

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ**

**ОЛИЙ ТАЪЛИМ ТИЗИМИ ПЕДАГОГ ВА РАЎБАР КАДРЛАРИНИ
ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ МАЛАКАСИНИ ОШИРИШНИ
ТАШКИЛ ЭТИШ
БОШ ИЛМИЙ-МЕТОДИК МАРКАЗИ**

**ҚОРАҚАЛПОҚ ДАВЛАТ УНИВЕРСИТЕТИ ҲУЗУРИДАГИ
ПЕДАГОГ КАДРЛАРНИ ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ
МАЛАКАСИНИ ОШИРИШ МИНТАҚАВИЙ МАРКАЗИ**

**“АМАЛИЙ ХОРИЖИЙ ТИЛНИ ЎРГАНИШНИНГ ИНТЕНСИВ
УСУЛЛАРИ”**

МОДУЛИ БЎЙИЧА

Ў Қ У В – У С Л У Б И Й М А Ж М У А

НУКУС - 2019

**Мазкур ўқув-услугий мажмуа Олий ва ўрта махсус таълим
вазирлигининг 2018 йил сонли буйруғи билан тасдиқланган ўқув режа
ва дастур асосида тайёрланди.**

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*Ўқув -услугий мажмуа ҚҚДУнинг кенгашининг 2018 йил _____ даги ___ -
сонли қарори билан тасдиққа тавсия қилинган.*

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I. ИШЧИ ДАСТУР

Кириш

Мазкур дастур Ўзбекистон Республикаси Президентининг 2015 йил 12 июндаги “Олий таълим муассасаларининг раҳбар ва педагог кадрларини қайта тайёрлаш ва малакасини ошириш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПФ-4732-сонли, 2017 йил 7 февралдаги “Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида”ги ПФ-4947-сонли Фармонлари, шунингдек 2017 йил 20 апрелдаги “Олий таълим тизимини янада ривожлантириш чора-тадбирлари тўғрисида”ги ПҚ–2909-сонли қарорида белгиланган устивор вазифалар мазмунидан келиб чиққан ҳолда тузилган бўлиб, у замонавий талаблар асосида қайта тайёрлаш ва малака ошириш жараёнларининг мазмунини такомиллаштириш ҳамда олий таълим муассасалари педагог кадрларининг касбий компетентлигини мунтазам ошириб боришни мақсад қилади.

Жамият тараққиёти нафақат мамлакат иқтисодий салоҳиятининг юксаклиги билан, балки бу салоҳият ҳар бир инсоннинг камол топиши ва уйғун ривожланишига қанчалик йўналтирилганлиги, инновацияларни татбиқ этилганлиги билан ҳам ўлчанади. Демак, таълим тизими самарадорлигини ошириш, педагогларни замонавий билим ҳамда амалий кўникма ва малакалар билан қуроллантириш, чет эл илғор тажрибаларини ўрганиш ва таълим амалиётига тадбиқ этиш бугунги куннинг долзарб вазифасидир.

“Амалий хорижий тилни ўрганишнинг интенсив усуллари” модули айнан мана шу йўналишдаги масалаларни ҳал этишга қаратилган.

“Амалий хорижий тилни ўрганишнинг интенсив усуллари” курсининг мақсади тингловчиларни амалий инглиз тилини ўрганишда амалий инглиз тилининг вазиятини, уларнинг фарқли томонларини ажрата олиш ва қўллашда замонавий технологияларни билиш, таълимдаги мавжуд инновациялар билан таништириш ва ана шу инновациялар ва технологиялардан маҳорат билан фойдаланиш малакасини шакллантиришдир.

Модулнинг мақсади ва вазифалари:

“Амалий хорижий тилни ўрганишнинг интенсив усуллари” модулининг мақсади: инглиз тилнинг йўналиши бўйича педагог кадрларни қайта тайёрлаш ва малака ошириш курс тингловчиларини стандарт инглиз тилнинг ривожланаётган замонавий соҳаларини ўқитишдаги педагогик ва инновацион технологиялар, модулли технологиялар ҳақидаги билимларини такомиллаштириш, бу борадаги муаммоларни аниқлаш, таҳлил этиш ва баҳолаш. Илмий тадқиқот натижаларини ўрганиш ва амалда қўллаш кўникма ва малакаларини шакллантириш. Хорижий тилларни умумевропа стандартлари талаблари асосида фонетик ва грамматик ҳодисалар, лингвистик атамалар, коммуникатив интенция (мақсад), коммуникация билан боғлиқ шарт-

шароитлар, прагматик эффект ва коммуникация эффективлиги, прагматик, мақсадлар каби тушунчаларни ўрганиш.

“Амалий хорижий тилни ўрганишнинг интенсив усуллари”

модулининг вазифалари:

- Тингловчиларга инглиз тилидаги оғзаки ва ёзма нутқнинг янги илмий йўналишлари ва бу соҳалардаги олинган натижалар таҳлили, келиб чиқиш тарихи тўғрисида маълумотлар бериш, замонавий модулли технологияларидан фойдаланиб тингловчиларни мазкур йўналишда малакасини оширишга қўмаклашиш;

- Таълим-тарбия жараёнида модулли технологияларни қўллашнинг афзалликларини ёритиш ва тингловчиларда улардан фойдаланиш технологиялари билан таништириш;

- Инглиз тилидаги оғзаки ва ёзма нутқнинг ривожланиш тенденцияларини таҳлил этиш ва юксак малакали мутахассис кадрлар тайёрлаш борасидаги ислохотларни амалга ошириш жараёнида илғор хориж тажрибасини ўрганиш, улардан самарали фойдаланиш маҳоратини шакллантиришдан иборат.

Модул бўйича тингловчиларнинг билими, кўникмаси, малакаси ва компетенцияларига қўйиладиган талаблар:

“Амалий хорижий тилни ўрганишнинг интенсив усуллари” модулини ўзлаштириш жараёнида амалга ошириладиган масалалар доирасида:

Тингловчи:

- модуль, модулли ўқитиш, кредит, рейтинг тушунчаси;
- назорат жараёнини ташкил этиш;
- интерфаол технологиялар ва улардан самарали фойдаланиш ҳақида

билимларга эга бўлиши лозим;

Тингловчи:

- педагогик фаолият жараёнини модуллаштириш;
- назоратнинг турли шаклларида самарали фойдаланиш;
- интерфаол методларни мақсадли равишда тўғри танлаш ва фойдаланиш **кўникмаларини** эгаллаши лозим;

Тингловчи:

- ўқув курсининг модулини тузиш;
- талабаларнинг мустақил амалий фаолиятини ташкил этиш;
- кириш ва чиқиш назоратини ташкил этиш эришилган натижаларини таҳлил этиш;

- интерфаол методлардан фойдаланиш **малакаларини** эгаллаши лозим;

Тингловчи:

- ўз соҳасига оид ахборотни мантиқий блокларга ажратиш ва аниқ, лўнда, тушунарли равишда баён этиш;

- модулли ёндашув асосида ўқув жараёнини ташкил этиш;
- коммуникативликни ва мустақил фаолиятни ташкил этиш юзасидан **компетенцияларига** эга бўлиши лозим.

Модулни ташкил этиш ва ўтказиш бўйича тавсиялар

“Амалий хорижий тилни ўрганишнинг интенсив усуллари” модули амалий машғулотлар шаклида олиб борилади.

Курсни ўқитиш жараёнида таълимнинг замонавий методлари, ахборот-коммуникация технологиялари ва илмий ютуқларни қўллаш назарда тутилган:

Ўтказиладиган амалий машғулотларда техник воситалардан, экспресс-сўровлар, тест сўровлари, ақлий хужум, гуруҳли фикрлаш, кичик гуруҳлар билан ишлаш, ва бошқа интерактив таълим усуллари қўллаш назарда тутилади.

Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги

“Амалий хорижий тилни ўрганишнинг интенсив усуллари” модули ўқув режадаги тўртинчи блокдаги танлов фан бўлиб, у мутахассислик фанларининг соҳалари билан узвий боғланган ҳолда педагогларнинг умумий тайёргарлик даражасини оширишга хизмат қилади.

Мазкур фанни ўқитиш жараёнида таълимнинг замонавий методлари, педагогик ва ахборот-коммуникация технологияларидан кенг фойдаланилади.

Хусусан, интерфаол методларнинг қуйидаги турларидан кенг фойдаланилади:

- гуруҳли музокаралар (group discussions);
- жамоа лойиҳалари (project work);
- жуфтликлар бўлиб топшириқларни бажариш (pair work);
- яқка ҳолда маълум мавзу бўйича презентациялар қилиш (individual presentation);
- давра суҳбатлари ўтказиш (round-table discussion);
- инсерт техникаси (Insert technique);
- пинборд техникаси (Pinboard);
- кейс-стади (case-study);
- ақлий хужум методи (brainstorming).

Шунингдек, фанни ўқитишда замонавий ахборот технологияларидан ҳам кенг фойдаланилади, жумладан:

- мультимедиа ёрдамида машғулотлар ташкил этиш,
- Power Point дастури ёрдамида презентациялар ташкил қилиш, компьютерда тестлар ўтказиш.

Модулнинг олий таълимдаги ўрни

Модулни ўзлаштириш орқали тингловчилар стандарт инглиз тилнинг асосий мавзулари бўйича таълим жараёнини ташкил этишда технологик ёндашув асосларини ва бу борадаги илғор тажрибани, илмий ютуқларни ўрганадилар, уларни таҳлил этиш, амалда қўллаш ва баҳолашга доир

касбий компетентликка эга бўладилар.

II. МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН ИНТЕРФАОЛ ТАЪЛИМ МЕТОД

“Ассесмент” методи

Методнинг мақсади: мазкур метод таълим олувчиларнинг билим даражасини баҳолаш, назорат қилиш, ўзлаштириш кўрсаткичи ва амалий кўникмаларини текширишга йўналтирилган. Мазкур техника орқали таълим олувчиларнинг билиш фаолияти турли йўналишлар (топшириқлар, амалий кўникмалар, қиёсий таҳлил, ечимларни таҳлил қилиш) бўйича ташҳис қилинади ва баҳоланади.

Методни амалга ошириш тартиби:

“Ассесмент”лардан маъруза машғулотларида талабаларнинг ёки қатнашчиларнинг мавжуд билим даражасини ўрганишда, янги маълумотларни баён қилишда, семинар, амалий машғулотларда эса мавзу ёки маълумотларни ўзлаштириш даражасини баҳолаш, шунингдек, ўз-ўзини баҳолаш мақсадида индивидуал шаклда фойдаланиш тавсия этилади. Шунингдек, ўқитувчининг ижодий ёндашуви ҳамда ўқув мақсадларидан келиб чиқиб, ассесментга қўшимча топшириқларни киритиш мумкин.

“Амалий хорижий тилни ўрганишнинг интенсив усуллари”

фанини инглиз тилини ўқитишда ишлатиладиган мавжуд амалий дастурлар, уларнинг бўлимлари ва уларнинг ишлатилиши ёрдамида мақсадли дарсларни ташкил қилиш. **Амалий хорижий тилни ўрганишнинг интенсив усулларидаги** асосий тушунчаларни ва таърифларни киритиш методикаси, улардан фойдаланиш, уларнинг таҳлили. Амалий инглиз тилининг оғзаки ва ёзма нутқдаги фарқлари ва уларнинг таснифлаш усуллари; бунда стандарт тилларнинг амалий дастурларидан самарали фойдаланиш. Амалий нутқ назариясининг классик муаммолари ва ҳозирги кундаги долзарб масалалари. оғзаки ва ёзма нутқнинг муаммолари бўйича сўнгги йилларда хорижда ва республикамизда ўрганилаётган долзарб муаммолар ва уларнинг ечимларини таҳлили.

Модул бўйича соатлар тақсимоти

№	Тингловчининг ўқув
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	Модул мавзулари	юкламаси, соат				
		Ҳаммаси	Аудитория ўқув юкламаси			Мустақил таълим
			Жами	Жумладан		
				Назарий	Амалий машғулот	
1.	Ways of learning		2		2	
2.	Using articles		2		2	
3.	Family life cycle		2		2	
4.	Hopes, plans and intentions		2		2	
5.	The best job in the world		2		2	
6.	Modifying opinions		2		2	
7	Sports interviews		2		2	
8	New inventions		2		2	
9	British festivals		2		2	
10	Life styles of British and Karakalpak people		2		2	
11	Cycles of innovation		2		2	
12	Some techniques of Research writing		2		2	
13	Idioms in English		2		2	
14	Test Anxiety Reduction		2		2	

15	Discourse analysis and speech acts		2		2	
16	Rhetoric discourse analysis		2		2	
17	Written discourse analysis		2		2	
18	Uzbekistan and the world		2		2	
19	Speaking culture		2		2	
	All		38		38	

АМАЛИЙ МАШҒУЛОТЛАР МАВЗУЛАРИ

1 - амалий машғулот. 1-мавзу

LEARNING STYLES

Objectives:

1. to introduce the concept of learning styles
2. to help participants identify their preferred learning style/s
3. to discuss the importance of being aware of learners' learning styles in teaching

NB: Tell participants that this session will introduce only one classification of learning styles out of many that exist in the field of education.

Warm-up

Objective: to break the ice, to let participants get to know each other better

Time: 10 min

Materials: none

► Procedure:

☉ (4 min) Invite participants to the middle of the room and ask them to move around the room and have a short conversation with as many people in the room as possible. Tell them to ask each other's names and one thing they are good at. When they have finished the conversation, they need to move quickly to the next person. Stop the activity when most of the participants have had a conversation with every person.

e.g.

- I'm Svetlana and I'm good at organizing people. What is your name and what are you good at?
- My name is Alisher and I'm good at teaching

writing.

☺ (4 min) Tell participants that they should move around the room and have another short conversation with as many people in the room as possible. This time they should recall the name of their 'partner' and what s/he is good at.

e.g.

-Hi, your name is Svetlana and you're good at organizing people, right?

-Right, and let me think..., your name is Alisher and you're good at teaching writing.

-That's right.

☺ (2 min) Stop the activity and invite all participants to their places. Ask several people to comment on what they have learned about each other.

Activity 1 The Animal School

Objective: to raise participants' awareness of learner differences

Time: 20 min

Materials: handouts 1a, 1b, 1c, 1d, 1e, 1f, (pictures of animals), handout 2 (five sets of the jumbled story).

► Procedure:

☺ (5 min) Tell participants that they are going to read a story called 'The Animal School'.

Show the pictures of the animals (handout 1) to participants one by one asking some questions.

e.g. What is it? What is it good at? Where

does it live? What does it eat? What is its colour?, etc

☺ (10 min) Give each group handout 2 (a set of cards with paragraphs) and ask the groups to put them in logical order.

(5 min) Check the order of the text with the whole group. Ask participants some questions to check their comprehension of the story (see below).

Suggested questions:

~ Was the animal school successful? Why/why not?

(It wasn't successful because the instructors made different animals do things they were not good at.)

~ What is the moral of the story?

(Everyone is different and this should be taken into account / We should value these differences)

Activity 2 What are Learning Styles?

Objective: to introduce the participants to the concept of learning styles

Time: 10 min

Materials: flipchart paper, markers, handout 3 (summary of learning styles)

► Procedure:

☺ (10 min) Tell participants that just as in the story different people are good at different things and therefore they learn in different ways. Write 'learning styles' in the middle of the board and the four learning styles around it. Elicit as much as possible from the participants.

Suggested questions:

~ What learning styles do you know?

~ How do visual learners learn best? (by seeing

~ What can teachers do to help their visual learners? (use pictures or charts

and write important information on the blackboard, etc)

~ How do auditory learners learn best? (by hearing)

~ What can teachers do to help their auditory learners? (give short 5-10min lectures, use songs or ask students to repeat information aloud, give instructions, etc.)

Give out handout 3☺ and tell participants that they can read it later.

Activity 3 Learning styles quiz

Objective: to identify participants' own learning styles

Time: 10 min

Materials: handout 4 (quiz)

► Procedure:

☺ (5 min) Tell participants that now they have a chance to identify their own dominant learning styles. Ask participants what they think their preferred learning style is. Distribute handout 4☺ and tell participants to answer the questions in the quiz to find out their learning style(s).

☺ (5 min) Ask participants in which box they had the highest score. Tell them that Box A shows the features of a kinaesthetic learning style, Box B shows the features of a tactile learning style, Box C – a visual learning style and Box D – an auditory learning style. Ask participants some questions to discuss their reactions to what they have found out about themselves.

Suggested questions:

~ Do you have one strong and one weak learning style, or do you have a mixture?

~ Does this correspond to what you predicted?

~ How might your learning style influence your teaching?

Learning Styles

Visual

Auditory

Kinaesthetic

Tactile

~ What happens when a teacher appeals to only one learning style?

~ Which style do you think is best? Why?

Activity 4 Consolidating the concept of learning styles

Objective: to practise adapting exercises to cater for different learning styles.

Time: 10 min

Materials: handout 5 (cards)

► Procedure:

h ☺ (5 min) Tell participants that each of them will get a card with a sentence on it. They need to decide which learning style it describes. Distribute handout 5☺ (cards) and tell participants to mingle and by asking questions (e.g. Does your card talk about the visual learning style?) find other people who have the same learning style and form a new group.

Tell them that there should be four groups in the end.

h ☺ (5 min) Check whether all the participants are in the right groups. Rearrange participants if necessary.

Activity 5 Task adaptation

Objective: to reflect on the use of learning styles in various activities

Time: 10 min

Materials: flipchart, marker, handout 6 (task adaptation)

► Procedure:

☺ ☺ ☺ (5 min) Tell participants that now each group will receive a dialogue taken from a textbook. Explain that they will need to adapt the task for the dialogue to make it address as many learning styles as possible. Give out handout 6.

☺ (5 min) Ask the groups to share their ideas.

Possible ideas:

- to give the students a jumbled dialogue so that they can put the replies in order (cards on the table – T and V);
- to ask participants to role play the dialogue (A and K)

Activity 6 Session evaluation

Objective: to reflect on the use of the learning styles in various activities

Time: 5 min

Materials: flipchart, marker

► Procedure:

h ☺ (5 min) Elicit all the steps of the session and evaluate them together with the

participants from the point of view of the learning styles.

Warm up ‘Shaking hands’ VATK

Pictures of animals VAT

Jumbled reading VAKT

Mini-lecture on learning styles VAT

Learning styles quiz VAT

Mingle Learning styles cards VATK

Adjusting the dialogue VAT

Summary

Establish the following:

h All learners are different and therefore they learn in different ways.

h It is important for teachers to appeal to all four learning styles to make their teaching effective and to keep all their learners involved.

Finally, ask participants to reflect on two questions:

h Have you favoured one type of learner over another in your own teaching?

h Which learning style is most favoured by the traditional teaching style in Uzbekistan?

NB At the end of the session

Distribute post-it notes to participants. Ask them to write down what they remember from this day, what they found useful, what they liked, etc;

2 - Маъзй Describing Places/Buildings

Read the model below and write down the topic of each paragraph. Are there any sights of special interest? What can holidaymakers do? Where would you expect to find a description like this?

Set in the heart of southern England, London is one of the biggest and busiest cities in Europe. A truly international city, London attracts millions of visitors every year from all over the world, yet never loses its own unique charm.

London has many impressive sights to see, ranging from the historical beauty of St Paul's Cathedral and Big Ben to Buckingham Palace and the Houses of Parliament. In this city of contrasts, you can be walking along one of the busiest streets, yet still be less than a mile from one of the many huge, peaceful parks. London is a great cultural centre, too; the National Gallery contains one of the finest collections of classical paintings in the world.

London is also well known for other things apart from its monuments and art galleries. Shoppers will enjoy visiting the department stores on Oxford Street or they could try Harrods, the most exclusive shop in London. For evening entertainment, the choice of theatres is enormous. From the famous Southbank Theatre complex to the smaller theatres of Covent Garden, there is no end of plays to see. Soho and its pavement cafes are also worth visiting.

London is an exceptional place, a truly modern city that has managed to keep its traditional style and sense of history. You may get exhausted in London, but one thing is certain; you will never get bored because, as Dr Johnson once said, "When a man is tired of London, he is tired of life."

Read the model and fill in the missing prepositions. Then, write down the topic of each paragraph. Where would you expect to find a description like this?

My father works for a large company which is located

1) a huge skyscraper in the city centre.

His office, which is 2) the seventh floor, is spacious and bright due to the natural light coming in 3) the large, full-length windows. It is peaceful too, as a result of its position high 4) the traffic-filled city streets.

The interior is very comfortable. Long curtains hang 5) the ceiling all the way down 6) the pale pink carpet and there are several potted plants on one corner of the room. My father's wooden desk with its luxurious black leather chairs, is situated 8) the window so he can look 9) over the city. 10) his chair there is a large wood-panelled cupboard where he keeps his files.

My father's office is a very pleasant working environment and I am sure that working there helps to make his job a lot easier.

Unit 2 Describing Places/Buildings

The following extracts include descriptions of atmosphere. Read them and underline the phrases which describe use of the senses (i.e. sight, hearing, etc.) and identify each sense, e.g. rustling (hearing). Then say which of the extracts could be part of a story and which part of a tourist brochure.

Funfair

Even before you enter the funfair you can hear the sound of loud music playing and the shrieks of people on the rides. As you go in, you may be tempted by the smell of fresh popcorn and candy-floss. Lights are flashing and people

are bustling everywhere. From the Big Wheel you have a breathtaking view over the whole town.

@ Restaurant

The moment we entered the restaurant we began to feel hungry, as the delicious smells of fine cooking reached us from the kitchen. Soft music and quiet conversation created a relaxing atmosphere. A smiling waiter came over to take our order, and we sat back on comfortable cushioned chairs.

H Mountain Village

As you stand on the balcony of the mountain chalet, the cold crisp air makes your skin tingle. All you can hear is the sighing of the wind in the pine trees. The snow-covered mountains in the distance contrast with the thick green forest surrounding the resort.

B Jungle

As we were walking through the jungle, we could hear the rustling of leaves and the screeching of parrots. The scent of wet earth and exotic flowers filled the warm, moist air, which was delightful to breathe.

Two sentences can be joined together by using past participles. Instead of writing: The village is surrounded by mountains. The village has a peaceful atmosphere. You can write: Surrounded by mountains, the village has a peaceful atmosphere.

