

**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**

**ФАРҒОНА ДАВЛАТУНИВЕРСИТЕТИ ҲУЗУРИДАГИ ПЕДАГОГ
КАДРЛАРНИ ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ МАЛАКАСИНИ
ОШИРИШ МИНТАҚАВИЙ МАРКАЗИ**

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

МОДУЛИ БЎЙИЧА

Олий таълимнинг барча йўналиши тингловчилари учун

Ў Қ У В - У С Л У Б И Й М А Ж М У А

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Модулнинг ишчи дастури Олий ва ўрта махсус, касб-ҳунар таълими ўқув-методик бирлашмалари фаолиятини Мувофиқлаштирувчи кенгашининг 2019 йил 2 ноябрдаги 1023-сонли буйруғи билан тасдиқланган ўқув дастури ва ўқув режасига мувофиқ ишлаб чиқилган.

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I. ИШЧИ ДАСТУР

Кириш

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, 2019 йил 27 августдаги “Олий таълим муассасалари раҳбар ва педагог кадрларининг узлуксиз малакасини ошириш тизимини жорий этиш тўғрисида”ги ПФ-5789-сонли Фармонлари, шунингдек 2017 йил 20 апрелдаги “Олий таълим тизимини янада ривожлантириш чора-тадбирлари тўғрисида”ги ПҚ–2909-сонли ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2019 йил 23-сентябрдаги 797 – сонли қарорида белгиланган устувор вазифалар мазмунидан келиб чиққан ҳолда тузилган бўлиб, у олий таълим муассасалари педагог кадрларининг касб маҳорати ҳамда инновацион компетентлигини ривожлантириш, соҳага оид илғор хорижий тажрибалар, янги билим ва малакаларни ўзлаштириш, шунингдек амалиётга жорий этиш кўникмаларини такомиллаштиришни мақсад қилади.

Дастур доирасида берилаётган мавзулар таълим соҳаси бўйича педагог кадрларни қайта тайёрлаш ва малакасини ошириш мазмуни, сифати ва уларнинг тайёргарлигига қўйиладиган умумий малака талаблари ва ўқув режалари асосида шакллантирилган бўлиб, унинг мазмуни **Ўзбекистоннинг миллий тикланишдан миллий юксалиш босқичида олий таълим вазифалари, таълим-тарбия жараёнларини ташкил этишнинг норматив-ҳуқуқий хужжатлари**, илғор таълим технологиялари ва педагогик маҳорат, таълим жараёнларида ахборот-коммуникация технологияларини қўллаш, амалий хорижий тил, тизимли таҳлил ва қарор қабул қилиш асослари, махсус фанлар негизида илмий ва амалий тадқиқотлар, ўқув жараёнини ташкил этишнинг замонавий услублари бўйича сўнгги ютуқлар, педагогнинг креатив компетентлигини ривожлантириш, глобал Интернет тармоғи, мультимедиа тизимларидан фойдаланиш ва масофавий ўқитишнинг замонавий шакллари қўллаш бўйича тегишли билим, кўникма, малака ва компетенцияларни ривожлантиришга йўналтирилган.

Қайта тайёрлаш ва малака ошириш йўналишининг ўзига хос хусусиятлари ҳамда долзарб масалаларидан келиб чиққан ҳолда дастурда тингловчиларнинг махсус фанлар доирасидаги билим, кўникма, малака

хамда компетенцияларига қўйиладиган талаблар такомиллаштирилиши мумкин.

Модулнинг мақсади ва вазифалари

Амалий хорижий тилни ўрганишнинг интенсив усуллари: тил кўникмаларини яъни сўзлашиш, тинглаб тушуниш, ўқиш ва ёзиш амалиётларини уйғунликда ривожлантириш орқали унинг чет тили малакасини умумевропа стандартининг В2 дан С1 даражасига етказиш.

