kitchen and dining room (such as food production, serving line, dish room). Write jobs that are performed in each area on separate cards.

Two presenters will be chosen from each group to present. The group will decide who will present.

***The presentation lasts 4 minutes. You should follow this format:***

1. Say who you are (30 seconds)
2. Explain "literally" what you did (1 minute, 30 seconds)
3. Explain why it's important (1 minute)
4. Say what you'll do next (1 minute)

***That means your presentation should be comprised of:***

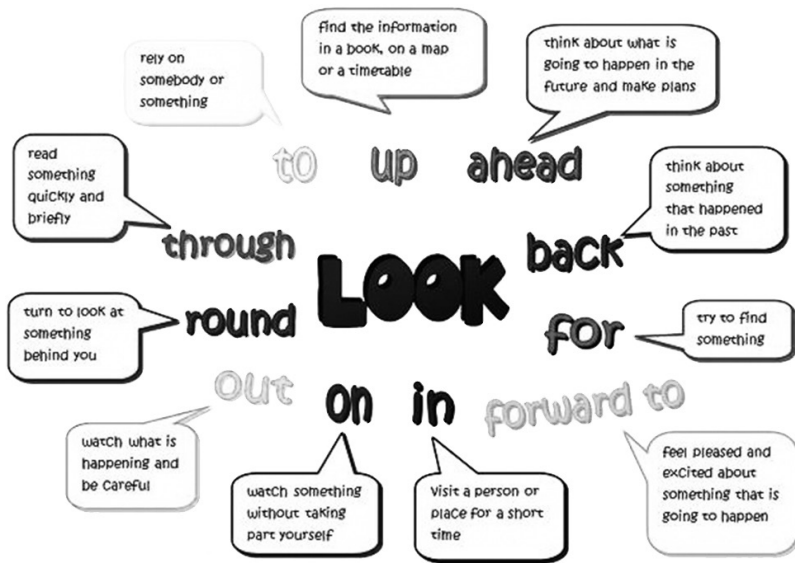
- Who you are: 10%
- What you did: 50%
- Why you did it: 20%
- What you'll do: 20%

**Students' own answers.**

## **Grammar**

**Aim:** revising phrasal verbs with *look*.

*Tell students that they are going to revise phrasal verbs with look. You may wish to copy this picture and show it to your class.*



Let your students to look through the grammar spot. Give some examples and write them on the board. Elicit random answers and write them on the board too.

**Look after** – to take care of smth or sb.

**Look at** – to have a look at

**Look back** – to think about a time in the past

**Look for** – to search for someone or something

**Look forward to** – to feel happy about something that is going to happen

**Look into** – to investigate

**Look over** – to examine something

**Look round** – to walk around the place and see what is there

**Look through** – to read something quickly

**Look up** – to find information in a book

5. Ask students to complete the sentences with one of the phrasal verbs in grammar spot.

**Answers:**

1. Let's **look through** the book once more before we decide to buy it.
2. Pass me the address book and I'll **look up** the number of Diyora's house.
3. The police usually **look into** the robbery.
4. Little children **look forward to** the New Year, because they get presents.
5. You are ill. You must **look after** your health.

6. I must **look for** my tutor, as I want to ask something.
7. **Look at** the screen, please. All information is there.
8. You sometimes have to **look back** and analyse your life style.
9. Examiners **look over** your project work due to criteria of assessment.
10. **Look round**. What is happening in the world!

**6. Ask students to read the text and choose the best answer.**

Mrs. Mokhira (1)\_\_\_\_\_ Mr. Odil. They had to assess the students' presentations. They are going to combine their own methods of assessment by following criteria of assessment. It was important for them (2)\_\_\_\_\_ the students' papers due to their ideas and approaches. Mrs. Mokhira mentioned that the students (3)\_\_\_\_\_ different sources to write their project work. They discussed both the success and drawbacks of the presentations. (4)\_\_\_\_\_ the teachers were satisfied with their students' research. They decided (5)\_\_\_\_\_ the students' presentations according to the conclusion.

1. a) was looking for      b) was looking after  
c) was looking back    d) was looking through
2. a) to look after        b) to look into  
c) to look through      d) to look up
3. a) had looked over    b) had looked up  
c) had looked into     d) had looked forward to
4. a) Looking back        b) Looking up  
c) Looking round        d) Looking for
5. a) to look through     b) to look at  
c) to look over          d) to look up

**Answers:** 1-a 2-c 3-b 4-a 5-c

**Pre-reading**

**Aim:** raising students' interest.

**7. Ask students to discuss the following question in pairs. Go round the class and help if necessary. Elicit random answers.**

- What should students pay attention to while presenting their projects?
- What is the aim of assessing of project presentation?
- Have you ever been assessed your project presentation?
- What criteria were you marked?

**Students' own answers.**

**While-reading**

**Aim:** reading for the gist.

**8. Ask students to read each item below and tick (✓) the number that best describes them. Tell them to add them in order to get their total score.**

Questions	never 1	2	3	4	always 5
1) I pay attention to some basic facts before planning a presentation.					
2) I write down some main ideas first, in order to build a presentation around them.					
3) I analyze all my main ideas to make my presentation well-organized.					
4) The conclusion part must give the ideas of introduction part.					
5) The visual aids should be simple, easy to read but interesting.					
6) All my visual aids relevant to my presentation and make it interesting.					
7) If my presentation is argumentative I must use facts and opinions together.					
8) I try to describe my own opinion through the presentation.					
9) I'm interested in my audience questions and suggestions.					
10) It is important to feel energetic and be active while you are presenting your work.					
11) A minimum attention to notes and maximum attention to my audience.					
12) My notes contain only "key words"					
13) There are hardly any words in my PPT presentation. Just pictures, diagrams ...					
14) I prepare answers to predictable questions, and practise responding to them.					
15) I prepare all audio-visual equipment of the presentation in advance.					
16) I keep good eye contact with the audience at all times.					
17) I use body language and it's natural. It's not a result of my anxiety.					
18) My voice is strong and clear and is not monotonous.					
Total score:					

**Calculate your score:**

- If you scored between 80-100, you are an excellent speaker
- If your total score was between 60-80, you have potential to become a highly effective presenter. Just keep on training.
- If your score was between 40 and 60, this reading passage can help you significantly.
- If you scored between 30 and 40, you should show dramatic improvement with practice.
- If your total was below 30, roll up your sleeves and dig in. It may not be easy - but you can make excellent progress if you try.

**Post-reading**

**Aim:** practising learned materials in writing.

9. *Tell students that their homework is to write an argumentative essay. "Presenting information clearly and effectively is a key skill to get your message or opinion across. Today presentation skills are required in almost every field. To what extent do you agree with the view that you need this skill for your future profession? Brainstorm and elicit some ideas. Write them on the board. Remind them to use the tips and do the consolidation exercises in Workbook before writing.*



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7. The British Council and EAQUALS are working on a Core inventory of language items. This can be found at : <http://www.teachingenglish.org.uk/publications/british-council-eaquals-core-inventory-general-english>
8. The Association of Language Testers in Europe have useful pages at: [http://www.alte.org/projects/cefr\\_manual](http://www.alte.org/projects/cefr_manual)
9. All syllabus and curriculum designers as well as teachers should look at the English profile: <http://www.englishprofile.org/>
10. Macmillan English Grammar In Context, Michael Vince, Macmillan
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## **ENGLISH**

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