5 Rewrite the sentences beginning each one with past participles.

1 Paris is dominated by the Eiffel Tower. Paris is well known for its architecture.

The swimming pool is located near the city centre. The swimming pool is very popular with city residents. The hotel is sheltered by trees on either side. The hotel is a favourite with people who want a quiet holiday. The town is hidden beyond a range of mountains. The town is best known for its wine industry.

Unit 2 Describing Places/Buildings

huge supermarket

major

new

wider bridge

new

Look at the following list of phrases and match them with the pictures, then

identify each sense used. Finally read the example and write short descriptions for any two of the pictures.

crowded streets, glossy green peppers, burning sand, icy cold air, colourful shop signs, snow-covered mountains, whistle of cold wind, crystal-clear water, tall buildings, car horns beeping, fresh scent of pines, swaying palm trees, acrid smell of old tomatoes, hurrying passers-by, colourful stalls, exotic plants, towering peaks, shrill cries of tropical birds, soft snow, cheerfully shouting stallholders, salty sea smell

Look at the following tables, then listen to this person describing what her home town used to be like and what it is like now and complete the missing information. How does the author feel about the changes? Looking at the notes, talk about how the writer's home town has changed. Then write a description of what your town was like forty years ago and what it is like now.

e.g. The icy cold air blew around the towering peaks of the snow-covered mountains. The fresh scent of pines filled the air. I heard the whistle of the cold wind as the soft snow fell around us. No view on earth could be more wonderful.

e.g. A huge supermarket has been built in the fields the author used to play in. A motonvay has been ...

3- маъзй

Teaching technology model of the practical lesson

Subject: Reading Time: 2 hours	
Plan of the lesson	Text: Article “Cracking Down on Illegal Migration” “Economist” journal Source: July 1st 2009 www.economist.com
Aims: To improve students' scanning and skimming skills - To develop students' ability to deduce the meaning of words in a text	
Objectives: 1. to encourage students to memorize their prior knowledge about migration 2. to give an opportunities to learn new vocabulary connected to the topic 3. to identify personal assumptions about financial crisis and migration, classify information according to a	By the end of the lesson students will have: (result) 1. discussed financial crisis and it's results 2. got the meaning of some words from the context 3. read and summarized the text

continuum	
<i>Teaching techniques</i>	Predicting, discussion, matching, summarizing
<i>Interaction format</i>	Individual work, pair work, group work, teamwork
<i>Teaching materials and aids</i>	Computer, projector, handouts, flipchart, markers
<i>Learning area</i>	Auditorium designed with teaching technological equipment (projector, computer, etc.)
<i>Feedback and monitoring</i>	Presentations, results of the given tasks, summative assessment

Typical technological plan of the lesson

<i>Stages of the lesson, activities, time</i>	<i>Content of the activities</i>	
	<i>Teacher</i>	<i>Students</i>
<i>Stage 1 Warm-up Prediction (whole group work) (15 min)</i>	1.1. writes on the board the phrase Financial Crisis and asks students their ideas on effects of the financial crisis, and writes them on the blackboard.	1.1. give their opinions and share with the whole group, and predict the topic of the lesson
<i>Stage 2 Pre-reading activities Brainstorming T/F</i>	2.1. leads st's to the topic of the class and asks what the st's know about Illegal Migration" 2.2. in order to get some information about their prior knowledge divides the students into 2 teams and gives instructions of the	2.1. discuss and share ideas 2.2. go to the sheet of paper on the wall and write "T" or "F" according to the statement (2 students

<p><i>activity</i> (<i>team work</i>) 15 <i>min</i>)</p>	<p>competition-activity “True-False” (If the given statement is true they should write “T”, if false they write “F”) (Appendix1)</p>	<p>from 2 teams at the same time)</p>
<p><i>Stage 3</i> <i>While-reading</i> <i>Scanning</i> <i>matching</i> (<i>pair work</i>) (20 <i>min</i>)</p>	<p>3.1 distributes the text (Appendix2)and explains that while reading the text they should match the words from the text to the following given definitions (handout 1) (Appendix3) 3.2. checks the task with the whole class, and identifies the results of T/F activity</p>	<p>3.1. read the text, work in pairs and match the words with their definitions 3.2. give their variants turn by turn, get to know the results of T/F activity</p>
<p><i>Stage 4</i> <i>Post-reading</i> <i>Debate</i> (<i>group work, pair work</i>) (20 <i>min</i>)</p>	<p>4.1. in order to check students reacting to the text asks comprehension questions about the text 4.2. distributes copy of rules of debate and presents the debate statement: “Developed countries should ban the flow of migrants to their country”. Distributes roles for debate and conducts the debate (Appendix4)</p>	<p>4.1. answer the questions, discuss and share ideas 4.2. understand the debate process -play a variety of roles in debate - follow the rules and procedures of good debate</p>
<p><i>Stage 5</i> <i>Feedback</i> <i>Assessment</i> (7 <i>min</i>) <i>Home task</i> (3 <i>min</i>)</p>	<p>5.1. step by step remind what about was this lesson 5.2. asks students what techniques they have used during the lesson and why 5.3. praises every students and concludes all remarks done during the lesson 1. Search the Internet find another articles about illegal migration and report back to the class</p>	<p>5.1. remind their taken knowledge 5.2. discuss reading techniques and their usage Write down on their notebooks</p>

Appendix 1

Write T in front of each sentence if you think it is true, F if you think it is false:

1. ___ Rich countries respond to the economic downturn by trying to limit the flow of migrants .
2. ___ Several countries have cut the numbers of people allowed to enter through official programmes.
3. ___ Some countries have made it harder for employers to hire foreigners by making them jump through more hoops than before.
4. ___ Some measures to limit official migration, such as making it harder for temporary work-permit holders to renew their permission to stay, risk pushing people into staying on legally
5. ___ Many rich countries maintain lists of occupations for which there is a shortage of domestic workers, giving foreigners with the appropriate skills preferential treatment.

Appendix 2 text Limiting migration

July

1st

2009

From Economist.com

Rich countries respond to the economic downturn by trying to limit the flow of migrants



In the boom years, migrants picked fruit in southern California's orange groves, worked on construction sites in Spain and Ireland, designed software in Silicon Valley (an area in California, US, where many computer companies have their offices) and toiled in factories all over the rich world. Many will continue to do so, despite the economic downturn. But as unemployment rises in most rich countries, attitudes towards migrants are hardening.

Attacks on Romanians in Northern Ireland and on Indian students in Australia are

the most visible and disturbing manifestations of growing xenophobia. In response, many governments are also tightening their migration policies, according to a [report](#) published by the OECD on Tuesday June 30th. Governments are reducing quotas for foreign workers and imposing tougher entry requirements on them in an effort to control the flow. Some are even paying existing migrants to go home.

Several countries have cut the numbers of people allowed to enter through official programmes. Spain let in 15,731 foreign recruits under its “contingent” scheme in 2008, but slashed the quota to a tiny 901 this year. The Italian government has announced that no non-seasonal workers will be admitted in 2009, whereas 70,000 were officially admitted in 2008. South Korea welcomed 72,000 migrants under its Employment Permit Scheme last year, but this year's limit is set at 17,000. And Australia, which had earlier said that 133,500 skilled migrants could enter the country this year, has now lowered the limit to 108,100.

Many rich countries maintain lists of occupations for which there is a shortage of domestic workers, giving foreigners with the appropriate skills preferential treatment. Several countries have reduced the scope of such lists drastically. In Spain, for example, the list issued in October 2008 had nearly a third less professions listed than the previous version.

Some countries have made it harder for employers to hire foreigners by making them jump through more hoops than before. In Britain, for example, employers hoping to hire certain kinds of skilled foreigners face tougher rules about where job advertisements must be placed. In America, the “Employ American Workers Act” attached to the fiscal stimulus bill, puts stricter conditions than before on any company that receives government bail-out money and wants to hire skilled foreigners under the country's H-1B visa programme. As a result, some American banks and other financial-services firms have rescinded job offers to foreign-born graduates of American universities and postgraduate programmes. Some of those who have the paperwork allowing them to work are finding it harder than ever to renew their permits.

Some countries are getting creative in their attempts to reduce not just fresh flows of migrants, but also the stock of migrants already present, by encouraging people to go home. Some migrants to Spain from outside the EU, for example, became eligible in November last year for a portion of their Spanish benefits if they returned home and promised not to return for three years. The Czech government is promising to provide the air-fare and €500 (\$704) to workers who have been laid off. About 1,100, mostly contract labourers from Mongolia, had accepted by the end of March.

Given that many more locals find themselves without jobs in the downturn, it may seem sensible to limit immigration. It is hardly surprising that Spain, where unemployment is 18%, is looking particularly hard for ways to stop migrant flows. But the OECD's analysis points to several problems with this. Lessons from the 1970s, when the recession that followed the oil-price spikes led Germany, France, and Belgium to clamp down on immigration, suggest that such anti-migrant rules can persist even when they have outlived their use.

In general, given the politics, it is much easier to tighten controls, as countries are doing now, than to loosen them when the economy starts growing again. There are also genuine shortages of workers in some professions, such as medicine and certain technical jobs such as engineering, which locals cannot easily and quickly retrain for. Clamping down on the total flow of migrants, therefore, risks making such shortages worse.

In addition, some measures to limit official migration, such as making it harder for temporary work-permit holders to renew their permission to stay, risk pushing people into staying on illegally. Paying someone to go back home for three years, for example, would be counterproductive if the economy rebounds by the end of 2010 and such workers are in demand once again. When the world economy emerges from the doldrums, some countries that have passed legislation restricting the ability of local companies to hire foreigners may find themselves lacking the flexibility that migrants bring. Migrant workers, for example, accounted for over two-fifths of employment growth between 2003 and 2007 in Austria, Denmark, Italy and Spain, and 71% in the same period in Britain.

Cracking down on illegal immigration

Appendix 3

Handout 1

Language task: find the words from the text for the following given definitions.

	Words	Definitions
		a dangerous situation in someone's personal or professional life when something could fail
		To work very hard or for a long time doing physically hard work
		a reduction in economic or business activity
		evidence that something exists or is present
		to introduce something such as a new law or new system, and force people to accept it
		to return to a better level or position
		a situation in which there is a lack of success, activity, or improvement
		to reduce something by a large amount

		a strong fear and dislike of people from other countries and cultures
0		to state officially that something such as a law or an agreement has ended and no longer has legal authority
1		relating to how an organization plans to spend money during a particular period
2		a law, or a set of laws
3		a part of an amount or total
4		an amount of something that someone is officially allowed to have or do
5		a period when trade and industry are not successful and there is a lot of unemployment

Appendix 4

Rules for debate

- **Affirmative position debater presents constructive debate points. (6 minutes)**
- **Negative position debater cross-examines affirmative points. (3 minutes)**
- **Negative position presents constructive debate points. (7 minutes)**
- **Affirmative position cross-examines negative points. (3 minutes)**
- **Affirmative position offers first rebuttal (4 minutes)**
- **Negative position offers first rebuttal (6 minutes)**
- **Affirmative position offers second rebuttal (3 minutes)**

Roles in debate

- **Moderator -- calls the debate to order, poses the debatable point/question, and introduces the debaters and their roles.**
- **Lead Debater/Constructor -- presents the main points/arguments for his or her team's stand on the topic of the debate.**
- **Questioner/Cross-Examiner -- poses questions about the opposing team's arguments to its Question Responder.**
- **Question Responder -- takes over the role of the Lead Debater/Constructor as he or she responds to questions posed by the opposing team's Questioner/Cross-Examiner.**
- **Rebutter -- responds on behalf of his or her team to as many of the questions raised in the cross-examination as possible.**
- **Summarizer -- closes the debate by summarizing the main points of his or her team's arguments, especially attempts by the opposition to shoot holes in their arguments**

Answers:

	Words	Definitions
	Crisis	a dangerous situation in someone's personal or professional life when something could fail
	toil	To work very hard or for a long time doing physically hard work
	downturn	a reduction in economic or business activity
	manifestation	evidence that something exists or is present
	Impose	to introduce something such as a new law or new system, and force people to accept it
	Rebound	to return to a better level or position
	Doldrums	a situation in which there is a lack of success, activity, or improvement
	slash	to reduce something by a large amount
	xenophobia	a strong fear and dislike of people from other countries and cultures
0	rescind	to state officially that something such as a law or an agreement has ended and no longer has legal authority
1	Fiscal	relating to how an organization plans to spend money during a particular period
2	legislation	a law, or a set of laws
3	A portion	a part of an amount or total

4	Quota	an amount of something that someone is officially allowed to have or do
5	recession	a period when trade and industry are not successful and there is a lot of unemployment

5-мәбзә

Teaching technology model of the practical lesson

Subject: Reading Time: 2 hours	
Plan of the lesson	Text: Culture of Speaking and Greeting among Different Nation
Aims: - to develop students' scanning and skimming skills - to get students to recognize the writer's point of view - to encourage students to identify similarities and differences between different cultures	
Objectives: 1. to encourage students to memorize their prior knowledge about the marriage, to identify the meaning of a joke 2. to match the words and definitions from the text 3. to identify personal assumptions about marriage, classify information Rank cultural practices according to a continuum	By the end of the lesson students will have: (result) 1. got information about the culture in different countries 2. got the meaning of some words from the context 3. divided the text into parts, discussed the main points, identified differences and similarities of speaking and greeting among different nation
<i>Teaching techniques</i>	Brainstorming, discussion, crossword puzzle

<i>Interaction format</i>	Individual work, pair work, group work, teamwork
<i>Teaching materials and aids</i>	Computer, projector, handouts, flipchart, markers
<i>Learning area</i>	Auditorium designed with teaching technological equipment (projector, computer, etc.)
<i>Feedback and monitoring</i>	Presentations, results of the given tasks, summative assessment

Typical technological plan of the lesson

<i>Stages of the lesson, activities, time</i>	<i>Content of the activities</i>	
	<i>Teacher</i>	<i>Students</i>
<i>Stage 1 Warm-up (whole group work) (10 min)</i>	<p>1.1. shows a picture of different types of greetings and asks what about is the lesson and elicits to the topic of the lesson (5 min)</p> <p>1.2. shows on the slide a quotation <i>"It's not what you say, but how you say it. Making the right impression has a language of it's own,"</i> and gives questions for discussing (5 min)</p>	<p>1.1. predict and give their opinions</p> <p>1.2. discuss and present their ideas</p>
<i>Stage 2 READING ONE Pre-reading activities (pair work) (10 min)</i>	<p>2.1. shows words associated with the new text and asks students are there any unknown words among them</p> <p>2.2. gives to the students instructions to match the given words to definitions (handout 1)</p> <p>2.3. checks the task with the whole class, account the wrong words and correct them</p>	<p>2.1. look at the slide and asks definitions of unknown words</p> <p>2.2. match the words to their definitions</p> <p>2.3. check and correct their mistakes</p>
<i>Stage 3 While-reading (whole group work) (10 min)</i>	<p>3.1. introduces text from the internet "Culture of Speaking and Greeting among Different Nation" explains that they have to scan the article, in order to remind skimming asks what skimming is and gives instructions to find out which paragraphs given summaries refer to. (handout 2) Distributes the text (7 min)</p> <p>3.2. Checks and discuss the task with the whole class (3 min)</p>	<p>3.1. explain what is skimming, work in pairs and match the believes to the culture in which it exists</p> <p>3.2. give their variants turn by turn</p>

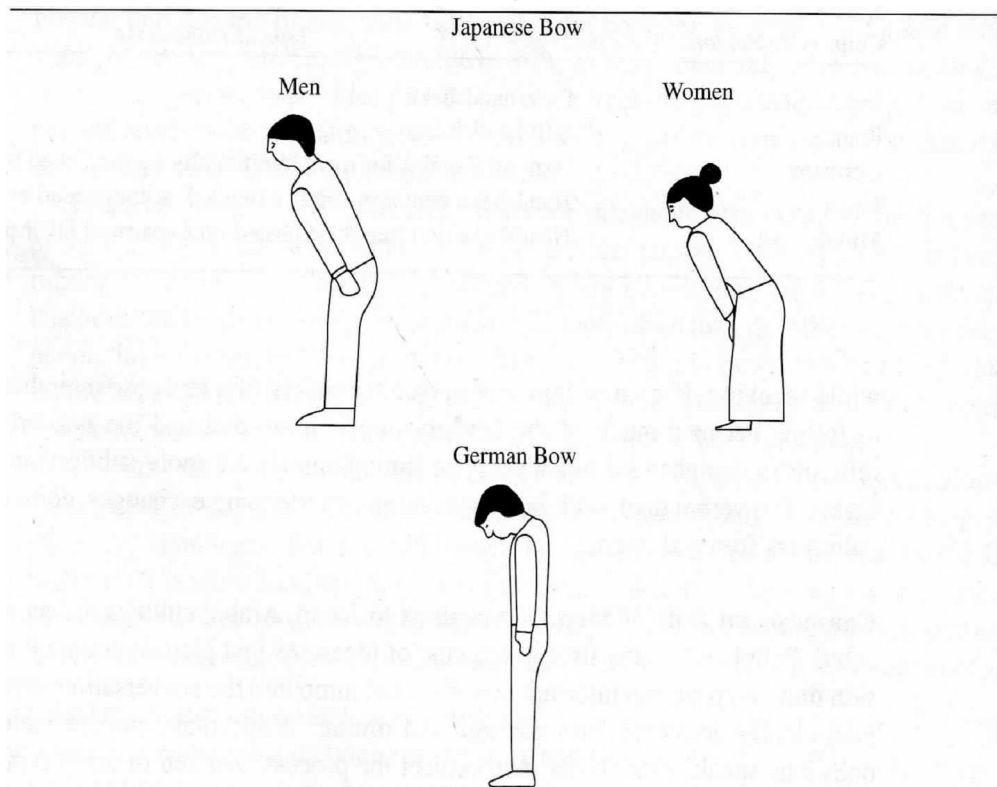
<p>Stage 4 Post-reading (group work, pair work) (20 min)</p>	<p>4.1. asks comprehension checking questions and helps students to analyze the text (3 min)</p> <p>4.2. divides students into two groups and organize TRUE / FALSE task as a competition task, explains instructions(6 min)</p> <p>4.3. checks and identifies the winner team(2min)</p> <p>4.4. gives the task to complete the sentences filling in the missing words or phrases from the text. (7 min)</p> <p>4.5. checks and correct the answers (3 min)</p>	<p>4.1. answer the teacher's questions, analyze the text</p> <p>4.2.go to the sheet of paper on the wall and write T if the statement is true, and F if the statement is false (2 students from 2 teams at the same time)</p> <p>4.3.get to know the results</p> <p>4.4. work in pairs and complete the sentences</p> <p>4.5. turn by turn answer and share their opinions</p>
<p>Stage 5 READING TWO while-reading (group work) (15 min)</p>	<p>5.1. explains that they are going to read the text about non-verbal language, divides the students into 3 groups, also divides the text in 3 parts: Eye Contact, Facial Expressions and Gestures ; asks to scan the text and make a presentation(10 min)</p> <p>5.2. asks comprehension questions about the text and discuss(5 min)</p>	<p>5.1. develop their scanning skills while reading the text, turn by turn each group make a presentation</p> <p>5.2.give their ideas individually</p>
<p>Stage 6 Linking READINGS ONE and TWO (5 min)</p>	<p>6.1. asks to identify what makes two texts cohesive (5 min)</p>	<p>6.1. identify main points and discuss them</p>

<p>Stage 7 Feedback Assessment (5 min)</p>	<p>7.1. step by step remind what about was this lesson</p> <p>7.2. praises every students and concludes all remarks done during the lesson</p>	<p>7.1. remind their taken knowledge</p>
<p>Home task</p>	<p>7.3. Make a list of customs in our country (greetings, having meals, etc.) and see If they are the same as the European ones. Write an essay about it.</p> <p>e.g.: When you go to visit somebody you bring a gift. Should the gift be opened immediately or not?</p>	<p>Write down on their notebooks</p>

Done by:

Toleubaeva

Aliya



Handout 1

Match given words to their definitions (answers)

a minefield		a situation or process with many possible problems or dangers
unwary		not paying attention to the dangers around you
implication		a possible effect or result
explicit		said or explained in an extremely clear way, so that you cannot doubt what is meant
fraught		very worried and with a lot of problems
sparingly		in small quantities
pastime		something that you do regularly for fun in your free time
Arrogance		behaviour that shows that you think you are better or more important than other people
Oriental		- someone from eastern Asia, especially China or Japan
Flippant		treating a serious subject or situation in a way that is not serious, especially when this annoys other people
Reverently		- showing love, respect and admiration
<i>a lingua franca</i>		-a language that people use to communicate when they have different first languages
deputy		- someone whose job is the second most important in a department or organization, and who takes the responsibilities of the most important person in some situations
Pitfall		a problem that is likely to happen in a particular situation
Disconcerting		making you feel worried, confused, or surprised
Hilarious		extremely funny
Vague		not clearly or fully explained

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Handout 1

Match given words to their definitions

a minefield		not paying attention to the dangers around you
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Pitfall		- showing love, respect and admiration
Disconcerting		extremely funny

Hilarious		not clearly or fully explained
Vague		a problem that is likely to happen in a particular situation

Handout 2

Working in pairs, decide which paragraphs in the text each of the following summaries refer to

1. Keep sentences short and simple, but avoid oversimplifying, and pause frequently.
2. If you are not sure how to be polite in someone else's culture, be polite in your own.
3. You have to be very careful about humour on formal occasion.
4. Visiting cards should be received with both hands reverently.
5. To call somebody by the first names is the form of friendship in some countries. What countries are they/ But where doesn't it go down well?

Handout 3

Complete the sentences filling in the missing words or phrases from the text.

- 1) Saying the wrong things, eye contact, hand gestures, touching, bowing, using first names
- 2) Experts recommended that both parties in a bring their own people to interpret for important discussion.
- 3) Actions speak louder
- 4) Using the ... is a form of close, instant friendship.
- 5) Don't use vague and imprecise expressions, look at the person with whom you are not the interpreter.
- 6) It is not what you say but
- 7) An occasional glance into the other person's face is considered.....
- 8) In Saudi-Arabia greetings are particularly
- 9) One must receive the with both hands then it must be read, learnt and then put on the table reverently.
- 10) Asian people misinterpret Anglo-Saxon's custom of looking people in the eye as

Culture of Speaking and Greeting among Different Nation

"It's not what you say, but how you say it. Making the right impression has a language of its own," writes Bruce Martin. Your nonverbal behavior, or body language, is very important in communicating with other people.