Қайта тайёрлаш ва малака ошириш тингловчилари курс давомида турли соҳаларда далилларга асосланган мураккаб бўлмаган матнларни ўқиб тўлиқ тушуниш, кундалик ва йўналиш соҳасига оид Интернет сайтларидан тегишли маълумотларни топиш ва тушуниш, рисоалар, рекламалар, газета эълонларидан мутахассисликка оид маълумотларни топиш, ОАВ матнларининг ўқиб асосий мазмунини тушуниш каби топшириқларни бажарадилар. Шунингдек, тингловчилар тинглаб тушуниш, гапириш, ўқиш кўникмаларига ёзиш тил кўникмасини интеграллаштирган ҳолда ўз суҳбатдошига хат ва хабарлар ёзиш, анкетани турли шахсий маълумотлар билан тўлдириш, шахсий ҳамда касб-ҳунарга оид контекстларда қайдлар ва хабарлар ёзиш, соҳага оид ҳисоботлар ёзиш, ариза, резюме ва йўлланма хатлар ёзиш каби вазифаларни ҳам бажарадилар.

Модул мавзу ва топшириқлари

Кундалик ва ижтимоий ҳаётга оид мавзулар, шахсий маълумот, автобиография, оила ҳақида маълумот, бўш вақтни ўтказиш, тақвим, об-ҳаво, касблар, спорт, яшаш жойи, шаҳарлар ва мамлакатлар, кийим-кечак ва кийиниш одоби, саломатлик, транспорт, таълим соҳаси, турли касблар, кундалик ҳаётдаги воқеа ва ходисаларнинг қисқа тасвири, қизиқишлари, овқатланиш, инсоннинг характери ва фазилатларини тасвирлаш, санъат турлари, уй анжомлари, саёҳат ва туризм, бизнес, китоб, кино ва теледастурлар турлари ва уларнинг сифати, турли мамлакатлардаги сиёсий тизим, Ўзбекистон Республикасида таълим тизими, олий ўқув юрти, атроф-муҳитни муҳофаза қилиш, Ўзбекистон Республикасининг ташқи иқтисодий алоқалари, инсонлар ўртасидаги муносабатлар, хизмат кўрсатиш, ижтимоий масалалар, жумладан ёшлар тарбияси, турли касалликлар ва уларнинг симптомлари, ихтисослигига оид мавзулар, касби билан боғлиқ долзарб масалалар ва ҳ.к.

Тўрт хил тил кўникмаларини интеграллашган ҳолда ўқитиш: ўқиш, тинглаб тушуниш кўникмаларини ривожлантиришда 3 та босқичнинг аҳамияти. Турли хил интерфаол методларга асосланган коммуникатив вазифалар. Ёзма нутқни бошқа тил кўникмалари билан уйғунликда

ривожлантиришнинг асосий омиллари ва шартлари. Тил кўникмаларини ривожлантириш жараёнида муаммоларни аниқлаш ва уларни тузатиш. Амалий хорижий тилни ўрганишнинг интенсив усулларини ривожлантиришда лойиҳага асосланган усулнинг аҳамияти. Лойиҳа ишини ташкил этиш ва баҳолаш усуллари. Интеллектуал салоҳият ва танқидий фикрлашни ривожлантиришга қаратилган топшириқлар.

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

“Амалий хорижий тилни ўрганишнинг интенсив усуллари”ни фани бўйича тингловчилар қуйидаги янги билим, кўникма, малака ҳамда компетенцияларга эга бўлишлари талаб этилади:

Тингловчи:

билиши керак.

1. “Амалий хорижий тилни ўрганишнинг интенсив усуллари”фанининг долзарб муаммоларини;
2. фанни ўқитишда хорижий мамлакатлар тажрибасини қўллашни;
3. глобал интернет тармоғидан фойдаланган ҳолда ўқув жараёнига замонавий педагогик ва ахборот технологияларини жорий этишни;
4. тил ўрганиш ва ўқитишнинг замонавий методларидан фойдаланишни;
5. илмий назарий ва амалий вазифаларни ҳал этиш технологиялари, касбий маҳоратни ошириш усулларида фойдаланиш.