This must take into account different notions of politeness, manners and social rituals. Actions speak louder than words. Saying the wrong words, eye contact, hand gestures, touching, bowing, using first names, how you eat and drink, can be a minefield for the unwary.

You first need to know whether you are dealing with people from so-called "low context" cultures, such as North America, Britain, Sweden, Switzerland and Germany, who spell things out verbally, or "high context" cultures such as France, Japan, Spain, Greece, Saudi Arabia, China and South Korea, who communicate by nuance and implication and are less dependent on the spoken word. For example, the Swiss and Germans like to lay their cards on the table. Talking to a Frenchman or a Spaniard, what is unsaid is often most important. Low context folk try to be more explicit.

The handshake is probably the most common form of greeting in the world, except in Japan. But even this simple gesture is fraught with complications. The British handshake is firm but used sparingly; in Italy and France, where handshaking is something of a national pastime, a gentler, kinder grip may stand you in good stead.

In Germany and Denmark you should nod your head when you shake hands as a gesture of respect. Somebody who does not know this may misinterpret it as aggression. People in Mediterranean countries sometimes tilt the head back when they shake hands. Northerners may take this for arrogance. Anglo-Saxons learn to look people in the eye. This is sometimes misinterpreted as aggressive or challenging behavior, especially by Orientals, for whom only an occasional glance into the others person's face is considered polite.

Unless you really know what you are doing, close bodily greetings are best avoided. Kissing has many pitfalls, unless you are fortunate enough to be coached by a French general. You need to know which cheek to start with. The British start with the right cheek. In Belgium you start with the left cheek: left, right, left. The French generally kiss twice: left, right. In some Middle East countries they kiss three or even four times - men kiss men, women kiss women. In Saudi Arabia, greetings are particularly elaborate: after shaking hands a Saudi is likely to kiss you on both cheeks then take your hand in his as a gesture of kinship.

The way other cultures like to put people at their ease can be confusing. The American use of first names as a form of instant friendship does not always go down well in countries such as Germany, or even Britain.

The British and Americans share at least one thing: they like to break the ice with a joke, which means sometimes being thought flippant. Visiting cards should never be shoved into the pocket. Receive them with both hands: read, learn and inwardly digest the name and pecking order, and lay them out reverently on the table in front of you.

People do business with whom they feel comfortable. It comes down to sincerity and spontaneous good manners. If you are not sure how to be polite in someone else's culture, then at least be polite in your own.

English is accepted as a *lingua franca* for business travelers in most parts of the world. But obliging people to speak it when they are not completely fluent can lead to serious misunderstanding. A good compromise is for both sides to speak their own language, which may bring a dialectical, if not an entirely cultural, meeting of minds.

"You have to be very careful about humour on formal occasions," said Peter Pooley, a deputy director-general at the European Commission in Brussels. "If you make an after-dinner speech in the UK, you'll be criticised if you don't make a joke; in France you'll be criticised if you do."

"It can be quite disconcerting with simultaneous translation. You'll make a witty remark and those people listening in English laugh; then the French and Italians laugh; then there's a pause because the Dutch and Germans are waiting for the verb at the end of the sentence before they get it."

Everything can depend on the skill of the interpreter. Confusion generated by faulty translation is less hilarious. Experts recommend that both parties in a negotiation bring their own people to interpret for important discussions. It is convenient, but dangerous, to rely on the home side's interpreter, who may unconsciously represent the interest, of his or her employer.

Keep sentences short and simple, but avoid oversimplifying, and pause frequently. Avoid vague and imprecise expressions; use visual aids; look at the person with whom you are dealing, not the interpreter; look out for signs of confusion; and keep eye contact when culturally appropriate. Finally, note that in the Far East, it is not so much "read my lips" as "read my mind".

Comprehension Check

Work in groups of three or four to discuss the text by answering the following questions.

1. What is very important in communicating with other people?
2. What must be taken into account in communicating with other people?
3. What do you understand by "low context" culture and "high context" culture?
4. What is the most popular way of greeting in the world and why is it fraught

with complications?

5. What should people know while shaking hands with somebody in Germany and Denmark?

6. How is it possible to distinguish "low context" culture from "high context" culture?

7. What is the peculiar feature of greetings in Saudi-Arabia?

8. Why is it better to avoid close bodily greetings?

9. How do the American and the British people break the ice?

10. What kind of situation causes misunderstanding and can be criticized in the U.K. and in France?

11. What do these words mean: "read my lips - read my mind"?

NONVERBAL BUSINESS CONVENTIONS IN FACE-TO-FACE ENCOUNTERS

Nonverbal messages can be broken down into subcategories. While this makes the discussion easier, we must be careful not to assume that speakers use nonverbal signals in isolation. In most cases, speakers use many different signals at the same time. We may move our hands, nod our head, smile, and keep close eye contact, all at the same time. The nonverbal messages that give listeners the most trouble are those that accompany words. It's the tone of voice, or look on someone's face, or lack of eye contact that makes you wonder if you understood. As we discuss the nonverbal conventions in face-to-face encounters, we will start with those nonverbal signals that are most closely accompanying the verbal message and go to those that are not connected with words, such as the use of space, appearance, and silence.

To some extent we are able to manipulate the signals consciously—we may smile because that is expected of us although we may not feel like smiling. In many cases, however, we send nonverbal signals without being aware of doing so. Those signals, the experts agree, are a reflection of our true feelings and reactions. One of the goals in intercultural communication is to interpret *all* nonverbal signals.

Eye Contact

In most cultures superiors are freer to look at subordinates than the other way around. Traditionally, men can look more at women than women at men. In the United States, for example, "ogling," looking at the other sex, may be interpreted as a form of sexual harassment and even have legal consequences. Eye contact, as a result, is becoming complicated within that culture. European women sometimes comment that men from the United States are cold and don't know how to flirt, the innocent game of looking and establishing eye contact. At the same time, women from the United States who visit southern European countries are often uncomfortable when men look at them. The looking is interpreted as staring and offensive.

Rules governing eye contact are different in different cultures, and the difference can make people feel uncomfortable without being aware of why they are uncomfortable. In the United States it is customary to look at the speaker's mouth when listening but make intermittent eye contact with the eyes of a listener when speaking. In China, it is the opposite: a speaker rivets the listener with sustained, unbroken eye contact.

Since several cultures consider the eye to be "the window of the soul," eye contact or lack thereof is interpreted to have special meaning. In these cultures eye contact is related to honesty. In other cultures eye contact is seen as an invasion of privacy.

Eye Contact as a Sign of Honesty. "He couldn't even look me in the eye" is a common phrase that in Western cultures indicates the speaker had something to hide. In North American and northern European culture, eye contact shows openness, trustworthiness, integrity. One doesn't have anything to hide. If a woman from the United States looks directly at someone, she allows that person to see her eyes and decide whether she is trustworthy. Someone who does not make eye contact is considered shifty and makes the listener suspicious. People from all cultures carry their cultural attitudes toward eye contact with them, and like most nonverbal behavior, the meaning of eye contact does not easily travel across cultural boundaries.

Arab cultures, even more than Western cultures, use very intense eye contact and concentrate on the eye movement to be able to read real intentions. The feeling is that the eye does not lie. To see the eye more clearly. Arabs will move closer and that makes non-Arabs feel uncomfortable. A person from Japan, for example, may feel uncomfortable both with the intense eye contact and with the close physical proximity. The Japanese person may feel even more uncomfortable if the Arab, in addition to making close eye contact and standing very close to the listener, also touches the listener. In this case the Arabs send three very strong nonverbal signals all of which run counter to what is acceptable nonverbal

behavior in Japan.

In many cases the Arab speaker may not want to disclose his innermost feelings, yet given the culture, he cannot refuse eye contact. Therefore, he may look for other means to protect his feelings and intentions. Some people say that Yasser Arafat, for example, always used to wear sunglasses so that the people he was talking to could not follow the movement of his eyes. They argued that the sunglasses were an attempt to hide true intentions and motives. There might be some basis to such speculation given the context of Arab nonverbal communication.

Eye Contact as a Sign of Invasion of Privacy. To look someone in the eye in Japan is invading someone's space. It is rude. When samurai held power, a strict code of behavior was enforced regarding who could look at whom and for how long one could look, and one violated those codes at one's peril. This has carried over into modern society. The Japanese may sit close together in an office, but they seldom look each other in the eye.

The Japanese feel uncomfortable with direct eye contact, and they want to avoid it. In addition, not looking someone in the eye preserves that person's private space or bubble. In a crowded country the preservation of privacy by any means is considered important. When greeting someone, one bows and looks past them. The friendly American eye contact would be considered staring and rude. Even on the crowded subways and trains nobody makes eye contact. People look past each other.

Facial Expressions

Words are often accompanied by distinct facial expressions. In many cultures, when people are surprised, they may open their eyes wide and open their mouths. When they like something, their eyes may beam, and they may smile. When they are angry, they may frown and narrow their eyes. While many facial expressions carry similar meanings in a variety of cultures, the frequency and intensity of their use may vary. Latin and Arab cultures use more intense facial expressions, whereas East Asian cultures use more subdued facial expressions.

Smiling. People in all cultures smile at times; however, the meaning of a smile may vary. Depending on the culture, it can indicate joy and amusement, but it can also indicate embarrassment.

In an attempt to appear open and friendly, people in the United States smile a lot. Everyone smiles at everyone. To other cultures, the American smile often appears insincere and frozen. Why, for example, should a waitress smile? Restaurants in the United States go to great lengths in training to ensure that all employees practice the appropriate smile. Americans are surprised and puzzled that the rest of the world does not seem to share the American emphasis on the smile. McDonald's, for example, had a hard time teaching waitresses in Moscow

the importance of the smile and the proper smile.

In Japan people don't smile the way people from the United States do. One does not freely show feelings and force one's emotions on anybody else. Men don't smile in public, and women are not supposed to show their teeth when they smile. To guarantee that the teeth are hidden, Japanese women tend to put a hand in front of their mouths when laughing. The women who greet customers in banks and stores with a deep bow do not really smile by United States standards. They look pleasant, but they don't really smile at the customer the way an American would.

Germans smile, but not nearly as much as people in the United States. They will say bluntly, "Life is severe and there is very little to smile about." Germans are much more reserved but for different reasons from the Japanese. The Japanese don't want to intrude; the Germans recognize that the world is not necessarily a pleasant place. Life is doing one's duty, and duty does not lend itself to smiling.

Koreans consider it inappropriate for adults to smile in public. Smiling at strangers is something the mentally retarded do or children do before they are properly trained. In addition, for Koreans, as for many other cultures in East Asia, the smile often is not an expression of pleasure but of embarrassment. When a person from the United States or Europe might blush with embarrassment or become defensive, an Asian might smile. To avoid serious misunderstandings, people who engage in intercultural communication should be able to interpret a smile appropriately.

Related to the smile is the laugh. Americans can enjoy a very heartfelt belly laugh that comes from the deepest emotions. In Arabic and Latin cultures the laugh is often accompanied by expressive gestures, such as arm waving and touching. The Japanese seldom laugh that way except among intimates. A laugh is not necessarily an expression of joy and happiness. Like the smile, for the Japanese the laugh often is an expression of being uncomfortable, nervous, and embarrassed. Showing anger. The expression of anger also varies from culture to culture both in terms of intensity and type of expression. In addition, cultural values dictate who can show anger. Older people, men, and people in authority may show anger more readily than younger people, women, and subordinates. The boss may get angry at the subordinate, whereas the subordinate is well advised not to react in kind. The result is that the interpretation and the display of anger are influenced by culture.

One of the milder forms of showing anger in Western cultures, for example, is frowning. Depending on the context, frowning can indicate anger, doubt, questioning of authority, suspicion, or disagreement. In cultures where the open expression of one's feelings is not appreciated, frowning may be much more subdued. The Japanese, for example, avert their gaze so as to hide anger; to show anger openly even through frowning is considered inappropriate in business

contexts.

Another way of showing anger is shouting and gesturing. Germans, Canadians, Arabs, and Latins often raise their voices when angry. The Japanese seldom raise their voices when angry. Instead, anger may be shown by sucking in one's breath rather than letting it out with a scream. When Germans are angry, their faces may get red and they may shout, but typically they are still fairly correct in how they address the opponent. Many would still call the opponent "Sie" (the formal address for *you*) even if they throw all sorts of epithets at him.

Some cultures use intense and expressive gesturing to show anger. People from the Middle East accompany their verbal tirades with big gestures. The whole body is involved in showing anger and outrage as if to illustrate that the entire person is affected. Showing anger means not just a battle of words but a battle of one's entire existence.

Asian cultures tend to restrict the range of facial expressions by Western standards. As a result, anger is not openly expressed. People from Asian cultures are able to read the message of the subdued nonverbal facial communication of anger, but people from Western cultures tend to have a hard time deciphering the more subtle code. Compared to Japanese culture, facial expressions in Arabic cultures, on the other hand, tend to overstate feelings such as anger. From the facial expression, an outsider may find it hard to determine how angry a person from the Middle East really is since maximum expression comes easily. The point is that people from the same culture have no problem reading the message. The problem comes when people cross cultural boundaries and enter a different system of communicating through facial expressions and gestures.

Gestures

Head Movements. In most cultures nodding one's head is seen as agreeing. Shaking one's head is seen as rejecting, although Bulgarians do the opposite; they shake their heads when agreeing. In southern India, moving one's head from side to side is not a negation.

So even in this one area where most cultures agree there is some disagreement.

A speaker may nod her head to affirm what she is saying and emphasize the message. The listener may nod to signal understanding and approval. Nodding can be a signal that the listener understands and that the speaker can continue with the discussion.

A lowered head in Western culture can signify defeat or uncertainty. In Asian culture, lowering one's head may be accepting one's place in the hierarchy. In contrast, tilting head upward in Western cultures is interpreted as being arrogant as is illustrated in expression, "His nose was in the air."

Arm Movements. Arm movements take up space and thereby enlarge the size of the speaker. A speaker who uses big arm movements can intimidate the listener and appear more powerful. In most cultures men tend to use larger gestures than women.

When a businessman from the United States wants to emphasize a point in discussion, he may pound his fist on the table and underline his statements with staccato drumming on the table. Businesswomen in the United States in the same situation use far fewer arm and hand movements. However, compared to Japanese women, American women use very expansive arm movements.

Japanese men use far fewer arm movements than both men and women from the United States. Personal space in Japan is limited, and big arm movements could easily invade someone's private space. In addition, big gestures draw attention to the speaker and single him out from the group and thereby threaten the harmony of the group. Someone from a more openly expressive culture may interpret the subdued arm and body movements of a Japanese person as submissive or timid. A non-Japanese negotiator may even think that the Japanese businessperson is not interested and does not care about the discussion. Yet, by Japanese standards, this person may be quite expressive. People who are used to expressive gestures often have difficulties recognizing and interpreting subdued gestures. They may be so busy talking with their arms that they don't hear the nonverbal codes of the other person. The person from the subdued culture, on the other hand, may be so overwhelmed by the gestures that he too has difficulties understanding. The gestures seem to scream at him.

Arab men use their arms even more than men from the United States do. Gestures and waving of the arms accompany almost every spoken word and seem to embrace a wide space. Arm movements can signal happiness as well as anger. In the process of waving his arms, the Arab may touch the listener occasionally. For Arabs, words themselves do not seem to be sufficient to express thoughts; the nonverbal signals do not just accompany the spoken words; they are an integral part of the verbal message.

One of the authors videotaped students making oral presentations in English and in their native languages to see if the nonverbal codes differed in the same speaker. These presentations seemed to indicate that nonverbal codes learned with a specific language did not transfer to another language. For example, an Iranian student, when speaking Farsi, put his hands behind his back in a gesture of respect, straightened his back, and spoke with his chin up making eye contact only with the professor, the authority figure. When that same student gave his presentation in English, he looked like an ordinary American student, one hand in his pocket, occasionally shifting his weight from one foot

to the other, and keeping eye contact with everyone in the room.

It would be interesting to know to what extent the change in body movements was a conscious effort to fit into American culture and to what extent it was a subconscious connection of English with a certain set of nonverbal signals.

Posture. The way we sit, stand, and walk sends a nonverbal message. In Western culture to stand tall conveys confidence. The confident person stands erect with shoulders back and head up. The posture signals, "I am not afraid of anything." What is appropriate posture is related to a person's status in society. For example, the manager may stand erect when talking to subordinates, but the subordinates may drop their shoulders when talking to the manager. In traditional societies the person lower in the hierarchy may be expected to prostrate himself in front of the tribal chief or village elder to show respect. While this form of showing respect and submission is not practiced in intercultural business communication, the international manager does need to know what is acceptable posture in a given culture.

While in most business situations people sit on chairs, in many Arab cultures men conduct business while sitting on the floor. In traditional Japanese businesses people may also sit on the floor. The Japanese style of sitting with legs tucked under can be very taxing for outsiders who are not used to this posture.

In many cultures women of middle- and upper-class backgrounds are supposed to sit with their legs and ankles together and arms close to their bodies. Women are to be modest and take up little space. When women sit in an easy chair, they seem to borrow the space; men, on the other hand, seem to own the space. In Western cultures this has changed to quite an extent over the last two decades, and young women often sit as relaxedly as men. When Western women do business in more traditional societies, such as Japan or India, they need to adapt the way they sit and stand so as not to give offense.

The way we use our bodies when communicating indicates how we perceive our power, authority, and position in relation to the person with whom we are communicating. If the other person comes from the same culture, she or he can read the signals fairly accurately. If the other person is from another culture, she or he may have difficulties. She or he may interpret the apparent lack of body language as rejection or the very expressive body language as threatening when the speaker was simply using his or her normal cultural style.

T /F

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

6-мaB3y

LESSON PLAN

Topic: Community	
Date:	
Level: B2	
Prepared by:	
- Objectives:	
<p>1. to encourage students to memorize their prior knowledge about living by the rules</p> <p>2. to give an opportunities to learn new vocabulary connected to the topic</p> <p>3. to identify personal assumptions about living by the rules, classify information according to a continuum</p> <p>4. to improve critical thinking through reading ;</p> <p>5. to use new vocabulary in their speech. Video demonstration will widen their outlook. Find cause and effect of the problem</p> <p>to make Ss attitude to living by the rules more positive , polite manners of communication within the group while doing activities (taking turns speaking, being patient until someone speaks, etc.), rules of using Internet in mobile phone.</p>	
Outcomes of the lesson	<p>At the end of the lesson students will be able– to</p> <p>1. think critically to living by the rules and it’s advantage, disadvantage sides to work with diagram VENA and MIND MAP technique</p> <p>2. got the meaning of some words from the context</p> <p>3. read and summarized the text and give their solutions to the problem</p>
Used materials:	Preparation (aids and equipment)

Reading Skillful, Liz Driscoll, Cambridge University Press,2004; English vocabulary in use, Michael Mc Carthy Felicity O’Dell, internet sources www.learnenglish.com “Song”	handouts pictures power point presentation visuals	Whiteboard markers blackboard flipchart scotch scissors	computer LCD projector OHP TV/DVD player tape- recorder speakers.
<i>Type of assessment</i>			
on going assessment participation home work peer editing presentation	on going assessment mid-term assessment final assessment independent work assessment		
<i>Activity type:</i>	<i>Lesson length (hours)</i>		
Individual small group discussion pair work whole class	In class time: 2 hours		
<i>Teaching model:</i>	<i>Students will be engaged in:</i>		
concept attainment presentation cooperative learning discovery learning direct instruction skill attainment	independent activities cooperative learning peer tutoring lecture		

LESSON OUTLINE

Stages of the lesson, Time	Procedure
<i>Beginning</i>	Greeting and checking attendance; Organizing students for starting the lesson; Informing students about the aims and supposed outcomes of the lesson.
<i>Stage 1</i> <i>Warm-up</i> <i>Prediction</i> <i>(whole group work and brainstorming team work)</i> <i>(5 min)</i>	1.1. tells that this lesson is devoted to Community. It explains living by the rules in cultural, economic, social and political lives all over the world. Living by the rules has its advantages and disadvantages. 1.2. writes on the board the word “Community” and asks the following: Who are the people? Where are they? What are they doing? Do you have any rules for eating in a family situation? Are there different rules when guests are visiting? On formal occasions?
<i>Stage 2</i> <i>Pre-reading activities</i> <i>Vocabulary preview activity</i> <i>(pair work)</i> <i>10 min)</i>	2.1 The words in this exercise are likely to be new so students will benefit from a stage-by-stage approach. Give students time to read the exercise, mark any new words, and then discuss them with a partner. After that, if there are still some words that they do not know the meaning of, allow them to use their monolingual dictionaries. Ask students to complete the exercise with their partner, discussing the meanings and differences between the synonyms.
<i>Stage 3</i> <i>Before-reading</i> <i>Critical thinking discussion</i> <i>(individual</i>	3.1 Check and understand the meaning of the quote. Ask if they know any similar quotes, either in English or in their own language.

<p><i>work)</i> <i>(5 min)</i></p>	
<p>Stage 4 Global reading (individual work) (5 min)</p>	<p>4.1 Refer the students to the <i>Skimming</i> box. After they have read it, ask: <i>Do you skim read in your own language? What kind of texts? Why?</i></p>
<p>Stage 5 Close reading (pair work) (10 min)</p>	<p>5.1 Ask participants which strategies they could use to complete the sentences. Elicit that they should underline key words in the sentences and predict the part of speech required to complete each sentence. When they have finished, check the answers with the class.</p>
<p>Stage 6 While reading (pair work) (15 min)</p>	<p>6.1 distributes the text and explains that while reading the text they should match the words from the text to the following given definitions</p> <p>6.2. checks the task with the whole class, and identifies the results of T/F activity</p>
<p>Stage 7 Post-reading (group work, pair work) (10 min)</p>	<p>7.1 Read the first question with the class. Give students a minute or two to. Take notes about their ideas individually before starting the group discussion. Encourage them to think of reasons that will make their arguments more convincing.</p> <p>Explain to students that although they are required to give their own opinions in the second question, referring to information from the text will help them <i>present</i> their opinions more effectively.</p> <p>Remind them that being able to formulate ideas and opinions based on <i>sources</i> is an important academic skill. Refer them back to the <i>Vocabulary preview</i> section on page 18, and suggest that they use some of the words.</p>

	<p>7.2. Draw a mind map, and then diagram Vena in your group using the words from the article</p> <p>7.3. fill the gaps from listening to the music.</p>
<p>Stage 8 Feedback Assessment (7 min)</p>	<p>8.1. step by step remind what about was this lesson</p> <p>8.2. asks students what techniques they have used during the lesson and why</p> <p>8.3. praises every students and concludes all remarks done during the lesson</p>
<p>Stage 9. Feedback and evaluation (5 min)</p>	<p>T asks what they have learnt from the lesson and what activity they have liked best. (Questionnaire)</p>
<p>Stage 10 Assessment (Criteria) (5 min)</p>	<p>Evaluating Ss according to the criteria</p>
<p>Stage 10. Giving homework (3 min)</p>	<p>Search the Internet and find more information about three key institutions helped shape the current era of community. And report back to the class</p>
<p>Ending</p>	<p>Teacher ends the lesson and thanks for being active and attentiveness. Explains the aims and points of the next lesson</p>

Appendix 1

1. What different communities do you belong to?

Think about your family, school, sports team, and neighborhood.

2. What are some common rules for these communities? What are some rules specific to one community?

3. Why do we have rules? Why are they important?

Appendix 2

Cheat	deceive	heart	trick
Compromise	give	negotiate	cooperate
Conflicting	opposite	worthless	inconsistent
Dictate	command	determine	announce
Function	earn	work	operate
Orderly	organized	disciplined	honest
Punishment	discipline	rejection	penalty
Reward	wealth	prize	award

English vocabulary in use, Michael Mc Carthy Felicity O'Dell

Appendix 3

Skim *Living by the rules* and check (✓) what it is about.

- how to make people's behavior fair
- why we have to compromise
- how to compromise in unfair situations
- why we have rules in our communities

Reading Skillful, Liz Driscoll, Cambridge University Press, 2004;

Appendix 4.

Scan back over *Living by the rules* and complete these sentences about the text.

A community is a group of people who are _____ by several factors.

When a situation is unfair, our brains respond with _____ feelings such as _____ and _____.

Social _____ are important in setting and following rules.

Internal controls are determined by our _____ and _____.

External controls include _____ and _____.

If we didn't have social controls, our communities would not _____ smoothly.

Reading Skillful, Liz Driscoll, Cambridge University Press, 2004;

Appendix 5.

Write T in front of each sentence if you think it is true, F if you think it is false:

1. _____ Community doesn't involve the growth of multinational corporations
2. _____ Community has just positive aspects
3. _____ Most experts attribute living by the rules as improvements in communication, transportation, and information technologies
4. _____ The debates over community are about what the best rules are for governing the global economy so **that** its advantages can grow while **its** problems can be solved.
5. _____ The clothes we wear, the food we eat, the cars we drive are not the products of globalization

Appendix 6.

LIVING BY THE RULES

However, almost every community in the real world has some form of rules and some way of enforcing them. A community is a group of people who are united by a number of factors, including geography, language, and values that dictate acceptable behavior. So why do we have rules, and what makes people follow them? Studies have suggested that the reason we don't like cheating and rule-breaking is because fairness is programmed into our brains. Tricomi et al (2010) have found that the brain reacts in a particular way when we feel we are being treated unfairly. The study identified a reaction in a specific part of the brain when test subjects were given less money than others. A fair situation makes our brains respond in ways that lead to feelings of comfort and even happiness, but unfairness causes our brains to respond with negative feelings such as anger and pain. The study found that this also happened when subjects saw other people being treated unfairly. They concluded that fairness is a basic human need along with food and social contact.

Our sense of fairness depends on the influences in our culture, the immediate situation we are in, and our own self-interest. Arriving at a feeling of fairness means considering different, often conflicting, points of view. Regardless of the disagreement, people almost always need to compromise. But it can be difficult to arrive at a compromise when there are conflicting interests. This is why communities have rules that everyone must follow.

Social controls are an important factor in setting and following rules. They influence the way we behave, and can be internal or external. Internal controls come from within and are based on our values and fears. Most of us don't steal, for example, because we believe that theft is unfair and

wrong. We also don't want to disappoint our family and friends. In other words, our internal controls keep us from behaving in ways that cause conflict. External controls include rewards and punishments. They do not come from within but are implemented by an authority — this could be the national or local government, the police, a manager, a teacher or parents, depending on the situation. Rewards, such as job promotions, awards, and praise, are designed to encourage people to behave and act in the interest of the whole community. Punishments, such as public embarrassment, fines, and even imprisonment can prevent people from acting against the community's best interests, regardless of their values.

People need their communities to function smoothly. Because of this, humans most often behave in orderly, fair, and predictable ways. If there were no rules, the majority of people would probably continue to interact positively, like the subjects in the online avatar study. However, there would always be a minority who would not, with serious consequences. This is why a society without rules is unlikely to become a reality any time soon — at least not in the real world.

Reading Skillful, Liz Driscoll, Cambridge University Press, 2004;

HEAL THE WORLD

There's a place in your heart
And I know that it is love
And this place could be much
Brighter than tomorrow
And if you really try
You'll find there's no need to cry
In this place you'll feel
There's no hurt or sorrow
There are ways to get there
If you care enough for the living

Make a little space
Make a better place
Heal the world
Make it a better place
For you and for me
And the entire human race
There are people dying
If you care enough for the living
Make it a better place
For you and for me
If you want to know why
There's love that cannot lie
Love is strong
It only cares of joyful giving
If we try we shall see
In this bliss we cannot feel
Fear of dread
We stop existing and start living
The it feels that always
Love's enough for us growing
So make a better world
Make a better place
Heal the world
Make it a better place
For you and for me
And the entire human race
There are people dying
If you care enough for the living
Make a better place for you and for me
And the dream we were conceived in
Will reveal a joyful face

And the world we once believed in
Will shine again in grace
Then why do we keep strangling life
Wound this earth, crucify its soul
Though it's plain to see
This world is heavenly
Be god's glow
We could fly so high
Let our spirits never die
In my heart I feel you are all my brothers
Create a world with no fear
Together we cry happy tears
See the nations turn their swords into plowshares
We could really get there
If you cared enough for the living
Make a little space
To make a better place
Heal the world
Make it a better place
For you and for me
And the entire human race
There are people dying
If you care enough for the living
Make a better place for you and for me
There are people dying
If you care enough for the living
Make a better place for you and for me

“Michael Jackson ” www.learnenglish.com

**ҚОРАҚАЛПОҚ ДАВЛАТ УНИВЕРСИТЕТИ ҲУЗУРИДАГИ
ПЕДАГОГ КАДРЛАРНИ ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ
МАЛАКАСИНИ ОШИРИШ МИНТАҚАВИЙ МАРКАЗИ**

Амалий инглиз тили йўналиши тингловчилари учун

**4.1. “АМАЛИЙ ХОРИЖИЙ ТИЛНИ ЎРГАНИШНИНГ ИНТЕНСИВ
УСУЛЛАРИ” модулидан
АССЕССМЕНТ ТОПШИРИҒИ**

Мазкур модуль ассесмент топшириғи макс. 2,5 балл билан баҳоланади.

Гуруҳ: ___ Тингловчининг

Ф.И.Ш. _____

1. Топшириқ.

*Тил кўникмаларини ривожлантириш учун ўтилган мавзулар
асосида
1-тест.*

2. Топшириқ.

*Тил кўникмаларини ривожлантириш учун ўтилган мавзулар
асосида
2-тест.*

3. Топшириқ.

*Тил кўникмаларини ривожлантириш учун ўтилган мавзулар
асосида
3-тест.*

4. Топшириқ.

*Тил кўникмаларини ривожлантириш учун ўтилган мавзулар
асосида
4-тест.*

5. Топшириқ.

*Турли даражадаги тест тузиш (A1-C1гача CEFR бўйича
Placement Tests)*

Тингловчи имзоси: _____

Сана: _____

ТЕКШИРИШ НАТИЖАСИ:

1-топшириқ бўйича баҳолаш натижаси: _____

2-топшириқ бўйича баҳолаш натижаси: _____

3-топшириқ бўйича баҳолаш натижаси: _____

4-топшириқ бўйича баҳолаш натижаси: _____

5-топшириқ бўйича баҳолаш натижаси: _____

Умумий балл: _____.

4.1. модули ўқитувчиси:

ф.ф.н.Д.Т.

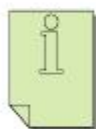
Хаджиева

V. КЕЙСЛАР БАНКИ



Task 1. Make the stylistic analysis to the following extracts from “A Christmas Carol” by Dickens

1. Scrooge knew he was dead?
2. Of course he did.
3. How could it be otherwise?
4. Scrooge and he were partners for I don't know how many years.
5. Scrooge was his sole executor, his sole administrator, his sole assign, his sole residuary legatee, his sole friend and his sole mourner.
6. And even Scrooge was not so dreadfully cut up by the sad event, but that he was an excellent man of business on the very day of the funeral, and solemnized it with an undoubted bargain.
7. The mention of Marley's death brings me back to the point I started from.
8. There is no doubt that Marley was dead.
9. This must be distinctly understood, or nothing wonderful can come of the story I am going to relate.
10. If we were not perfectly convinced that hamlet's Father died before the play began, there would be nothing more remarkable in his taking a stroll at night, in an easterly wind, upon his own ramparts, than there would be in any other middle-aged gentleman rashly turning out after dark in a breezy spot – say Saint Paul's Churchyard, for instance – literally to astonish his son's weak mind. (A Christmas Carol by Dickens)



Task 2. Give the stylistic analysis to the following extracts:

1. As various aids to recovery were removed from him and he began to speak more, it was observed that his relationship to language was unusual. He mouthed. Not only did he clench his fists with the effort of speaking, he squinted. It seemed that a word was an object, a material object, round and smooth sometimes, a golf-ball of a thing that he could just about manage to get through his mouth, though it deformed his face in the passage. Some words were jagged and these became awful passages of pain and struggle that made the other children laugh. Patience and silence seemed the greater part of his nature. Bit by bit he learnt to control the anguish of speaking until the golf-balls

and jagged stones, the wads and jewels passed through his mouth with not much more than the normal effort. (W. G1.)

2. "Is anything wrong?" asked the tall well-muscled manager with menacing inscrutability, arriving to ensure that nothing in his restaurant ever would go amiss. A second contender for the world karate championship glided noiselessly up alongside in formidable allegiance. (Js. H.)

3. Scooby turned up James Street past the Secretariat. With its long balconies it has always reminded him of a hospital. For fifteen years he had watched the arrival of a succession of patients; periodically, at the end of eighteen months certain patients were sent home, yellow and nervy and others took their place - Colonial Secretaries, Secretaries of Agriculture, Treasurers and Directors of Public Works. He watched their temperature charts every one - the first outbreak of unreasonable temper, the drink too many, the sudden attack for principle after a year of acquiescence. The black clerks carried their bedside manner like doctors down the corridors; cheerful and respectful they put up with any insult. The patient was always right. (Gr. Gr.)

4. Her voice. It was as if he became a prisoner of her voice, her cavernous, somber voice, a voice made for shouting about the tempest, her voice of a celestial fishwife. Musical as it strangely was, yet not a voice for singing with; it comprised discords, her scale contained twelve tones. Her voice, with its warped, homely, Cockney vowels and random aspirates. Her dark, rusty, dipping, swooping voice, imperious as a siren's. (An. C.)

5. We have all seen those swinging gates which, when their swing is considerable, go to and fro without locking. When the swing has declined, however, the latch suddenly drops to its place, the gate is held and after a short rattle the motion is all over. We have to explain an effect something like that. When the two atoms meet, the repulsions of their electron shells usually cause them to recoil; but if the motion is small and the atoms spend a longer time in each other's neighbourhood, there is time for something to happen in the internal arrangements of both atoms, like the drop of the latch-gate into its socket, and the atoms are held. (W.Br.)

6. We marched on, fifteen miles a day, till we came to the maze of canals and streams which lead the Euphrates into the Babylonian cornfields. The bridges are built high for the floods of winter. Sometimes the ricefields spread their tassled lakes, off which the morning sun would glance to blind us. Then one noon, when the glare had shifted, we saw ahead the great black walls of Babylon, stretched on the low horizon against the heavy sky. Not that its walls were near; it was their height that let us see them. When at last we passed between the wheatfields yellowing for the second harvest, which fringed the moat, and stood below, it was like being under mountain cliffs. One could see the bricks and bitumen; yet it seemed impossible this could be the work of human hands. Seventy-five feet stand the walls of Babylon; more than thirty thick; and each side of the square they form measure fifteen miles. We saw no sign of the royal army; there was room for it all to encamp within, some twenty thousand foot and fifty thousand horses. The walls have a hundred gates of

Write a summary formulating your own scientific views on the following problems:

1. Comment on the problems of functional styles and genres.
2. The main criteria for text typology
3. The role of text forms (narration, description, reasoning, dialogue, etc) in the semantic structure of the text.
4. The difference between the oral and the written types of texts?
5. Text heterogeneity and its reasons

Analyze the following fragments of the text and reveal the functions of intertextual markers, their types and cognitive significance

Madame Chalon, at forty, fitted no category of murderers; she was neither Cleopatra nor beldame. A Minerva of a woman, he told himself instantly, whose large, liquid eyes were but a shade lighter than the cobalt blue of the Mediterranean twinkling outside the tall windows of the salon where they sat (Donnel, Recipe for Murder)

The front door of the cottage opened, and Eileen Evans stood there. There were still vague traces of beauty left, like clues to what once was, but bitterness had overlaid the past with a harsh brush. It was a Dorian Gray situation (Her beauty had gone into Dana) (Sheldon, The Sky is Falling).

➤ Compare intertextual markers used in the fictional and scientific texts and comment on their peculiar features

The importance of the discourse level for the study of language and linguistics can hardly be overestimated: "Discourse is what makes us human" (Graesser *et al.*, 1997). It is not surprising, therefore, that the study of text and discourse has become an increasingly important area over the last decades, both in linguistics and psychology (T.Sanders, J. Sanders, Text and Text Analysis)

At the discourse level such a discussion is nowadays absent. In the pioneering years of text linguistics, scholars like van Dijk (1972) and Petofi and Rieser (1973) attempted to describe texts as a string of sentences within the framework of generative grammar (Sanders, Text and Text Analysis)

“Oh, my!” Ma said wearily. “Oh! My dear sweet Lord Jesus asleep in a manger! What we are goin’ to do now?” she put her forehead in her hand and rubbed her eyes (Steinbeck, The Grapes of Wrath).

With devilish cunning I encouraged her to talk. Unsuspecting, she laid her heart bare. Upon the cold, conspicuous common, printed page I offered it to the public gaze. A literary Judas, I kissed her and betrayed her. Forpieces of silverI dressed her sweet confidences in the pantalettes and frills of folly and made them dance in the market place (O'Henry, Selected Stories, P.74).

Teaching technology model of the practical lesson

Subject: Reading Time: 2 hours	
Plan of the lesson	What’s So Funny about That Text: READING ONE: The story of “I love Lucy” READING TWO: A review of the Cosby Show
Aims: - to develop students’ scanning and skimming skills - to get students to identify main ideas, locate information in a text - to encourage students to identify similarities and differences between different cultures	
Objectives: 1. to encourage students to explain the double meaning of English jokes 2. to analyze how humor reflects social and cultural	By the end of the lesson students will have: (result) 1. got information about the double meaning of jokes 2. located information in the text

<p>values</p> <p>3.to get students to match the words to definitions from the context</p> <p>4. to get students to compare and contrast information from to texts</p>	<p>3. got the meaning of vocabulary words from the context</p> <p>4. discussed the main points of the texts, identified what makes two texts cohesive</p>
<p><i>Teaching techniques</i></p>	<p>Brainstorming, prediction, discussion</p>
<p><i>Interaction format</i></p>	<p>Individual work, pair work, group work, teamwork</p>
<p><i>Teaching materials and aids</i></p>	<p>Computer, projector, handouts, flipchart, markers</p>
<p><i>Learning area</i></p>	<p>Auditorium designed with teaching technological equipment (projector, computer, etc.)</p>
<p><i>Feedback and monitoring</i></p>	<p>Presentations, results of the given tasks, summative assessment</p>

Typical technological plan of the lesson

<i>Stages of the lesson, time</i>	<i>Content of the activities</i>	
	<i>Teacher</i>	<i>Students</i>
<p align="center"><i>Stage 1</i> <i>Warm-up</i> <i>(10 min)</i> <i>Predicting</i></p>	<p>1.1. shows a photo of the show “I Love Lucy” a famous TV Show from the 1950s and asks What’s so funny about that? (2 min)</p> <p>1.2. asks students to write a caption for the photo (5 min)</p> <p>1.3. checks students’ captions and identify more suitable caption for the photo (3 min)</p>	<p>1.1. predict and give their opinions</p> <p>1.2. write a caption and share with the class</p> <p>1.3. discuss and share ideas</p>
<p align="center"><i>Stage 2</i> <i>READING</i> <i>ONE</i> <i>Pre-reading activities</i> <i>(10 min)</i> <i>Brainstorming,</i> <i>Vocabulary task</i></p>	<p>2.1. explains that they are going to read about some famous American comedy shows, in which they use a lot of jokes or stunts, gives one example: a knock-knock joke, and explain a double meaning of a joke (3 min)</p> <p>2.2. asks students if they know any English jokes to discuss their meaning, gives another joke and asks to try to explain a double meaning of it (2 min)</p> <p>2.3. explains about TV producers works, distributes the passages in which described a meeting of TV producers who want to create a new comedy show, and asks to match underlined words with the given definitions. For this task divide the group into two subgroups (handout 1) (handout 2) (3 min)</p> <p>2.4. checks the task with the whole class, account the wrong</p>	<p>2.1. get the meaning of the joke and discuss</p> <p>2.2. explain and share ideas</p> <p>2.3. read the passages and match the words</p> <p>2.4. check and correct their mistakes</p>

	<p>words and prices the winner team(2 min)</p>	
<p><i>Stage 3 While-reading (10 min)</i></p>	<p>3.1.introduces a summary of the autobiography of Lucille Ball, the actress who created I Love Lucy with her husband, Desi Arnaz explains that they have to scan the text, in order to remind scanning asks what scanning is and distributes the text and handouts (handout 3) (7 min)</p> <p>3.2. checks and discuss the task with the whole class (3 min)</p>	<p>3.1. explain what is scanning, work in pairs and complete the sentences with the suitable words</p> <p>3.2. give their variants turn by turn</p>
<p><i>Stage 4 Post-reading (20 min)</i></p>	<p>4.1. asks comprehension checking questions and helps students to analyze the article (6 min)</p> <p>4.2. in order to identify how much the st's get about the text divides students into groups and organize TRUE / FALSE task as a competition task, explains instructions(6 min)</p> <p>4.3. checks and identifies the winner team (2 min)</p> <p>4.4. for checking students' reacting to the reading gives the task for individual work (handout 4) (4 min)</p>	<p>4.1. answer the teacher's questions, analyze the text</p> <p>4.2. . go to the sheet of paper on the wall and write T if the statement is true, and F if the statement is false (one student from each team at the same time)</p> <p>4.3.get to know the results</p> <p>4.4. work</p>

	<p>4.5. checks the task with whole group (2 min)</p>	<p>individually, find out suitable answers as it given in Reading One, 4.5. check and correct mistakes</p>
<p><i>Stage 5</i> READING TWO <i>while-reading</i> <i>(10 min)</i></p>	<p>5.1. explains that they are going to read a review of The Gosby Show, famous comedy of 1980s which was very different from I Love Lucy. Asks students to skim the text (7 min) (individual work)</p> <p>5.2. asks comprehension questions (3 min)</p>	<p>5.1. develop their skimming skills while reading the text</p> <p>5.2. answer the questions and share ideas</p>
<p><i>Stage 6</i> <i>Linking</i> READING S ONE and TWO <i>(15 min)</i></p>	<p>6.1. asks questions which are connected with two texts:</p> <p>1. In the 1950s, the roles of men and women were different from what they were in the 1980s. What differences can you find between the roles of Ricky and Cliff? Lucy and Clair?</p> <p>2 Look at Reading One and Reading Two again. Label examples of humor that would be funny in your culture and that wouldn't be funny in your culture. Can you explain why? (5 min)</p> <p>6.2. asks to identify what makes two texts cohesive (5 min)</p>	<p>6.1. give answers and share ideas</p> <p>6.2. identify the reasons</p>
<p><i>Stage 7</i> <i>Feedback</i> <i>Assessment</i> <i>(5 min)</i></p>	<p>7.1. step by step remind what about was this lesson</p> <p>7.2. praises every students and concludes all remarks done during the lesson</p>	<p>7.1. remind their taken knowledge</p>

<i>Home task</i>	7.3. to compare advertizing of our home country to advertizing in another country	Write down on their notebooks
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**Done by:
Toleubaeva Aliya**

Handout 1

Match the underlined words in the passages with the definitions below.

Many actors have an ambition to be on television, and this new show will give a few of them an opportunity to make their dreams come true. On this show, some scenes will be humorous, and other parts will be filled with a tension that makes the audience wonder what will happen next. The producers believe that laughing at the tension on the show will help the audience deal with their own tensions in life.

- | | |
|--------------------|---|
| ___ 1. ambition | a. a nervous, worried feeling |
| ___ 2. opportunity | b. a strong desire to do something |
| ___ 3. scenes | c. a chance to do something |
| ___ 4. tension | d. to handle something or to do what is necessary for something |
| ___ 5. deal with | e. parts of a movie or play |

handout 4

Lucille Ball was an actress who created the character of Lucy Ricardo. Read the statements below. Check (/) the statements that describe Lucille Ball and the ones that describe Lucy Ricardo. Some statements might describe both. Then discuss your answers with the class.

Lucille Ball Lucy Ricardo

- | | | |
|---|--------------------------|--------------------------|
| 1. She had a busy career. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. She dreamed of being in show business. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. She stayed at home and took care of her family. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. She knew how to play like a child. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. She always looked soft and pretty. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. She looked like an expectant mother. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. She knew that her husband loved her even though she was a little bit afraid of him | <input type="checkbox"/> | <input type="checkbox"/> |

Handout 2

The star of the show will be a man who doesn't have a job outside of the home. His name will be Bob, and he will be married to a doctor. Bob will stay at home and take care of the children, clean the house, and cook all of the meals.

His wife, Allison, will work long hours. But Bob will not see his life as limited in any way, and he will not lose his dignity in this role; instead, he will be a full partner with his wife, and it will be clear that she respects his mind and his abilities. And, although they will be married with kids, they will still flirt with each other like newlyweds.