Тингловчи:

кўникмаларига эга бўлиши лозим.

6. Чет тилида тинглиб тушуниш, эркин гапириш, ўқиш ва ёзув;
7. тилшуносликнинг тараққиёт қонуниятлари, мутахассисликнинг назарий масалалари, муаммолари ва унинг ўзига хос хусусиятларини бугунги кун замонавий тилшунослик тараққиёти нуқтаи назардан талқин этиш.

Тингловчи:

малакаларига эга бўлиши зарур.

1. Тил кўникмаларини ўқитишнинг янги методларидан фойдаланиш;
2. Коммуникатив вазифаларни ҳал этиш технологиялари, касбий мулоқот усулларида фойдаланиш, ҳамкорлик ишларини олиб бориш;
3. Хорижий тилшуносликни ўқитишда яратилган электрон ресурслардан унумли фойдаланиш;

Тингловчи:

тилшунослик бўйича эгалланадиган назарий ва амалий билимларни чет тилда эркин баён этиш;

1. Хорижий тилшунослик бўйича эгалланган билимларни чет тилида бемалол олиб бориш;
2. Дарс жараёнида вазиятни тўлиқ назорат қила олиш;
3. Дарс жараёнида замонавий техник воситаларни қўллай билиш;
4. Дарс жараёнида талабалар билан тез мулоқотга киришиш компетенцияларига эга бўлиши зарур.

Модулни ташкил этиш ва ўтказиш бўйича тавсиялар

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

Курсни ўқитиш жараёнида таълимнинг замонавий методлари, ахборот-коммуникация технологиялари қўлланилиши назарда тутилган:

1. Дарсларда замонавий компьютер технологиялари ёрдамида презентацион ва электрон-дидактик технологиялардан;
2. Ўтказиладиган амалий машғулотларда техник воситалардан, экспресс-сўровлар, тест сўровлари, ақлий ҳужум, гуруҳли фикрлаш, кичик гуруҳлар билан ишлаш, коллоквиум ўтказиш, ва бошқа интерактив таълим усуллари қўллаш назарда тутилади.

Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги

“Амалий хорижий тилни ўрганишнинг интенсив усуллари” модули мазмуни ўқув режадаги Дискурс таҳлили ўқув модули билан узвий боғланган ҳолда педагогларнинг тил кўникмаларини талаб даражасида қўллай олиш малакасини орттиришга хизмат қилади.

Модулнинг олий таълимдаги ўрни

Модулни ўзлаштириш орқали тингловчилар тил кўникмаларини мос равишда амалда қўллаш малакаси ва касбий салоҳиятларини ривожлантирадидлар.

МОДУЛ БЎЙИЧА СОАТЛАР ТАҚСИМОТИ

№	Модул мавзулари	Тингловчининг ўқув юкلامаси, соат				
		Ҳаммаси	Аудитория ўқув юкلامаси			Мустақил таълим
			Жами	жумладан		
		Назарий машғулот		Амалий машғулот		
1.	Role-Playing Adventure	2	2		2	
2.	Writing Project: Surveys	2	2		2	
3.	Environmental Issues	2	2		2	
4.	Teaching with the Internet	2	2		2	
5.	Food and Meals	2	2		2	
6.	Travelling	2	2		2	
7.	Oral Presentations	2	2		2	
8.	People and jobs	2	2		2	
9.	Places to Visit	2	2		2	
10.	Festivals/Celebrations	2	2		2	
11.	Eating habits	2	2		2	
	Жами	22	22		22	

ЎҚИТИШ ШАКЛЛАРИ

Мазкур модул бўйича қуйидаги ўқитиш шаклларидан фойдаланилади:

1. маърузалар, амалий машғулотлар (маълумотлар ва технологияларни англаб олиш, ақлий қизиқишни ривожлантириш, назарий билимларни мустаҳкамлаш);
2. давра суҳбатлари (кўрилаётган лойиҳа ечимлари бўйича таклиф бериш қобилиятини ошириш, эшитиш, идрок қилиш ва мантиқий хулосалар чиқариш);
3. баҳс ва мунозаралар (лойиҳалар ечими бўйича далиллар ва асосли аргументларни тақдим қилиш, эшитиш ва муаммолар ечимини топиш қобилиятини ривожлантириш).

II. МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН ИНТЕРФАОЛ ТАЪЛИМ МЕТОДЛАРИ.

Ажурли арра методи.

Ажур французча «ажоур» сўзидан олинган бўлиб, «бир ёқдан иккинчи ёққа ўтган, икки томони очик» деган маънони англатади.

Бу методдан фойдаланиш қуйидаги босқичларда амалга оширилади:

-талаба-ўқувчилардан 4-5 кишилик кичик гуруҳлар ташкил этилади

-талаба-ўқувчиларга бериладиган топшириқ ва уларни бажаришда фойдаланиладиган матнли материаллар бир нечта асосий қисмлар (масалан, режа асосида бир нечта мавзучалар)га қирқилади;

-мавзучалар ва уларга доир матнли материаллар пакети кичик гуруҳларнинг ҳар бир аъзосига тарқатилади;

-кичик гуруҳ аъзолари матнли материаллардан фойдаланиб топшириқни бажаришга киришадилар;

-кичик гуруҳларнинг яхши ўзлаштирувчи аъзоларидан эксперт гуруҳи ташкил этилади;

-эксперт гуруҳи аъзолари қўлларидаги топшириқларни ҳамкорликда муҳокама қилишиб, бошқаларга ўргатиш режасини эгаллашадилар;

-экспертлар ўзларининг дастлабки кичик гуруҳларига қайтишиб ўрганганларини бошқа шерикларига ўргатишади.

Ўқитишга бундай ёндашилганда талаба-ўқувчиларнинг ҳамкорликда ишлашларига ва катта ҳажмдаги ўқув материалларининг ўзлаштирилишига эришилади.

Бу методдан фойдаланувчи педагог талаба-ўқувчиларга тақдим этилган топшириқни бажаришга доир материалларни кунт билан ўрганишни, биргаликда муҳокама этишни, савол-жавоб қилишни, ўрганганларини бошқаларга ўргатишлари зарурлигини олдиндан айтади.

Синектика методи

Бу метод амалий, семинарлар ва лаборатория машғулотлари учун қулай бўлиб, «ақлий ҳужум» методига яқин. Бунда талаба дарсда қўйилган муаммони ҳал қилиш юзасидан аналогияга асосланган ҳолда ўз фикрларини, қарашларини олға суради. Бунда аналогия бевосита, шахсий, рамзий ва хаёлий бўлиши мумкин.

Думалоқ стол методи

Бу метод амалий машғулот учун қулай. Бунда ўқитувчи томонидан битта савол ёзилган варақ кичик гуруҳга тақдим этилади. Талабалар ўзларининг исми-шарифлари ва саволга жавобларини ёзиб, варақни ёнидаги талабага узатади. Шу тариқа ёзилган жавоблар йиғиштириб олиниб,

талабалар иштирокида нотўғрилари ўчириб чиқилади ва натижалар баҳоланади.