Another main character on the show will be Allison's father. He will always bicker with his son-in-law because he won't understand why Bob stays at home while Allison works to support the family. There will be tension between his traditional ideas and Bob and Allison's modern ideas. Allison's mother will be the kind of person who talks constantly but never listens. The producers have decided that she will fall down a lot because she won't look where she is going. The stunts she will do will add slapstick comedy to the show. She will also have a cute little dog, but this dog will be mean—always biting people for no reason.

6.Limited

7.dignity

8.flirt with

9.bicker

10.stunts

11.mean

The producers believe that the audience will like this show. They have already shown scenes of it to a test audience, and the response was encouraging.

f. argue

g. not nice; hurting someone or something with words or actions

- h. self-respect**
- i. not having a lot of something**
- j. show romantic interest in**
- k. foolish or dangerous actions someone does to get attention**

THE STORY OF I Love Lucy

My dream of being a TV star had finally come true. One day CBS studios told my husband, Desi, that they wanted to make a TV show about a funny married couple. We couldn't believe it. It was a very busy time for us—we were expecting the birth of our first child—and now we had the opportunity to create our own TV show. Desi and I were so confused about what to do. We were radio performers. At that time, TV was still something new, and most Hollywood stars were afraid of it. I knew that if our TV show failed, we might never work in the movies again. But this was also the first chance that Desi and I had to work together, and this was exactly what we wanted to do.

Our decision to create I Love Lucy was made. We thought of the characters for the show: Ricky and Lucy Ricardo. Ricky was a Cuban immigrant who worked as a bandleader in a New York night club. Lucy was his wife, a 1950s housewife with a crazy ambition to be in show business—just like her husband.

Desi clearly described and carefully summarized what his ideas for the show were. He told CBS that the show's humor would never be mean or unkind. Ricky and Lucy would be very much in love with each other and would never flirt with other characters. Most of all, Ricky would always keep his dignity as a man. He told the writers not to let Lucy surprise him. "If Lucy's going to play a trick on me, make it clear to the audience that Ricky knows what's going on." It was important to him to be seen as a strong male figure.

After we started making the show, I looked more and more like an expectant mother. During one of the first shows, I covered myself up with a funny costume: baggy clown pants that I wore while I played the cello. But no matter what I wore, I always played Lucy Ricardo as very feminine. I made sure that Lucy always looked soft and pretty, even when someone had thrown a pie in her face. And Lucy was never mean. When she got in trouble, it was usually because she was trying to be a star. I believe this is one reason why the audience liked the show. People in the audience could understand Lucy—because, really, who doesn't want to be a star?

Lucy's dream of being a star was one reason why I Love Lucy was a hit. Fred and Ethel were another reason. These characters were the neighbors of Ricky and Lucy, an older couple who were always bickering with each other. Ethel was played by Vivian Vance, an experienced stage actress who didn't mind looking a bit plain. She

agreed not to wear false eyelashes or eye makeup. But she refused to wear body padding to look heavier. She wanted to appear as a woman of average weight—not overweight—so that when her husband told her she was fat, the audience would see this as funny, not sad. ⁶ Fred was a henpecked husband¹ that so many men in the audience could understand. They loved it when Fred fought back with sharp words of his own. When people saw Bill Frawley, the actor who played Fred, on the street, they would often say, "Hey, Fred, you really know how to handle that wife of yours!" I believe the audience understood the husband-wife tension on the show. Maybe laughing about it helped them deal with their own tensions in life. As an actress, I worked hard to make the audience believe that Lucy was always a little afraid of Ricky. Of course, Lucy knew that Ricky loved her and was a good husband, but she also knew how limited his patience was. I think this tension between feeling loved and feeling afraid made the show more exciting and funnier to watch.

When people think of *I Love Lucy*, the slapstick comedy is usually what they remember. The only way I can do crazy stunts is to believe they are real. It's almost like becoming a child again. Only a child can really do a good job of pretending to eat like a dog under a table or pretending to freeze under burning stage lights. In one of the most famous scenes, Lucy and Ethel get a job in a chocolate factory. They have to wrap chocolates with paper, and the chocolates start coming out of the chocolate machine so fast that Lucy and Ethel have to start eating them. People always seem to remember that one.

⁸ But real life is not always comedy. After we found success with *I Love Lucy*, our marriage began to fall apart. The pressures of show business were destroying us as a couple. Desi and I finally reached the point where we were no longer speaking to each other. Of course, we continued to play the Ricky and Lucy characters as happily as usual.

¹ henpecked husband: *a man who is always being told what to do by his wife*

⁹ We made our last show after we had agreed to divorce. During that show, Lucy was trying to find a way to help Ricky play his music on a famous and important TV show. She was dressed as a male chauffeur with a cap and moustache. The humorous part of the scene was when Ricky pulled her close and kissed her, moustache and all. Maybe it seemed funny to the audience, but in reality, when we came eye-to-eye and really looked at each other, both of us started to cry.

¹ chauffeur: someone whose job is to drive a car for another person

Handout 3

The sentences below show how the information in the reading is organized. Read each sentence, and cross out one detail that is not included in the reading.

1. Before making *I Love Lucy*, Lucille Ball was
 - a. a wife
 - b. an expectant mother
 - c. an employee of CBS studios
 - d. a radio performer
2. In the show *I Love Lucy*,
 - a. Lucy played tricks on Ricky
 - b. Ricky kept his dignity
 - c. Lucy surprised Ricky
 - d. Ricky and Lucy loved each other
3. In the show, Lucy
 - a. was never mean
 - b. dressed like a model
 - c. was always feminine
 - d. covered up the fact that she was going to have a baby
4. The relationship between Fred and Ethel included
 - a. arguments
 - b. flirting with each other
 - c. comments about weight
 - d. criticism
5. Some examples of slapstick comedy in the show are
 - a. Lucy bakes a ten-foot loaf of bread
 - b. Lucy pretends to eat like a dog
 - c. Lucy and Ethel start eating chocolates because they can't wrap them fast enough
 - d. Lucy has a pie thrown in her face
6. Toward the end of the life of the show
 - a. Lucy and Desi continued to play Ricky and Lucy as happily as usual
 - b. Lucy and Desi really enjoyed their success
 - c. Lucy and Desi weren't speaking to each other
 - d. Lucy and Desi agreed to divorce

Cosby: A Different Kind of Family Show
By Timothy Sargent (from the Huntington Beach Herald)

Heathcliff Huxtable. That's the name of Bill Cosby's TV character on *The Cosby Show*. Actually, he uses "Cliff" as a first name with family and friends. To the rest of the world he is "Dr. Huxtable," a kind and friendly obstetrician¹ married to a successful lawyer, Clair.

1 Cliff and Clair Huxtable. They are the loving African-American parents of five children: four girls and a boy. They live in a nice big house filled with pretty furniture. They are well dressed, and their children, ranging in age from preschool to high school, are bright and charming. Grandma and Grandpa are part of the fun, too. What's so funny about that? No pies are thrown; no funny costumes are worn. Instead, Dr. Huxtable relaxes at home in a sweater and does simple fatherly things. The children often bicker and make up, and sometimes there is tension between husband and wife. In the end Cliff and Clair look at each other, and we know what they are thinking: You're a pain in the neck, but I still love you.

3 Again, what's so funny about that? It's quite simple. Cliff and Clair show us family life in America not as it is, but as it could be. In a perfect world, both husband and wife have satisfying, high-paid careers. They still have time and energy to love their kids, and when pressures build up, they are able to laugh. Bill Cosby is the master of the chuckle.² He is able to do amazingly funny things with his face. When he raises his eyebrows, smiles, and chuckles, we know that everything is going to be all right—and this is comforting to all of us in the real world. Dr. Huxtable is here to show us that yes, life is a little frustrating at times, but if we chuckle our way through our problems and if we love the people around us, things are going to be OK.

4 In one show, Cliff has a cold but doesn't want to admit it to himself or anyone else. Every time someone asks him if he's sick, he denies it crossly.³ Finally, at the end of the show, he admits it, and, like a child, asks his wife to take care of him: "I'm sick. Will you take care of me?" As Clair helps him climb the stairs she responds, "Yes."

Cliff continues with a series of questions like "Will you put me in the bed? Will you take my temperature? Will you make soup for

1 obstetrician: a doctor who deals with the birth of children

2 chuckle: a quiet laugh

3 crossly: in annoyed manner

me?" Clair says "Yes" each time. Finally, like a child who tries to use the situation to his advantage, Cliff asks "Will you buy me a pony?" We identify with Cliff's imperfections and are comforted to see that someone loves him anyway.

5 This is good medicine for America. What America needs to see right now is a happy family. Henry Louis Gates Jr., a professor of African-American studies at Harvard, tells us that Bill Cosby is a very smart man. Instead of focusing on the very real problems of race and money, he shows us "a black family dealing with all the things black people deal with, the same as all other people." For example, Theo, the teenage son, has been borrowing money from all his sisters. They finally tell him he needs to pay them back. NOW! But Theo has a problem. He doesn't have any money to pay them back with. So he asks his father for an advance on his allowance. Cliff says, "Son, you're already backed up to your 50th birthday. No." This is a familiar problem for many American families, but Cliff uses the humor of exaggeration to get his point across. *The Cosby Show* is sure to please many people. I predict that the Huxtables will be in our lives for several years to come.

T / F

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Teaching to Speak

The aim of this unit

- To make you think about speaking as a skill
- To present a variety of techniques to teach speaking
- To reflect upon the ways of teaching to speak

What do you have to do in this unit?

- Warming up discussions
 - Input reading
- Exploratory and self-exploratory tasks
 - Micro-teaching with observation
 - Integrated task

Input reading 1

Warming-up discussion 1.1

Complete the grid below indicating the real world situations, in which it is necessary to speak.

	Situations for speaking	

Speaking as a skill

Speaking is a skill on oral communication consisting in sending an oral message (Bygate, M. 1987. Speaking. OUP). Speaking is an integral part of **oral conversation**. There are certain genres of oral conversation i.e. typical types of oral performances in typical settings with the typical and highly predictable features (genres of oral conversation can be found in R.Carter and M.McCarthy. Exploring Spoken English. CUP. 1997).

Among the genres of speaking are **description** (telling the details to an active listener), **narration** (telling the development of events to an active listener), **reasoning** (telling one's train of thought to an active listener), **identification** (talking about one's likes and dislikes) Other genres are **language-in-action** (people doing things and talking), **comment** (opinions and angles of view), **service encounters** (buying and selling of goods and services), **debate and argument** (seeking a solution and pursuing one's point), **learning** (use of language in learning) and **decision-making** (people working towards decision). The ability to perform these genres is a proof of the skill level. This is how the language is used in everyday life.

Exploratory task 1.1

Study the list of speaking genres, indicate real world situations where these genres can occur. Some examples have been given to you.

Genre	Situation
• Description	

• Narration	Telling a tale to a child
• Reasoning	
• Identification	
• Language-in –action	
• Comment	
• Service encounters	
• Debate and argument	
• Learning	
• Decision making	

Exploratory task 1.2

In the process of communication a speaker performs the necessary **communicative functions (information request and providing information, saying rituals of greeting and others, expressing imagery and feelings, controlling other people’s behavior)**. A speaker can use conventional phrases without much meaning in them (e.g. How are you?). Speakers can use plain or metaphorical language (“If you don’t obey, you’ll get in the neck!) to be more expressive. Check your ability to perform the following functions

Oral functions	Language samples
Providing information <ul style="list-style-type: none"> • Confirmation <ul style="list-style-type: none"> • Denial • Promise • Rhetorical question <ul style="list-style-type: none"> • Description • Narration • Reasoning 	
Ritualizing <ul style="list-style-type: none"> • Greeting • Farewell • Congratulation <ul style="list-style-type: none"> • Invitation • Condolence 	
Controlling other people’s behavior <ul style="list-style-type: none"> • Approval 	

<ul style="list-style-type: none"> • Disapproval • Blaming • Apology • Warming • Threat 	
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Exploratory task 1.3

Study your own style of oral speech. Mark the following statements as “true” or “false” as referring to yourself. Describe your communication style. Find among your peers a person with the same oral style as yourself.

Statements	T F
<ol style="list-style-type: none"> 1. I am a blunt person 2. I criticize people 3. I rarely admit I am wrong 4. I can gossip about a mutual friend 5. I compliment people 6. I use rude language at least sometimes 7. I like to talk about myself 8. I am a good listener 9. I push forward my ideas 10. I talk a lot 11. I don't mind talking about a situation where I was embarrassed, humiliated and so on 	

Planning and producing oral speech

The process of speaking starts before the actual moment when the articulation starts. A great deal of planning in the process of speech production is done during **speech hesitation pauses**. Hesitation pauses occur mostly before most important parts of utterance where it is necessary to think hard of what to say (Goldman-Eisler, F. cited in Aitchison, J.1999. The Articulate Mammal. An Introduction to Psycholinguistics. L. N.Y. P. 239). Speakers do not deal with one meaningful chunk of speech at a time. Instead, speakers begin planning the next meaningful clause while uttering the present one.

Oral speech is addressed to the audience. It is time-bound, spontaneous, interactive, exists in real time, is accompanied by non-verbal features, gives an opportunity to rethink and repair, employs phonetic means such

as timbre (Aitchison, J.1999. The Articulate Mammal. An Introduction to Psycholinguistics. L. N.Y. P. 240-251). This makes oral speech different from written language.

Exploratory task 1.4

How will you repair the following conversation making it more organized for writing? Who are the participants and what are they talking about?

Original utterance	Repaired version
<ul style="list-style-type: none"> • <i>What age did you start it?</i> <ul style="list-style-type: none"> • <i>From ten to eleven</i> <ul style="list-style-type: none"> • <i>And gave up?</i> • <i>About a year ago</i> <ul style="list-style-type: none"> • <i>Why?</i> • <i>It's all like ... all the posters you see about...and you know ... it gives you ... lung cancer ... and all that</i> ... • <i>How did you do it?</i> • <i>Just gradually ... went off them ... stopped buying my own ... started cadging them first ...then by the time ...just give ... gave them up after a while ...</i> 	

(Tip: This is an interview with a fifteen year old who has given up smoking)

Oral speech produces a **discourse**. Oral “discourse” is a continuous stretch of spoken language acquiring its meaning in the **context** and understood only if we know the **speakers’ reality** (Nunan, D. 1993. Introducing Discourse Analysis. Penguin Books).

Discourse analysis produces distinction between **interactional and transactional function of the language**. The information-transferring function is called **transactional**. Transactional function of the language is **message oriented**. The purpose is to get things done. Examples are

science reports, news stories, eye witness accounts to the police, a talk between a patient and a doctor etc. In all the cases it is necessary to extract the salient details, to sequence and to present them to the listener or to the audience. This function is performed for “bringing the message across” and for “getting things done”.

Other types of conversation are different. People chat with each other for pleasure. They talk feeling comfortable and friendly towards each other.

This function of the language is called **interactional**. Interactional function of the language is **listener-oriented**. The purpose is to “oil the wheels of communication”. These talks are friendly dialogues (Brown, G and G.Yule.1997. Teaching the Spoken Language. CUP. P. 10-39)

Exploratory task 1.5

Match the following pieces of discourse with the types of “transactional” or “interactional” language.

Discourse samples	Types of discourse
<p>1. ... and with the acting in the film ... you know ... it really works well ... it’s a great script to start with ... and all the jokes come through ... very entertaining</p> <p>2. ... one thing that I like about my age is that you have a sense of proportion ...less and less of these highs and lows as the teenagers have ...</p> <p>3. Young prodigies are of course not confined to music ... take sports for instances such as chess or athletics ...many of them miss a lot in their general education ... their parents’ expectations put them under stress as well</p>	<p>A. Transactional discourse</p> <p>B. Interactional discourse</p>

<p>...</p> <p>4. ... well ... you can have lots of emotions ... lots of love ... and you can keep in your emotions and would let it out in little bits ... it's all in your fancy and the more fancy you have the more romantic you are ...</p> <p>5. ...in fact it's been estimated that up to 40% of all drugs prescribed in the USA are derived from rainforest resources. These resources have been used for centuries ...</p>	
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Conversational discourse has certain typical features (Carter, R., and M. McCarthy, 1995. Language as Discourse: Perspectives for Language Teaching. London:Longman): **back-channels** (Uhum), **binomials** (Hit or miss), **discourse markers** (well... I mean...), **ellipsis** (Think so. Seen my glasses anywhere? Want another drink? Know where to go?), **fixed expressions** (A good time was had by all), **fronting** (To this man I dedicated...).

Other features are **heads** (That chap, he is...), **hedges** (He was... kind of ...sort of), **tags** (She is nice. She is), **tail** (She is nice. Clare), **modality** (He could, probably...), **vague language** (Can you get me a sandwich or something?).

Conversational discourse uses **sound imitating words** e.g. The door went "bang", The flames went "Whoosh!" etc.

English conversational discourse often uses “**understatement**”, i.e. putting ideas in a milder form.

Exploratory task 1.6

In the space provided write the devices of the conversational discourse

found

Discourse samples	Devices
1. It's depressing and ... I mean ... it can even go worse	
2. And it's to this purpose that he dedicated his entire life	
3. ...absolutely crazy ... just crazy to behave like that ...	
4. I do feel a sense of responsibility ... kind of feeling ... that is ... sort of ... new to me	
5. He is the sort of driver that picks up speeding tickets and all that, you know	
6. And the moment I touched it went "whoosh!" and was gone	
7. He is not quite well mentally, sorry to say it I mean it's a real problem	

Speaking as a skill depends much on the **communication strategies** (decisions on how to achieve the communicative goal). The list of communication strategies includes: **approximation, paraphrase, word-coinage, negotiation of meaning, time-creating devices (hmm), elliptical language, body-language, mime, changing the subject** (Mc.Donough, S. 1995. Strategy and Skill in Learning a Foreign Language. London. Bialystock, E. 1990. Communication Strategies. Oxford: Blackwell).

Exploratory task 1.7

Analyze the following conversation: (A man, woman and child are having dinner in a South Philadelphia diner). Answer "questions for analysis in the right column"

Conversation	Questions for analysis
<i>Waitress: (to woman:) what're ya havin', dear ? Woman: I'll have the prime rib with baked</i>	<i>What kinds of 'standard' and 'non-standard' speech is exhibited in the</i>

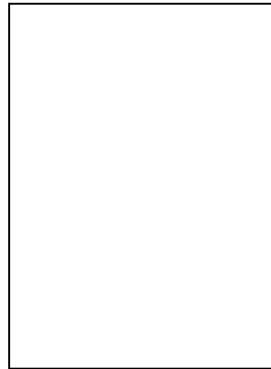
<p><i>potato.</i> Waitress: <i>How d'ya like the steak done?</i> Woman: <i>Medium rare.</i> Waitress: <i>On your salad?</i> Woman: <i>Blue cheese.</i> Waitress: <i>(to boy:) ok how 'bout you, sweetheart?</i> Child: <i>I'll have a cheeseburger with fries and a coke.</i> Waitress: <i>O—kay! (to man:) how `bout you, sir?</i> Man: <i>I'll have the spaghetti and meatballs.</i> Waitress: <i>On your salad?</i> Man: <i>Ranch.</i> Waitress: <i>To drink?</i> Man: <i>A glass of that .. you know... as usual.</i> Waitress: <i>O—kaaay, we'll get started on that.</i></p>	<p><i>conversation?</i></p> <p><i>What kinds of address forms are used by the various participants in this conversation?</i></p> <p><i>In which order does the server address the others, and why?</i></p> <p><i>Why do some of the participants never use any address forms; do you see this as impoliteness, or a lack of deference on their part?</i></p> <p><i>What communication strategies are used by the participants?</i></p>
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In order to be successful in oral communication, one needs **communication skills**. Essential among them are “social skills” or skills in co-operating with people. Social skills are also known as **co-operative skills** i.e. an ability to communicate effectively in a clear and laconic way.

Exploratory task 1.14

Look at the picture on the left and give your partner commands to enable him/her to draw the same picture without seeing it. You are allowed to

use the words such as “a straight line”, “a curve”, “on top”, “down the middle” etc .



Input reading 2 **Teaching to speak**

Generally speaking there are **three major principles** (guiding rules) of teaching to speak. Teaching to speak is done through motivated **speaking for meaning**. Teaching to speak is done through **speaking for information**. Teaching to speak is done through **speaking for interaction**. (Littlewood, W. 1981. Communicative Language Teaching: an Introduction. CUP).

Communicative exercises in teaching to speak are organized as **information transfer** (extracting certain pieces of information from a non-verbal form e.g. a table, a graph, a map etc). Another type of exercises is **information gap** (information is conveyed from the person who possesses it to the one who lacks it). Information gap can take the form of a **jigsaw** (each learner has only some information, which is part of the whole and is to be brought together by means of oral communication) (Johnson, K. 1982. Five principles in a "communicative exercise type". Communicative Syllabus Design and Methodology. Prentice Hall. P. 163-175).

Communicative techniques can be isolated as shown below:

	Communicative techniques	
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Non-reality techniques	Simulation techniques	Reality techniques
Preparation for the language	<ul style="list-style-type: none"> • Games • Information gap • Jigsaw • Information transfer • Role-plays • Discussions • Projects 	<ul style="list-style-type: none"> • In-class socialization • Out-of-class socialization

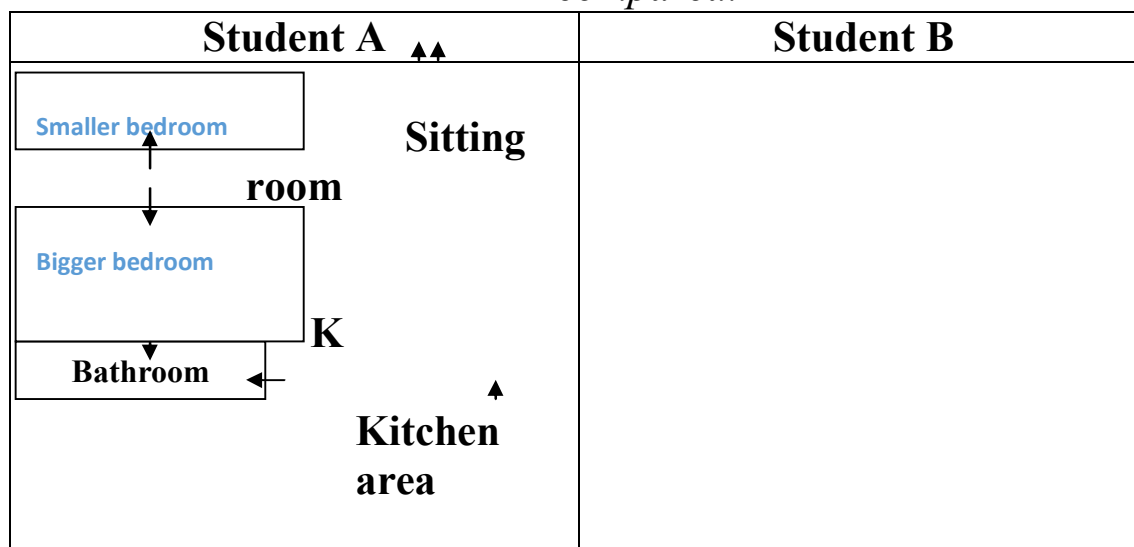
Communicative games have a task, rules, participants, competition, winners (examples of communicative games can be found in Hadfield, J. 1987. *Advanced Communicative Games*. Nelson. Wright, A., M. Betteridge and M. Buckby. 1984. *Games for Language Learning*. CUP).