Ручка стол устида методи

Бу метод амалий машғулот учун қулай. Саволга ўзининг жавоб вариантини ёзган кичик гуруҳдаги талаба ручкасини стол устига қўйиб варақни ёнидаги шеригига узатади. Саволга жавоб ёза олмаган талаба ручкасини столга қўймайди. Бир нечта кичик гуруҳлардаги талабаларнинг қўйилган бир хил саволга жавоблари йиғиштириб олиниб биргаликда муҳокама қилинади. Бу методнинг афзалликлари: ўқитувчи машғулотга ким тайёр, ким тайёр эмаслигини кўриб туради; машғулотга тайёрланмаган талаба оғзаки муҳокама пайтида кўриб чиқилаётган мавзу юзасидан анчагина фойдали билимлар олади; бу метод кичик гуруҳда олиб бориладиган иш бўлиб, талаба интизомини мустаҳкамлайди ва уларни жипслаштиради, чунки ўзининг жавоб варианты устида узок ўйлаб ўтирадиган талаба бутун гуруҳга ажратилган вақтни сарфлаб юборади. Шунингдек талаба машғулотга тайёр бўлмаса, бунда ҳам гуруҳга панд беради; талабалар ўз жавобларини икки марта, яъни ёзма иш пайтида ва оғзаки муҳокама вақтида таҳлил қилиб чиқишади.

Ротация методи

Бу метод машғулот мавзуини ҳар бир кичик гуруҳ алоҳида-алоҳида муҳокама қилиб чиқиши, ёзганларини бутун гуруҳ жамоа бўлиб таҳлил қилиб кўриши учун қўлланилади ва қуйидаги босқичларда амалга оширилади:

-дарс мавзуси бўйича номерланган топшириқлар (масалан, режадаги мавзучалар) плакатларга ёзилиб доскага осиб қўйилади;

-топшириқлар сони учта бўлса, талаба-ўқувчилар ҳам шунча кичик гуруҳларга ажратилади ва гуруҳчалар номерланади;

-кичик гуруҳлар ўзларининг номерларига мос номердаги топшириқни ва уни бажаришда фойдаланиладиган ёзма маълумотлар пакетини олади;

-кичик гуруҳлар ўзларига тақдим этилган материалларни ҳамкорликда ўрганишиб топшириққа жавобларини ёзишади;

-жавоблар кичик гуруҳдаги ҳуснихати чиройли бир талаба-ўқувчи томонидан ёзилади;

-топшириқларга ёзилган жавоблар варағи, маълумотлар пакети кичик гуруҳлараро алмаштирилади ва қўшимчалар қилинади, бироқ жавобларнинг такрорланишига йўл қўйилмайди;

-жавоблар қайси кичик гуруҳники эканлиги ажралиб туриши учун уларга ҳар хил рангдаги фламастерлардан фойдаланиш тавсия этилади.

Шунингдек кичик гуруҳлар номерланиб, улар ўзларининг жавобларини шу номер остида ёзишлари ҳам мумкин;

-жавоблар ёзилган варақлар доскадаги осифлик плакатларга скожда ёпиштирилиб, ўқитувчи иштирокида муҳокама қилинади, умумлаштирилади ва тўғри жавоблар дафтарларга ёзиб олинади;

-тўғри ва мукаммал жавоблар сонига қараб талаба-ўқувчилар рағбатлантирилади ва баҳоланади.

Галереяни айланиш методи

Кичик гуруҳларнинг барча аъзоларига битта муаммо таклиф этилади. Ҳар бир кичик гуруҳ ўзларига берилган муаммога белгиланган вақт ичида фикрларини ёзиб, жавоблари ёзилган варақларини бошқа гуруҳ билан алмаштиради. Жавобларни олган гуруҳ уларни баҳолайди ва тугал бўлмаса ўз вариантлари билан тўлдиради. Сўнгра гуруҳлар фикрлари умумлаштирилиб, энг юқори баллга арзийдиган тўғри ва мукаммал жавоблар танлаб олинади.

Қор бўрон методи

Иккига ажратилган гуруҳ талабалари бир муаммо юзасидан энг кўп тўғри жавоблар топиш мақсадида биргаликда муҳокама юритишади. Ҳар бир тўғри жавоб юмалоқланган қор кўринишида ўша гуруҳ ҳисобига ёзиб қўйилади; тўпланган умумий баллар миқдори асосида гуруҳлар баҳоланади.