Games can be classified as follows:

- Information gap games (the winner is the first who compiles together all the necessary information from other participants)
 - Matching, contrasting and comparing games (fitting, exchanging, collating, spotting differences)
 - Sequencing games (the winner is the first who does the correct sequencing),
- Guessing games (the winner is the first who does the correct guess, e.g. "Who am I?", wearing a sticky label on one's forehead and asking questions about oneself)
 - Community games (popular past-time games like "crosswords", "dominos" or "bingo" with a language focus in mind),
 - Attention games (the winner is the one who is most attentive in performing the tasks),
- Memory games (the winner is the one whose memory works best),
- General knowledge games (the winner is the best one at general knowledge quizzes)
 - Board games (a game organized between couples or groups of partners with a playing board, e.g. a grid and dice with a task in each box of the grid and the order of tasks determined by casting the dice)

Exploratory task 2.1

Run this typical “information-gap” activity and reflect on the procedure. *Student A is given the plan of an apartment. Student B has a blank sheet. Student A is to describe the plan of the apartment to student B without showing the sketch to him. Student B can ask comprehension-check questions. After the students have finished the task, the drawings are compared.*



(Ideas borrowed from Watcyn-Jones, P. 1981. *Pair Work – Student A*
Pair work – Student B. Penguin. P. 42)

Items of analysis	Comments
1. Motivation and involvement	
2. Challenge	
3. Useful language used	
4. Questions from the listener	
5. Degree of success in drawing the sketch	

Exploratory task 2.2

Run the “jig-saw” activity to practice speaking. Student A has a text, which is the beginning of the text for student B. The two texts complement each other. Without showing the texts to each the learners ask each other “Yes-No” questions (comprehension-check questions are allowed too e.g. “Do you mean to say that ...?) and pool the whole information together. Reflect on the procedure.

Text A	Text B
<i>British Prime Minister called for the modernization of the comprehensive system,</i>	<i>Schools must be able to serve the particular needs of pupils who might excel at sport or</i>

<i>encouraging "diversity" and innovative approaches to raising standards. This could mean the end of the traditional school day and the opening of classrooms around the clock – with schools offering out-of-hours classes for pupils and the wider community.</i>	<i>music or drama. There are many children sitting in schools today with low ambitions but huge reserves of talent that have never been unearthed. Another emphasis is the importance of teaching modern languages at schools.</i>
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Items of analysis	Comments
1. Clarity of instruction	
2. Motivation and involvement	
3. Challenge of the task	
4. Useful language	
5. Comprehension-check questions	
6. Time required to complete the task	
7. Degree of success	

Simulation activities

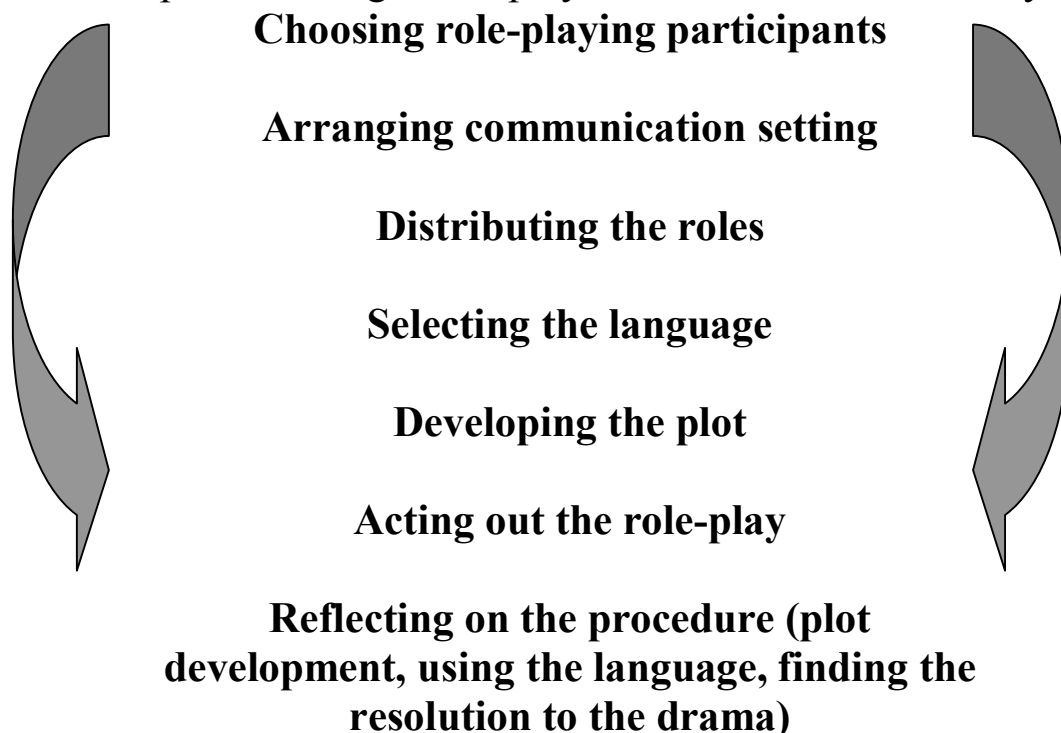
Simulation activities are replicating reality for language study purposes. Simulation can take the form of role-play and problem solving. Role-plays can be based on roles and scenarios (Porter Ladousse, G. 1987. Role Play. OUP). Discussions are usually based on problems and opinions (Ur, P. 1991. Discussions that Work. CUP).

Role-play can be described with at least four features: closeness (a plot can be very close to one's own experience or distant), situation (a situation can be very typical for every day or unlikely), realism (the circumstances can be realistic or imaginary), personality (the characters of the role-play can resemble the participants themselves or be alien to them) (After Byrne, D. 1986. Teaching Oral English. Longman. P. 117-118)

Role-play can be **controlled** (the participants are responsible for the

language they use), semi-controlled (participants are partly expected to use the prescribed language), **free** (participants are responsible for the message not for the prescribed language, **small-scale** (lasting for a lesson or less) and **large-scale** (lasting for more than a lesson or perhaps for the whole term).

The steps of running a role-play in the lesson are shown by the graph



Exploratory task 2.3

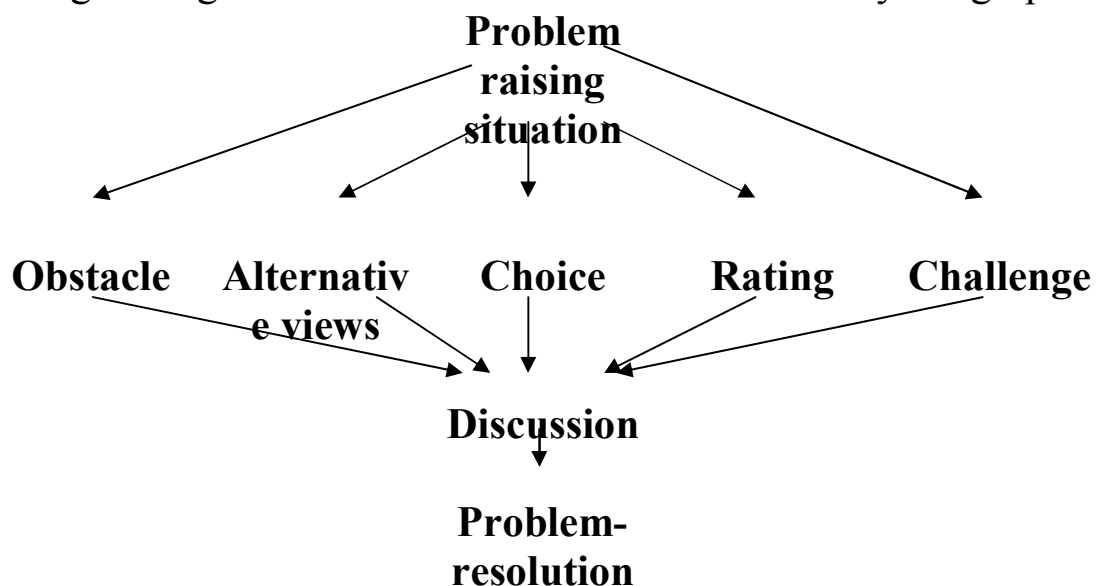
The task is done in a group of three. This role-play has a “hidden agenda”, i.e. the participants communicate in order to achieve a goal, which they never make explicit. Two participants act out a role-play according to the role-cards. The third participant is an observer and is to infer the “hidden agenda” from the overheard conversation (this participant should not see the role-cards!)

Card 1	Card 2
<i>You have met your old school-mate whom you like as a person and probably once secretly loved. You desperately want to invite a person to a cup of coffee but feel very shy yet persistent</i>	<i>Oh! An old school-mate! No time as always. This job pressure all the time. Will now invite me to lunch or at least to a coffee... I must be polite, friendly but firm ...</i>

Discussion is a simulation of reality for study purposes with problem-raising task, co-operating or challenging viewpoints of participants, polarization of opinions, decision making and problem resolution.

Discussion can be organized as **pyramid discussion**. It means that a problem task is given to pairs of students. Once a pair has solved the problem, two pairs are put together to compare answers and to agree a joint solution to the problem. Then larger groups continue to discuss the problem and to work out a single solution. Finally a single variant for the whole of the class is worked out (Jordan, R. 1990. "Pyramid discussion. ELTJ 44/1. P. 48).

Problem situation can arise if there is an obstacle towards the goal, alternative points of view, choice out of the alternatives, rating the items, situation of challenge (life-threatening circumstances etc.). Elements of organizing a discussion in the lesson are shown by the graph below.



SAQ 2.1

Match the ways to set up a problem for discussion with the topics for discussion

Ways to organize a discussion	Topics
1. Obstacle to a desired goal	A. What makes business successful?
2. Alternative points of views	B. A portrait of a happy family
3. Choosing out of the	C. Is violence justified?

alternatives	
4. Rating the items	D. Sleeping rough
5. Situation of life challenge	E. How to remain happy?

Exploratory task 2.4

Students comment on the following proverbs and sayings that have the word “love”. After the activity the evaluation form is completed (1- no, 2 – in a way, 3 – yes)

Proverbs	Comment
1. One cannot live and be wise	
2. Love is blind	
3. Love me, love my dog	
4. Love will find a way	
5. Money can't buy you love	

(Adapted from Ramsey, G. and H. Rees-Parnall. 1996. Well Spoken. Longman. P.13)

Evaluation statements	1	2	3
A. The task motivates the discussion			
B. Students produce long speech turns			
C. Students use topical vocabulary			
D. Grammar is adequate			
E. Students interact in the debate			

Exploratory task 2.5

Run the discussion activity “mazes” (the idea is after Berer, M. and M. Rinvoluceri. 1981. Mazes. Heinemann) and reflect on the procedure (use the evaluation form below). The subject of discussion is “Wearing safety belts: a choice or a must?”. The participants choose from the first three cards. They read the opinions, comment on them, debate with each other and go to the next card as prompted. At the end the participants discover whether they know American law on wearing seat belts in the cars or not

(Adapted from BBC World Service Internet Page. Talking Point)

1	2	3
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Drivers must wear safety belts Go to card 4	Drivers may wish to wear safety belts Go to card 5	Drivers may not wear safety belts Go to card 6
4 Drivers must take care of their and passengers' lives Go to card 7	5 Drivers can decide on whether to protect their lives with belts or not Go to card 8	6 Drivers are not obliged to protect their own and passengers' lives Go to card 9
7 Police will ticket the driver without a safety belt Go to card 10	8 The police will only stop the driver for speeding up Go to card 11	9 A driver can't be punished for not wearing safety belts Go to card 12
10 Ticketing drivers for not wearing safety belts is against USA law Go to card 13	11 If the car is pulled over, the driver can be ticketed for no safety belt Go to card 14	12 If the car is pulled over, the driver is ticketed for speeding up only Go to card 15
13 You should know USA law better Read the driving code	14 You know USA driving code Safe ride!	15 You should know USA law better Read the driving code

Evaluation form

Items of evaluation	Yes or No
• Language goal (what language is to be learned) is clear	
• Instruction to the activity is concrete	
• Language of the activity is comprehensible	
• The procedure is motivating and interesting	
• The activity is mind-broadening	
• The activity fits well within the time limits	
• I will use this type of running discussions with my learners	

Presentation

Presentation is a structured individual or group talk made for the audience. Presentation is done in the following **stages**: introducing the subject and the team, performing the scenario of the presentation, receiving feedback. There are certain **presentation techniques** to keep the audience interested during the performance (After P. 1996. A Course in Language Teaching. CUP. P. 16-17)

Exploratory task 2.6

Choose the subject of your own presentation and give examples of how you are going to keep the audience interested

Techniques	Examples
<ul style="list-style-type: none">• Ruin expectations of the audience<ul style="list-style-type: none">• use examples• Show illustrations• Ask the audience for feedback• Encourage the audience to think<ul style="list-style-type: none">• Contrast views• Modulate your voice• Highlight the message• Close down effectively	

It is often useful to give the learners the **cues**, from which they can speak. Types of cues in a variety of speaking tasks include **cards, notes, table of data and graphs, mind-maps, plans.**

Exploratory task 2.7

Speak from the following cues and say which cue you liked most of all and why.

Cue 1

You want to sell the old computer that is actually in good condition. Sound enthusiastic. Describe what successes you have achieved working with this PC. Describe how nice this

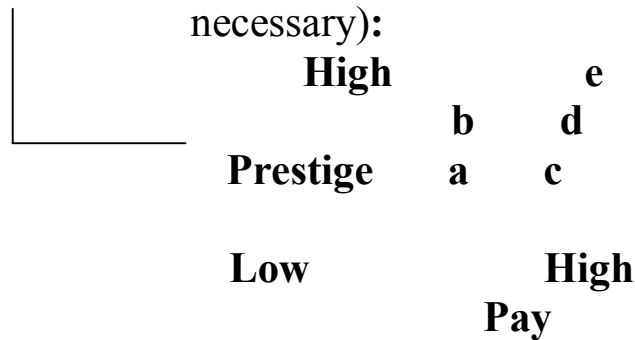
small screen is. The keyboard thought old is very soft. The computer memory is limited but it is much bigger than human memory. The machine is slow but you have time to stop and think instead etc

Cue 2

You want to speak about gender differences. Here are your notes: women live longer, more often unemployed, less often become prisoners, marry younger, less likely to die of heart attacks, smoke a lot, more men in politics, pilots, miners, soldiers, priests (now changing), less men beauticians and nurses

Cue 3

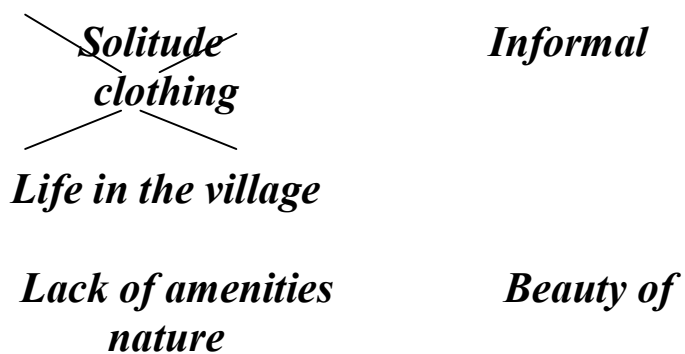
You want to speak about pay-and-prestige of different professions. Use the graph (you can question the graph if necessary):



a teachers, b doctors, c officers, d – lowers, e – bankers

Cue 4

You will speak about life in the village using the mind map:



Cue 5

You will speak about advertisements on TV according to the plan:

- *Give an introductory phrase*
- *Describe an ad that you like*

- *Describe an ad that you dislike*
- *What do you find irritating about the ads on TV?*
- *Make suggestions*

An important type of activity in teaching to speak is **socialization**. Socialization is actual experience of oral communication with empathy, personal interactive contact, support-seeking and care-giving communication. It is spontaneous, relationship based, unplanned, private and supportive. Socialization can be trained in activities that help developing in learners **social skills**. These skills are necessary to develop learner interaction in the classroom.

Exploratory task 2.8

Consider the following techniques to develop social skills in learners and say what social skills can be developed with their help:

Techniques	Social skills
<ul style="list-style-type: none"> ◆ Strip stories (telling a story by saying an episode by each student in turn) ◆ Viewing through other people's eyes (saying what others might think and feel about the subject) ◆ Rally (practicing public addresses) ◆ Conflict resolution (practicing the way to intervene in conflict situations) ◆ Friendly chat 	

Taking part in oral communication is **not guaranteed against cognitive problems**. There are ways of resolving the difficulties that the learners can experience during the speaking tasks

Exploratory task 2.9

Match the learner difficulties and the “remedies” for them

Learner difficulties	Remedy
1. Can't finish the talk	A. Introduce competition

2. Can't start the talk	B. Offer the beginning of the talk
3. Cheat in games	C. Give language chunks
4. Lack ideas	D. Focus on turn-taking
5. Lack enthusiasm	E. Set the time limits
6. Lack language	F. Focus on the rules of the game
7. Losing thread	G. Highlight the goal
8. Lack interaction	H. Create an information gap
9. Switch code	I. Introduce fines for using L1
10. Time abuse	J. Brainstorm in small groups

Three-phase framework

Three-phase framework of teaching to speak consists of the **pre-speaking, while-speaking and post-speaking activities**. These activities are shown in the table:

Phase	Contents
◆ Pre-speaking	Schemata and language activation. Speaker motivation. Idea preparation.
◆ While-speaking	Role-playing, problem-solving, story-telling, game-playing, socializing.
◆ Post-speaking	Reflection on the activity. Focus on language. Focus on ideas. Integrated skills. Further tasks.

Pre-speaking activity is to prepare the participants for the main speaking activity. Schemata activation is recalling prior world-knowledge of the participants that is relevant to the speaking situation. Questions, pictures and texts can be used to these ends. Brainstorming is an activity used to generate ideas in small groups before the main speaking activity. The purpose is to generate as many ideas as possible within a specified time period. The ideas are not evaluated until the end of activity time. (Brown, H. 1994. Principles of Language Learning and

Teaching. Prentice Hall). Motivation of participants can be enhanced when they clearly see the communicative problem and the ways to resolve it. **While-speaking** the participants actually resolve the communicative problem and produce its resolution as a result of the role-play, problem-solving, socialization or communication game. **Post-speaking** can provide opportunities for the learners to re-visit the language and ideas produced and to think of the ways to make communication more effective. An important part of the post-speaking activity is the development of integrated communicative skills, i.e. reading-and-speaking task, listening-and-speaking task, speaking-and-writing task etc. (Sheils, J. 1988. Communication in the Modern Language Classroom. Strasbourg)

Exploratory task 2.10

Refer the following tasks to either pre-speaking, while-speaking or post-speaking activities. (The learners are shown a photo, on which a man is ready to jump down from the roof of a high-rising building)

Task	Phase
A/ What words and phrases have been used to describe what the man felt?	1. Pre-speaking
B/ Write a note that the man had left before deciding to take his own life	2. While-speaking
C/ Why do you think the man is standing on the edge of the roof? (the photo is demonstrated to the learners)	3. Post-speaking
D/ Why do you think the man is thrusting himself down? (the photo is demonstrated to the learners)	
E/ Do you think the man might have a sense of adventure?	
F/ What type of character one needs to jump down from the top of the high-rising building?	
G/ Discuss in small groups the reasons why people decide on taking their own lives and produce a list or reasons.	
H/ Share the results of discussion with other small groups.	

Micro-teaching

Work out a three-phase framework for a discussion activity by using the suggested material. The point of discussion is “Who should be blamed for school truancy?” The main “while-speaking” phase is given to you below. These are the opinions of the British people on the problem of truancy (the poll was conducted by the BBC Radio). The opinions are shown on the grid. The learners are to make their way through the grid by choosing the opinions that they agree with and by giving comments to support their choice. When they come to one of the “exits” they will find out whether their position is in the “majority” or “minority” among the U.K. public.

Children may have a problem at school	Lessons are perhaps boring	Teachers must be rude and not co-operating	School is to blame
Children are all lazy these days	Children do not think of studies	Children are mischievous	Bring the birch back to class!
Parents must keep an eye on children	Parents must talk to their children	Morals should be taught at home	Parents should pay the fine

(After you have done the task, see the “tip” in the “answer keys”)

Framework for the description of the activity:

Phase	Procedure	
	Teacher	Learners
Pre-activity While-activity		

Post- activity		
---------------------------	--	--

Integrated task (to be done in the classroom or with the peers)

- Clarify your goal of teaching
- Describe your teaching situation
- Give details of the activity to teach speaking
- Provide transcripts of how the activity went on
 - Comment on the teaching procedure
- Suggest ways to improve the teaching process
 - Draw conclusions

Answer keys

SAQ 2.1

1E 2C 3B 4A 5D

Exploratory task 1.5

1 place 2 man 3 house 4 honest 5 letter 6 money 7 to book

Exploratory task 1.6

1 B 2A 3A 4C 5A

Exploratory task 1.8

1B 2b 3A 4A 5A

Exploratory task 1.10

1 discourse marker 2 fronting 3 ellipsis 4 hedges 5 vague language 6
sound imitation 7 understatement

Exploratory task 1.11

A – English, B – Russian

Exploratory task 1.13

1D 2A 3B 4C 5E 6F 7J 8K 9L 10G 11H 12I

Exploratory task 2.9

1E 2B 3F 4J 5A 6C 7G 8H 9I 10D

Exploratory task 2.10

A3 BD C1 D1 E1 F2 G2 H2

Micro-teaching

Those who think that parents are to pay fine for their children playing
truant make up the majority in the UK

Teaching Vocabulary

The aim of this unit

- To take a view on the “vocabulary-in-mind” phenomenon
- To make you think about the process of vocabulary learning
- To reflect upon the activities for teaching vocabulary

What do you have to do in this unit?

- Warming-up discussion
- Input reading
- Exploratory tasks
- Self-assessment questions (SAQ)
- Observation tasks
- Micro-teaching task
- Integrated task

Input reading 1

Warming up discussion 1.1

Mark the following statements as “true” T “false” F or “debatable” D. You will get input reading on these and other issues later in this module.

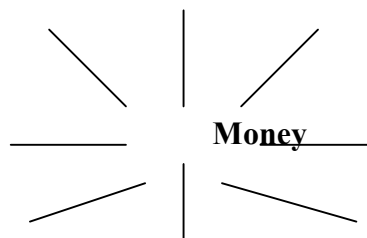
Statements	T F D
1. Vocabulary is more important in communication than grammar	
2. Vocabulary is stored in our memory as separate units	
3. Vocabulary is stored in our memory as collocations	
4. Vocabulary is stored in our memory as networks	
5. Recalling a word always means activating many words in memory	
6. One word of the same language means the same for different people	
7. Any meaning can be expressed by a word in any language	

Mental lexicon

Mental lexicon is “**vocabulary in mind**”. It consists of the smallest independent meaningful units of speech. These units of speech are called words. The words have word-forms and meanings assigned to them. Words in mental lexicon create lexical networks. Once activated a lexical item stimulates other associated lexical items and this causes activation of a bigger network. To access mental lexicon an idea has to be mapped onto meaning and form that are stored in our memory (Aitchison, J. 1994. Words in the Mind. Blackwell. Garman, M. 1990. Psycholinguistics. CUP).

Exploratory task 1.1

Explore your own mental lexicon associated with the word “money”. Share the results in the group.



Mental lexicon performs the **functions of word storage, retrieval, comprehension and use** (After Carter, R., and M.McCarthy. 1988. Vocabulary and Language Teaching. Longman).

Storage of words in mental lexicon is the result of a person's **cognitive processes in real world situations**. As a result of cognitive processes, the words form up the **situation sets** (associated with a particular situation, objects, phenomena or processes), **semantic sets** (associated with a concept) and **collocation sets** (associated with other words by habitual everyday use).

SAQ 1.1

Match the following vocabulary units with the types of "vocabulary sets"

Vocabulary units	Vocabulary sets
1. Custom-built car	A. Situation set B. Semantic set C. Collocation set
2. Rust-proof paint	
3. Far-reaching consequences	
4. Drought-affected regions	
5. The worst-flood ever	
6. Wintry showers	
7. Beggarly pay	

Retrieval of words from memory is done through the **activation of mental lexicon**. Activation is caused by attempts to map an idea onto the words in memory. Sometimes meaning can't be mapped onto the words and this causes the "**tip-of-the-tongue phenomenon**" when the meaning needs to be expressed but the form can't be retrieved from memory.

Exploratory task 1.2

Retrieve the following words from your memory (all the words are quite common) by meaning and by form. Reflect on the procedure. What helps you retrieve words, meaning or form associations?

Retrieval by meaning	Retrieval by form	Give a word!
<i>Hand tool for striking</i>	<i>...m...er</i>	
<i>A. For nourishment</i>	<i>...oo...</i>	
<i>B. In the entranceway</i>	<i>...or</i>	
<i>C. Inferior income</i>	<i>...oo...</i>	
<i>D. Liquid food</i>	<i>...ou...</i>	
<i>E. To eat on</i>	<i>...bl...</i>	
<i>F. Expensive with wheels</i>	<i>...ar...</i>	

Word comprehension can run into a problem because of the vague lexical meaning, **allusions and references, symbolic, metaphorical and idiomatic use** of words. One of the means to overcome lexical ambiguity is getting the **cues from the context, background knowledge, social culture and the situation setting**.

Exploratory task 1.3

Interpret the meaning of the following vocabulary items and comment on the clues that helped you do the task

Vocabulary items	Interpretation of meaning
1. Lobby at the entrance to Parliament	
2. Parliamentary lobby	
3. Full board	
4. On board	
5. Take-off time	
6. Take-off weight	
7. Take-off price	

Word use can be hampered by the absence of the necessary word in processing memory or in the mental storage. In this case language users resort to **lexical strategies** such as **circumlocution** (putting the idea in a different way), **word coinage** (creating a non-existent word) and **derivation** (forming a word from the one that is known to the language user). Another strategy is using the **gestures and mimic**.

Exploratory task 1.4

Express the following messages in the given situations using any strategy of communicating the meaning (words, phrases, exclamations, gestures etc)

Situation	Expression
1. You are astounded by what you have heard!	
2. You feel deeply insulted and have never been treated like that, never!	
3. You've just heard the funniest joke but a little improper...	
4. You've met a person whom you really do not want to see at all ...	
5. You've got a very expensive present that looks more like a bribe ...	

The use of words in both speech production and comprehension is the result of the **cognitive processes**. It starts with the **perception of the situation** that makes it necessary to look for a word in the "master-file"(the main storage of words). A process of cognition produces **the meaning**, that a person is willing to communicate in the circumstances. It is necessary to consider the "**word pragmatics**", i.e. to see that word does not elicit an unwanted reaction from other participants in the communication. Using a word means recognising certain **grammar obligations**. Finally, the word is accessed in memory and is produced either in the **graphical or oral form** (After Garman, M. 1990. P. 249, 272)

Exploratory task 1.5

Analyse the situations, clarify the meaning to be expressed, indicate the words that can produce an unwanted effect and should be excluded and name the word that fits the situation best.

Situation	Meaning	Pragmatics	The word!
1. A person has taken offence for no reason			
2. A woman has crossed the road right in front of your car			
3. A teenager is obsessed with computers			
4. You have been given a nice present			
5. A big Teddy Bear toy is so nice to hug			

Mental lexicon and culture

Interesting data on mental lexicon has come from cross-cultural studies in colour categories. Some cultures have terms for a wide variety of colours. In Western Europe there is diversity from "magenta" to "sky-blue". Other cultures have very few terms. "Blue" and "green" tend to become merged together with increasing proximity to the equator. In extreme cases one word is

used to name "black", "blue" and "green". In Papua New Guinea there are only two colour terms for black and white to show all the diversity of colours around (Eysenck, M. and M. Keane. 1997. Cognitive Psychology. Psychological Press. P. 243). There is an interesting hierarchy of using the colour terms in languages. If a language has two basic colour terms available, they must correspond to "black and white". The next colour will be "red" etc. A hierarchy of colours is shown below:

	Black	White	
			Red
Yellow	Green	Blue	
			Brown
Purple	Pink	Orange	Grey

(Harley, T. 1997. The Psychology of Language. Psychology Press. P. 344-345). "Colours" have proved to be the most fruitful way to investigate the "strong version" of Sapir-Whorf hypothesis about "language relativity" claiming that languages influence the way people perceive the world. Other lexical areas (e.g. number of words for "snow" in Eskimo language have proved to be less fruitful as Eskimo has only two words for snow: "snow on the ground" and "snow in the air" (Harley, T. 1997. P. 341).

Exploratory task 1.6

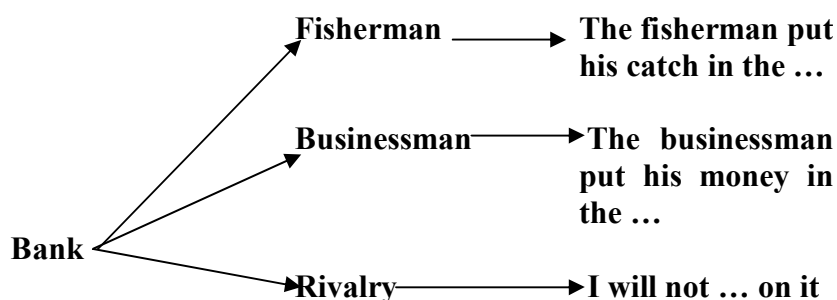
Find the equivalents to the given words in your native tongue

English words	Your native equivalents
A. Slush	
B. Sleet	
Efficiency	
Meal	
Barbecue	

Word polysemy in mental lexicon is a typical feature of the words stored in memory. Word polysemy is represented by homophones with a variety of assigned meanings.

Exploratory task 1.7

Complete the following sentences and comment on the polysemy of the word "bank"



Word compounds in mental lexicon are phrasal verbs, adjectival collocations and other word combinations. **Phrasal words** are illustrated by the following example specially created for the demonstration purpose: *Every time I try to talk up a new idea to my boss, he talks down to me, or talks around the issue. I can talk back to him but fail to talk him into anything. We can talk over and out (no words are left) the problem but here is no way to talk him round (make him change his mind). So we are just talking away (wasting time) I talk up (raise my voice) but we never come to talking through (consider the matter thoroughly).* **Word collocations** can have

connections between **co-ordinates** i.e. words that have a semantic relationship between them. E.g. fever – yellow, finger – green, mood – black, blood – red, colour – deep etc.

Exploratory task 1.8

With many adjectives you can use the word “very”. There are lots of other words with a similar meaning, which are more precise as parts of collocations. E.g. highly qualified, bitterly disappointed. Add a word, which means “very” to each of the following words

Very, highly, severely	Adjective
1. Severely	a) Exhausted
2. Highly	b) Handicapped
3. Very	c) Unexpected
	d) Recommended
	e) Greedy
	f) Sceptical
	g) Grateful

(Data from The LTP Dictionary of Selected Collocations. Exercises and Activities for the Classroom. 1999. P.6))

Exploratory task 1.9

Combine the words in the left column with the words in the right column

Handsome, pretty, charming, lovely	Woman, man, child, dog, bird, flower, weather, bed, picture, dress, present, voice, landscape, view, house, furniture
------------------------------------	---

(After Jordan, R. 1997. English for Academic Purposes. CUP. P. 156)

Adjectival compounds (collocations) abound in English and have become a feature of written and otherwise formal English. They have entered dictionaries and have become widespread (Ross, N. 1997. Double-barrelled adjectives. Modern English Teacher. Vol. 6. No. 3. P. 11-18).

Exploratory task 1.10

Give adjectival collocations to the following

Meaning	Collocations
1. Garden with the uncontrolled growth of trees and bushes	
2. Hospital with too many patients	
3. Explanation made too simple	
4. Diet with a good balance of nutrients	
5. Job with a good pay	
6. In financial arrears	
7. Person of a high rank	
8. Very straightforward and concrete	
9. At once	
10. Very much off the point	
11. Very large (of a bed)	
12. Confined to bed	

Exploratory task 1.11

Word combinations with the meaning of "part of something" can be tricky in use because each substance can require a certain word indicating a "piece" of this substance. Combine the substances and the words meaning "a piece of this substance"

Substance	Piece of the substance
1. Concrete	
2. Pizza	
3. Truth	
4. Dirt	
5. Cotton	
6. Pottery	
7. Fabric	

Exploratory task 1.12

Combine the goods and the activities with them to cook food. The beginning has been done for you

Goods	Activities with the goods
1. Peas	Shell the peas
2. Potatoes	
3. Lettuce	
4. Carrot	
5. Eggs	
6. Cream	
7. Salad	
8. Lemon	
9. Pasta	
10. Cheese	
11. Onions	
12. Stew	
13. Flour	
14. Dough	

Metaphorical word use is a typical feature of the language. **Metaphors** are figures of speech, in which the words that ordinarily designate an object, process or quality are used to designate dissimilar ideas suggesting comparison or analogy. Many comparisons in the language are based on the metaphorical meaning transfer. E.g. "As blind as a bat". "As strong as an ox". "As quiet as a mouse". "As hard as iron". "As deaf as a post". "As quick as a flash". "As sick as a dog". In some cases a change of words can cause a shift in meaning. E.g. "As white as snow" has a meaning of "being beautiful" (compare "Snow White and Seven Dwarfs") while "As white as a sheet" implies "fearing something". (McCarthy, M. and F.Dell. 1994. English Vocabulary in Use. CUP. P. 152). Another typical feature is **idiomatic word use**. **Idioms** often serve as instruments of individual expressive power. E.g. *Little brothers are often brats but mine is a real McCoy. He is getting on my nerves. Every moment I am under the weather he makes his special duty to get my goat. When I want to stay to myself, he tags along. He is a bit of a sweet tooth and is always chewing the cud. When something is against him, he throws a tantrum. I can certainly tattle on him and catch him red-handed at the buffet lifting the candies. But I am not as mean as that. We go shares instead.*

Exploratory task 1.13

Complete the following sentences and say what made you change the word each time.

Choice of words	Explanation
-----------------	-------------

1. "Get you hair cut", he ...	
2. "Get out of my house!", he ...	
3. "Ooh, that's funny", she ...	
4. "A ghost?! In my house????!! Eeeek" he ...	
5. "Hmmp! The country's going to the dogs", she ...	
6. "Look! They are winning!!!", he ...	
7. "B-b-b-u-t I d-d-d-on't w-w-ant to", he ...	
8. "Oh, a lovely present!", she ...	
9. "You are always like that and there's nothing to teach you!", she ...	

(Adapted from Harmer, J and R. Rossner. 1991. More than Words. Book 1. Longman. P. 13)

Exploratory task 1.14

Combine elements of idiomatic phrases in the left and the right columns producing English idioms. What transfer of meaning can you find in the metaphorical use of the English words?

1. His manners were to the boss	A. like a sieve
2. The plans worked	B. like a log
3. He always drinks	C. like a horse
4. The man eats	D. like a fish
5. He sleeps	E. like a dream
6. My head is	F. like a red rag to a bull
7. The guy is thin	G. as a rake

Word observation sheet

Words	Ordinary meaning	Idiomatic meaning

Word clusters play an important role in mental lexicon. Mentally words are grouped as clusters in two models: "**atomic globule**" and "**cobweb**" (Aitchison, J. 1994. Words in Mind: An Introduction to the Mental Lexicon. Oxford: Blackwell). **Atomic globules** are clusters with the meaning that related words have in common. Atomic globule can be represented by a **matrix**

Exploratory task 1.15. Combine the "near synonyms" of the verb "to cry" with their semantic features. Put a cross at the intersection of the verb and the semantic features.

	With tears	With emotions	With noise	Mourn fully	Being upset	After withholding
Cry						
Weep						
Sob						

Wail						
Burst into tears						
Break down						

Exploratory task 1.16

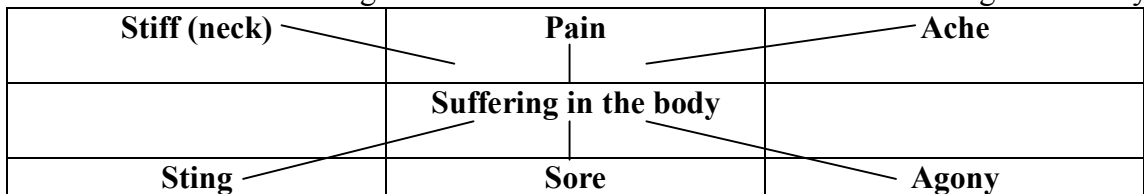
Match the “near synonyms” of the verb “to cause surprise” with their implied semantic features (Jordan, R. 1997. English for Academic Purposes. CUP. P. 155).

Synonyms	Implied meaning
Surprise	1. Causing to think again
A. Astonish	2. Making feel shy
B. Amaze	3. Leaving helpless
C. Astound	4. Unexpected
D. Flabbergast	5. Unbelievable
E. Shock	6. Running counter to the usual
F. Move	7. Eliciting emotional response
G. Bewilder	8. Stupefy
H. Embarrass	9. Hard to bear

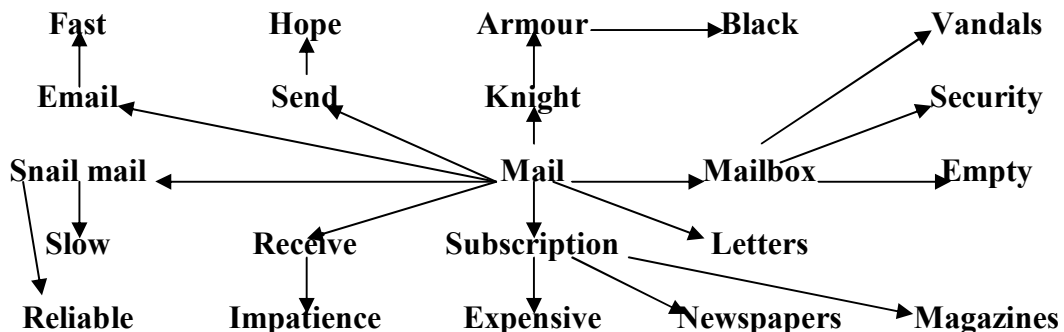
Atomic globule can be represented as a “**constellation**”. In the “constellation” there is one central word that expresses the “global meaning” of the words with the meaningful link to the “centre”. In the example below the general ideas of “suffering in the body” can be expressed with a number of words like “pain”, “ache”, “agony”, “to sore”, “to sting”, etc. All these semantic features are stored in the mental lexicon and are typical of the native speaker’s word competence.

Exploratory task 1.17

Give the shades of meaning to the words in the “constellation” of “suffering in the body”



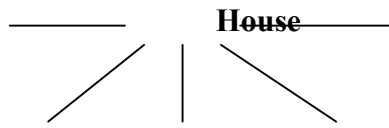
Cobweb represents one’s **individual associations** in mental lexicon in the form of a mind-map. E.g. given below is one’s individual association with the word “mail”.



Exploratory task 1.18

Make up your own “cobweb” association with the word





When people are speaking or writing, their choice of words is influenced by the situation they are in. A variety of the language in a communicative situation is called a language **style**. It may be appropriate to use an **informal style** with close friends, a **neutral style** with business acquaintances, a **formal style** with an employer. Often in communication it is necessary to select specific vocabulary that helps convey the message in the best way. People switch the vocabulary use when they talk to different specialists or non-specialists, to adults or children, to indifferent or sensitive people. The selection of vocabulary for the purpose of achieving the best communicative result is called **language register**.

Exploratory task 1.19 Find the way of saying the same things to small children

Adult technical register	Child's register
They are excavating the ruins now	
She is undergoing the appendectomy	
Dissolve the powder in the water and shake the solution	
Turn off all electronic appliances before boarding	
Season lightly and simmer for five minutes	
No sweat without sweat	
Click the mouse and drag the icon into the game area	

(Adapted from Harmer, J. and R. Rossner. 1991. More than Words. Book 1. Longman. P. 21-22)

Ample mental lexicon is an important condition for achieving **lexical competence**. Lexical competence is an essential part of the communicative competence as a whole. In order to be “the master of the word” one has to know how to express the **denoted meaning**. It is necessary to develop an individual system of **verbal associations** and to build a **semantic field** of the words related in a certain meaning (field of “food”, “health”, “job” etc.). It is necessary to know the **social conventions** (rules and limitations) of using the word and the stylistic colouring. **Grammar usage** of the word is essential as well as possible **collocations**. Finally, it necessary to comprehend the “**referred connotative meaning**” of the word, i.e. to understand what the word means “here and now” in the situation. Sometimes even the knowledge of **metaphors and idioms** is not enough for there is a lot of **individual meaning** that is put into words in the process of communication. The acquisition of these components is incremental, i.e. step-by-step. (After Schmitt, M. Tracking the incremental acquisition of second language vocabulary. A Longitudinal Study. Language Learning. Vol. 48. No. 2. June 1998).

SAQ 1.2

Match the use of words in bold type and the elements of “lexical competence” necessary to use the words

Words	Competence
1. Calibre of a man	A. Denoted meaning
2. Give me some prunes	B. Verbal associations
3. The sky, the birds, the dawn ...	C. Semantic field
4. He can live with his partner ...	D. Social conventions
5. Nothing can influence her	E. Grammar
6. The word is a real jaw-breaker	F. Collocations
7. Only when the milk sets ...	G. Connotation
8. All you need is industry and zeal ...	H. Metaphor
9. Can't make merry, make money ...	I. Idiom
10. All these young hopefuls ...	J. Individual meaning

Input reading 2

Vocabulary acquisition

The process of vocabulary acquisition has certain “laws” of its own. E.g. The first **encounter with the word** is sometimes more important than its frequency in exercises. That is why it is essential to “**prime**” the word, i.e. to prepare the learners for the encounter with the new word

through activation of prior knowledge and creating the necessity of using the word. Development of vocabulary in mind depends on the **complexity of the concepts** that are expressed with the help of words. E.g. words with a concrete meaning are acquired easier and sooner than abstract meaning words. Learners acquire **separate meanings of a word**. First they acquire one component of meaning and then another. Basic terms (e.g. potato) are learned before superordinate words (vegetables). The storage of words in memory depends on the **depth of meaning processing**. The deeper learners get the meaning of the words in examples and associations, the stronger will memory traces be. **Receptive skills** come before **productive skills** and the learners find it easier first to understand a word and then to use it. The knowledge of a **vocabulary item** comes before the knowledge of a **vocabulary collocation** i.e. first the learners acquire words and then learn how to combine them in collocations. Words are best remembered in their **situational context** (combination with other words) but situation context can limit the potential use of the words to particular situations only. In a **motivating activity** the word is remembered strongest. Motivating activities are more important than continuous repetitions. (After Cook V. 1991. Second Language Learning and Language Teaching. OUP)

Exploratory task 2.1

Rate the following activities according to the depth of processing lexical meaning. Prove your decision.

<i>Task 1. Choose the pictures that show how these people feel. Use on of the words given: , great, in heaven, so-so, not great, bad, awful, terrible, horrible.</i>
<i>Task 2. How can the following vegetables be cooked: beans, broccoli, aubergines, celery, onions, leeks, spinach, asparagus, potatoes, mushrooms?</i>
<i>Task 3. What professions will need the following qualities: determination, original ideas, great courage, a lot of luck, broad mind, imagination, excellent memory.</i>

Memory in language acquisition

There are the following **stages of the memory processes**: *encoding, storage and retrieval* (Eyesenck, M. and M.Keane.1997. Cognitive psychology. Psychology Press). The process of memorizing words is shown by the flow-chart:



Primary memory functions during the first seconds of the word perception. It has an extremely limited capacity (magic number of +7 digits) (Miller, G. 1991. The Science of Words. N.Y.) It is a very fragile storage of words in mind as any distraction causes forgetting the information. The last few items are usually much better remembered than the previous items. **Short-term memory** processes the meaning of words and at this stage the form of the word can be lost while the meaning remains in store. **Long-term memory** keeps the meaning of the word together with meaning-and-form associations. When it is necessary to retrieve a word from memory, both meaning and form can be sought in mind and a “substitute word” can be produced instead of the original one. This means that insisting on the learners to produce exactly the words that were once practiced in class does not fully conform with the natural memory mechanism.

Exploratory task 2.2

Try to memorize the given words in the two ways. The first way is to read List 1 and to write the words that you were able to recall in the space provided. The second way is to read List 2 and to write the words that you were able to recall in the space provided. How do you account for the difference?

List 1	Recalled words	List 2	Recalled words
Dummy		Key-board	
Adapter		Screen	

Alibi		Mouse	
Ignition		File	
Hinge		Memory	
Ambulance		Processor	
Blender		Floppy-disk	

Teaching and learning words is organised with **vocabulary exercises** (Oxford, R. 1990. Language Learning Strategies. Mass.: Newbury House.) The studies show that not surprisingly the learners' main approach is simply to try to memorise the words they do not know. Beginners prefer learning words in a list, while more advanced learners find context more effective (Ellis, R. 1994. The Study of Second Language Acquisition. OUP. P. 553-554). Exercises to acquire vocabulary are **meaning interpretation** (facilitating word understanding), **word reinforcement** (making learners practice the use of vocabulary in vocabulary focused activities) and **communicative use** (creating communicative conditions for using the instructed vocabulary), **mnemonic exercises** (using the technique to facilitate memorisation) are used. The activities for teaching vocabulary are given in the table:

Meaning interpretation	Word reinforcement	Communicative use	Mnemonic exercises
<ul style="list-style-type: none"> • <i>Pictures</i> • <i>Gestures</i> • <i>Context</i> • <i>Synonyms</i> • <i>Antonyms</i> • <i>Enumeration</i> • <i>Descriptions</i> • <i>Cultural interpretation</i> • <i>Guessing</i> • <i>Translation</i> 	<ul style="list-style-type: none"> • <i>Translation</i> • <i>Associations</i> • <i>Rating</i> • <i>Recalling</i> • <i>Combination</i> • <i>Transformation</i> • <i>Completion</i> 	<ul style="list-style-type: none"> • <i>Pictures</i> • <i>Circumstances</i> • <i>Context</i> • <i>Imaging</i> • <i>Drama</i> • <i>Prose (cloze)</i> • <i>Poetry (cloze)</i> • <i>Story-telling</i> • <i>Games</i> 	<ul style="list-style-type: none"> • <i>Paired associates</i> • <i>Rhyme</i> • <i>Rhythm</i> • <i>Motion</i> • <i>Location (placing words in the imagined space)</i> • <i>Imagination</i>

Meaning interpretation can be done with the use of the *context, synonyms and antonyms*. E.g. “abject” – “making one feel pity”. It is useful to *enumerate* some words to lead the learner to understanding a more general word (superordinate) . E.g. dress, shirt, trousers, skirt, coat – CLOTHES. Some words need a *cultural interpretation of meaning*, e.g. the word “silly” sounds milder in English than a corresponding word in a language like Russian. Other words can have an *indication* “rude”. A word can be *guessed* from context or explanation. It can certainly be *translated* if necessary. **Word reinforcement** can be done in *translation exercises*. Learners can do word *association activities* (associate as many words as you can with the key word “hunting”). In *rating activities* the students are asked to rate a number of words (e.g. food items) in order of importance and to prove one’s chosen order. Students can *derive word forms* from the given stem. E.g. turn the following words into nouns: compete, respond, press, retire, defer, secure, deter, demolish, capable etc. *Completing the gaps* can be done in separate sentences and in the gapped versions of the whole text. **Communicative word use** can be organised with the help of *pictures for description* (communication becomes more meaningful if the pictures have a “deep” or vague meaning and can be interpreted differently thus boosting a debate). *Situational circumstances and drama activities* can also stimulate the use of certain words. *Imagination and story telling* can be useful tools. E.g. “imagine a birthday cake of your dream and describe it”. *Cloze activity* (completing the gaps in the texts) can be applied to both prose and poetry. *Communicative games* can be helpful. E.g. the learners get the cards with objects on them such as “a car”, “a telephone”, “a watch” etc. Their task is to ask for a favour, mentioning the object

on the card, e.g. "Can I use your telephone?" etc. On the back of each card there are words "Yes, please" or "No, sorry". The one who collects most of the cards ahead of others is the winner (After Hadfield, J. 1995. *Advanced Communication Games*. Nelson. P. VIII). **Mnemonic exercises** can help memorising the words. Learners can try remember the words using *association pairs* with other familiar words. They can practice memorised words by using *rhyme, rhythm and motion* (marking the rhythm with wavering one's hand etc). They can place the words in the *imagined locations* (e.g. an elephant can be placed in the fridge) and name the memorised words by recalling the imagined places where the objects stay put. They can *use imagination* and think of a horror story with the newly remembered words.

SAQ 2.1

Match the following activities to teacher/learn the words with the types of exercises

Activities	Exercises
<ol style="list-style-type: none"> 1. Use the new words in a story of your own 2. Describe the computer parts and how it works 3. Give an associated word with each of the new vocabulary items 4. Describe the most fashionable clothes designs from the picture 5. Label the picture of the kitchen with the names of things 6. Give the synonyms to the following words 7. Guess the meaning of the words from the context 	<ol style="list-style-type: none"> A. Meaning interpretation B. Word reinforcement C. Communicative word use D. Mnemonic exercises

Eliciting the words from memory is one of the key ways to reinforce the vocabulary in mind. Elicitation can vary. One of the ways is to **elicit the form of words**. **The task can be** to build the "word squares", in which words can be read both "down" and "across" and "palindromes", in which the words can be read both "back" and "forth" e.g. "Madam. I am Adam". **Exploratory task 2.3.** Given below is an example of the "word square" .

B	I	L	L
I	D	E	A
L	E	A	D
L	A	D	Y

Make up a word square of your own. The beginning has been done for you

P	E	N
E		
N		

Eliciting from meaning and form in a crossword

Words are often elicited from meaning and form in a "crossword" activity. **Exploratory task 2.4**

Read the sentences. Then give the names of the jobs and write them in the form of the lexical grid to cross correctly with the word "policeman" (the word "policeman" has been written for you going "down" in the crossword:

1. *He/she works in reception at hotel (from here on the words are written across).*
2. *He/she looks after people who are ill.*
3. *He/she works with electrical things.*
4. *He/she looks after people's teeth.*

5. *He acts in the theatre.*
6. *He/she cuts hair.*
7. *He/she plays music.*
8. *He/she plays football.*
9. *She works in business.*

- | | |
|----|---|
| 1. | P |
| 2. | O |
| 3. | L |
| 4. | I |
| 5. | C |
| 6. | E |
| 7. | M |
| 8. | A |
| 9. | N |

Eliciting from meaning and form can be organised with a number of tasks. **Exploratory task 2.5**

Guess the words ending in "ick": not well, sound of a watch, locking sound, piece of wood, not thin, baked block of clay, a blow with a foot, select, fast, pass the tongue over

Eliciting from image is done in the activity such as "Pictionary". the learners are asked to create mental images of new words. Then the learners draw images that represent selected words on the blackboard. Other learners identify the words encoded by images. Imagined picture can be either drawn or described in words.

Exploratory task 2.6 Imagine and describe to your partner the items given below. Do not name them! Let your partner guess from description what you have imagined.

Items	Descriptions	Guess
1. A cloud		
2. Niagara fall		
3. A glass of Champaign		
4. Nightmare		
5. Water spring		

Eliciting from context can be done in a number of tasks.

Exploratory task 2.7. Fill in the words denoting injuries:

Injury	Reason
<ul style="list-style-type: none"> • <i>I ... my hand</i> • <i>I ... my ankle</i> • <i>I ... my arm</i> • <i>I have got ...</i> • <i>I ... my finger</i> • <i>I've got a ...</i> • <i>I've ... a joint</i> 	<ul style="list-style-type: none"> <i>Was working with a knife</i> <i>I ran for a bus</i> <i>Fell off the bike</i> <i>Slipped on the ice</i> <i>Boiled milk</i> <i>Had a fight</i> <i>Played football</i>

Exploratory task 2.8

Eliciting from context can take the form of the **lexical cloze**. In this task the learners are to choose the correct word A or B in order to fill each space in the gapped version of the text. It is important to have a general understanding of the text before the learners start the task. When you come to the gap in the text you are to think about the general meaning they can expect. The

correct answer must have the correct meaning and must combine correctly with other words in the sentence. The first answer can be given. Do the following activity of the “lexical cloze”. Work in pairs or in small groups and reflect on the difficulties you might experience in choosing the right word.

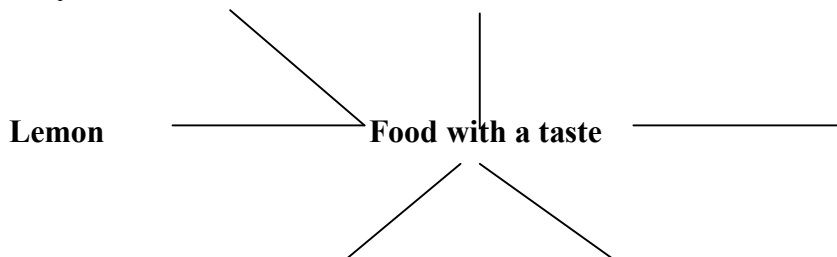
Correctly chosen words	Wrongly chosen words	Difference in meaning between A and B
1		
2		
3		
4		
5		
6		
7		
8		
9		

Text. Police are conducting an enquiry into a 1... at Buckingham Palace. No details have been 2.... The items were personal 3... of the Princess Royal. The Queen was absolutely 4... at the incident. This police investigation is the latest in a series of security 5... in the Palace. Last July an intruder scaled a 12ft fence and attempted to enter the palace. He was arrested and released without 6.... Earlier an escaped psychiatric patient evaded security to get into the grounds of the palace while the Queen was 7.... Recently a police officer was 8... by Scotland Yard in connection with bribery and 9... charges (Adapted from BBC News Internet Page. October 3 1999)

	A	B
1	<i>Theft</i>	<i>Burglary</i>
2	<i>Leaked</i>	<i>Released</i>
3	<i>Possessions</i>	<i>Belongings</i>
4	<i>Furious</i>	<i>Angry</i>
5	<i>Alarms</i>	<i>Alerts</i>
6	<i>Charge</i>	<i>Accusations</i>
7	<i>Absent</i>	<i>Away</i>
8	<i>Caught</i>	<i>Arrested</i>
9	<i>Conspiracy</i>	<i>Plot</i>

A frequent lexical activity is **lexical mind map**. A mind map is the result of lexical associations with a key word.

Exploratory task 2.9. Produce a mind map with the key word “food with a taste”. Possible list of tastes is “spicy, bitter, salty, sweet, sour, creamy, crunchy, greasy”. One word has been written for you



Lexical items can be practised by **placing words in a table**.

Exploratory task 2.10. Give the food that has the test as shown in the table:

Spicy	Bitter	Salty	Sweet	Sour	Creamy	Crunchy	Greasy

(from O'Connell, S. 1999. Focus on First Certificate. Longman. P. 166).

Exploratory task 2.11

Words can make up a situational set, i.e. the words that are necessary for a certain speech situation. Make up a vocabulary list (words and phrases) necessary to take part in a debate on "alternative medicine". Continue the list if necessary

Vocabulary items	Meaning
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Three-phase framework of teaching vocabulary

The phases of teaching vocabulary can be broken down into the three phases such as pre-activity, while-activity and post-activity:

Phase	Activity
<ul style="list-style-type: none"> • Pre-activity 	<i>Exploring vocabulary forms (word derivation models)</i> <i>Exploring vocabulary meaning (synonyms, antonyms, polysemy)</i> <i>Exploring potential vocabulary use</i>
<ul style="list-style-type: none"> • While-activity 	<i>Deriving words (e.g. creating the necessary form of the words)</i> <i>Using vocabulary (e.g. choose the right synonym)</i> <i>Communicating the message (e.g. describe the gadget using the technical jargon)</i>
<ul style="list-style-type: none"> • Post activity 	<i>Reflecting on task fulfilment</i> <i>Focusing on vocabulary use</i> <i>Integrating vocabulary with teaching communicative skills (reading, listening, writing and speaking)</i>

Exploratory task 2.12

The “while-activity” task for the learners (see the table below) is to use the numbered words in order to derive the necessary word form and to fit it in the same numbered space in the text. Design the “pre-activity” and the “post-activity” phases to the above assignment of word formation.

Phase	Activity
Pre-activity	
While-activity	<p>Headaches can vary in 0... from a dull thudding in the temples to a 1...intense pain. Most people suffer from headaches 2... but they can usually get 3... from the symptoms by taking a couple of pain-killers. Headaches usually create 4... in the shoulder and neck muscles and are most often caused by stress or 5.... Other triggers include eye strain and lack of sleep or food. Migraines are far more 6... than headaches, and attack may last from four hours to three days. They are often confined to one side of the head and may be 7... by visual 8.... Light 9..., nausea and other symptoms</p> <p>0 Severity. 1.Fright. 2.Period. 3.Relieve. 4.Tense. 5.Anxious. 6.Enable. 7.Company. 8.Disturb. 9.Tolerate (Adapted from O’Connell S. 1999. Focus on Advanced English. Longman. P.222)</p>
Post-activity	

Micro-teaching task

Design a **three-phase framework** for teaching vocabulary to describe the interior of a supermarket. The **while-activity task** for the learners is: “Yesterday you were in the shop and lost your purse. You must have dropped it somewhere. Here is the **picture** of the shop (the picture is on the classroom board). The class will help you to remember where you might have lost your purse. They will make guesses such as “under the counter”, “by the cash-register”, “in the cereal isle”, “in the tea-and-coffee isle”, “on the freezer with ice-cream”, “at the entrance”, “in the exit”, “on a trolley”, “on the shelf with peanut butter”, “on the shelf with canned food” etc. When the class makes the right guess, you say “Thanks. Now I remember!” (Adapted from Scrivener J. 1994. Learning Teaching. Heinemann. P.85)

Use the format below to design a three-phase framework:

Phase	Procedure	
	Teacher	Learners
Pre-activity		
While-activity		

Post-activity		
----------------------	--	--

Integrated task

- Clarify your purpose of teaching the vocabulary
- Describe your teaching situation
- Give a theoretical rationale for teaching vocabulary in your situation
- Design a three-phase activity to teach the vocabulary
- Produce a transcript of how the activity went on in class or with your peers
- Reflect on the procedure
- Draw conclusions.

Answer Keys

Warming-up discussion 1.1

1 D 2T 3T 4T 5T 6F 7D

SAQ 1.1

A 4,5; B 1,2; C 3, 6,7

SAQ 1.2

1J, 2A, 3B, 4D, 5E, 6I, 7G, 8C, 9F, 10H

SAQ 2.1

1B 2C 3D 4C 5B 6A 7A

Exploratory task 1.2

hammer, food, door, poor, soup, table, car

Exploratory task 1.3

1 the entrance hall, 2 opposition, 3 meals three times a day or more, 4 on the ship, 5 departure time for the plane, 6 the lost weight, 7 the reduced price

Exploratory task 1.5

1 silly 2 stupid 3 crazy 4 lovely 5 cuddly

Exploratory task 1.6

A partially melted snow, B partially frozen rain, C the ratio of effective output and the time spent, D the food served and eaten in one sitting E any meat products roasted on the open fire for fun, recreation or entertainment

Exploratory task 1.8

1 b, 2 d, 3 a c e f g

Exploratory task 1.9

“handsome” only furniture, price and man; “charming” only woman, child, dress and voice; “lovely” all the words in the list but “man”

Exploratory task 1.10

1 overgrown garden, 2 overcrowded hospital 3 oversimplified explanation 4 well-balanced diet 5 well-paid job 6 hard-up 7 high-ranking 8 clear-cut 9 up-front 10 far-fetched 11 king-size 12 bed-ridden

Exploratory task 1.11

1 slab 2 slice 3 grain 4 speck 5 swab 6 fragment 7 scrap

Exploratory task 1.12

1 shell, 2 peal, mash, 3 shred, 4 dice, 5 beat, 6 whip up, 7 toss, 8 slice, 9 strain, 10 grate, 11 chop, 12 stir 13 sift, 14 knead

Exploratory task 1.13

1 advised, 2 yelled, 3 muttered, 4 gasped, 5 sighed, 6 shouted, 7 stammered, 8 murmured, 9 groaned

Exploratory task 1.14

1F 2E 3D 4C 5B 6A 7G

Exploratory task 1.15

cry with tears, weep with emotions, sob with noise, wail mournfully, being upset, after withholding emotions

Exploratory task 1.16

A 4, B 5, C 6, D 3, E 8, F 9, G7, H1 L2

Exploratory task 1.17

pain is in part of the body, ache is continuous, agony is intense, souring is on touch, sting is sudden, stiff is when moving

Exploratory task 2.2

List 1 is random. List 2 is made up of the computer-related words

Exploratory task 2.3

eve, new

Exploratory task 2.5

sick, tick, click, stick, thick, brick, kick, pick, quick, lick

Exploratory task 2.7

cut, sprained, fractured, concussion, burnt, bruise, twisted

Exploratory task 2.8

1A, 2B, 3B, 4A, 5B, 6A, 7B, 8B, 9A

Exploratory task 2.10

List of foods: lemon juice, honey, butter, peanuts, olives, bananas, ice cream, yoghurt, fish and chips, beer, Indian curry, grapefruit, peaches, coffee, vinegar, thick onion soup, almonds, sausages, crisps

VI. МУСТАҚИЛ ТАЪЛИМ МАВЗУЛАРИ

1	Comparative study of functional styles
2	Language features and functions of special literary words.
3	Language features and functions of colloquial words.
4	Comparative study of metaphor/metonymy
5.	Comparative study of epithet/ oxymoron/ hyperbole
6	Lingua-cultural peculiarities of antonomasia/ simile
7	Lingua-cultural peculiarities of periphrasis/ Litotes
8	Comparative study of Repetition.
9	Lingua-cultural peculiarities of Rhetorical Question
10	Lingua-cultural peculiarities of Phonetic SD
11	Stylistic usage of synonyms
12	Stylistic usage of idioms

VII. ГЛЮССАРИЙ

Glossary

Argument is a genre of a group dialogue, in which speakers attempt to seek a solution by pursuing their own points of view

Communicative competence is the knowledge of how to achieve a goal by using the means of oral communication

Communicative function is an oral language activity to request or give information, to perform rituals or to manipulate each others' behavior

Communicative strategies are language devices used by participants in a conversation to achieve the goal (achievement strategies) or to give up a goal and save the face (reduction strategies)

Communicative techniques are the ways to organize teaching activities for the purpose of instruction including **non-reality techniques** (preparation for the language), **simulation techniques** (role-play, problem-solving or group discussion, communicative games etc) and **reality techniques** (socialization in the real world with the native speakers)

Conversation analysis is the study into how humans talk to each other and interact with each other

Conversational discourse is a stretch of spoken language featuring **ellipsis** (omission of sentence elements), **discourse markers** (Well ...) etc.

Debate is a genre of a group dialogue, in which speakers attempt to seek a solution through overcoming differences

Description is a genre of a monologue, in which a speaker gives an account of an object or a process

Dialogue is a genre of conversation between two or more people with an exchange of relatively short turns

Discourse (oral discourse) is a continuous stretch of spoken language in the dialogue or monologue mode featuring communicative message, cohesion, coherence and contextual reference

Discussion is a genre of a group dialogue, in which speakers attempt to seek a solution by looking at various aspects of the problem from various angles

Group discussion is a problem-solving activity with a puzzle, conflict of opinions and problem-resolution as a result of concerted group efforts

Information gap is a teaching technique to distribute information unevenly among the participants in order to stimulate their interaction in an attempt to pool all the information together

Interactional language focuses on the listener and aims at “oiling the wheels” of communication and contact

Monologue a relatively long speech turn

Narration is a genre of a monologue, in which a speaker describes a process or an event in the chronological order

Negotiation of meaning is the communicative strategy to bridge the gap of understanding each other between the participants in oral conversation

Presentation is a communicative technique of bringing before the public the results of one’s individual or group performance

Problem-solving is a communicative technique with a puzzle, conflict of opinions and problem resolution as a result of individual or group efforts

Project is an activity to resolve a problem by tapping available resources and producing a final product

Reasoning is a genre of a monologue, in which a speaker follows a logical sequence and comes to a conclusion

Role-play is a communicative technique with role distribution, plot development and resolution of the situation

Slips of the tongue are oral language inaccuracies caused by brain processing failures

Speaking is a communicative skill of sending an oral message

Transactional language focuses on the message and aims at getting things done with business in mind

Glossary

Activation of mental lexicon is arousing a chain reaction in the brain and making the words accessible for communication (usually a lot more words than necessary get activated in the brain)

Allusion is making an indirect reference

Circumlocution is a roundabout expression of meaning

Coinage of words is creation of non-existent words

Collocation is made of two or more words often placed together in oral or written speech

Comprehension of words is understanding the meaning of words

Co-ordinates are words with a meaningful relationship between them e.g. “red + blood”

Derivation is the process of producing words from a stem with the help of affixation and other word-building models (e.g. conversion from nouns to verbs)

Idiom is a figure of speech, the meaning of which cannot be drawn from its elements

Lexical cloze is filling the gaps in the meaningful text with the target words

Lexical competence is the knowledge of how to use vocabulary for communication

Lexical mind-map is a cluster of words that are associated with a central concept

Lexicon is vocabulary that is often specialised and related to a certain field

Mental lexicon is vocabulary in mind

Metaphor is a figure of speech, in which lexical meaning is shifted to a different object and a word is used to denote figuratively a dissimilar thing (often done to add more expression to speech)

Mnemonic exercises are used to facilitate memorisation of words

Phrasal verbs consist of a verb and a preposition/adverb making up an idiomatic expression

Polysemy is the property of many words to have more than one meaning

Register is the choice of vocabulary best suited for a communicative situation (e.g. talking to children requires a special register)

Retrieval of words is accessing the words in the long-term memory for the purposes of using them

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