Асалари галаси методи

Муаммо битта гуруҳда ёки икки кичик гуруҳларда муҳокама қилинади. Бунда топшириқлар ҳар хил ёки бутун гуруҳга битта бўлиши мумкин. Гуруҳлар қўйилган муаммони маълум муддат муҳокама этиб, натижани бошқаларга маълум қилишади. Муаммо ечимининг энг яхши варианты танлаб олинади.

Думаловчи қор уюми методи

Думаловчи қор уюми методи ўқув машғулоти ўтказиш методининг рамзий номи бўлиб, иш қўйилган муаммо устида мулоҳаза юритиб қўриш учун талабаларга вақт, тегишли манбалар, тарқатма материаллар беришдан бошланади. Бу метод гуруҳнинг ҳар бир аъзосига бутун гуруҳнинг билимлари ва тажрибаларидан фойдаланиб, ўзининг кенг камровли нуқтаи назарини баён этишни назарда тутаяди. Бунинг учун талабалар 4 та кичик гуруҳларга ажратилади. Муҳокама қилиб чиқиш учун барча гуруҳларга битта топшириқ берилади. Ҳар бир кичик гуруҳ топшириқ устида алоҳида ишлайди. Сўнгра биринчи билан иккинчи ва учинчи билан тўртинчи гуруҳлар муаммо устида биргаликда муҳокама юритишади. Охир оқибатда барча кичик гуруҳлар бирлашиб, бутун яхлит гуруҳ бўлиб қўйилган муаммо ечимини ҳал этишнинг турли йўллари, вариантларини муҳокама

қилишади. Бундай муҳокама жараёнида талабаларнинг қўйилган муаммо юзасидан билимлари чуқурлашиб, ойдинлашиб, бойиб, кенгқамровли бўлиб боради.

Синдикат методи

Гуруҳ учта кичик гуруҳларга бўлинади. Бунда таклиф этилаётган топшириқ уч хил нуқтаи назардан ҳал этилиш зарур. Масалан, уч ноъмалумли учта тенгламалар системасини ечиш топшириғи берилган бўлсин, у ҳолда биринчи гуруҳ масалани Гаусс, иккинчи гуруҳ Крамер, учинчи гуруҳ матрица усулидан фойдаланиб ечади. Сўнгра ечимлар биргаликда муҳокама этилиб, умумлаштирилади.

Аквариум методи

Гуруҳдан уч талаба ажратиб олиниб уларга хона ўртасидаги стол атрофига ўтиришлари ва қўйилган муаммони ўн минут атрофида биргаликда муҳокама, қилишиб фикр билдиришлари сўралади. Бу уч талаба аквариумдаги балиқларга қиёс. Атрофда ўтирган кузатувчилар ўртадаги талабаларнинг фикрларини диққат билан тинглаб, жавобларни тўғри ва нотўғрига ажратиб ёзиб боришади ҳамда муҳокама пайтида ўзларининг қарашларини баён этишади. Етарли даражада фикр билдира олмаган ўртадаги талабалар ўз ўринларини кучли фикр билдирган кузатувчи талабаларга бўшатиб беришади. Ҳар бир муаммо юзасидан билдирилган фикрлар талабалар иштирокида ўқитувчи томонидан умумлаштирилади.

Рақамли методлар

Гуруҳдаги талабаларнинг умумий сонидан келиб чиққан ҳолда 4x4x4, 5x5x5 ёки 6x6x6 методларининг биридан фойдаланилади. Масалан, 5x5x5 методида ҳар бири 5 талабадан иборат 5 та кичик гуруҳчалар ташкил этилиб, уларнинг 5 нафар сардорлари тўпланишиб қўйилган муаммони ҳамкорликда муҳокама этишади, сўнгра ўзларининг гуруҳларига қайтишиб шерикларига масаланинг ечимини ўргатишади.

III. АМАЛИЙ МАШҒУЛОТЛАР МАЗМУНИ

1-мавзу: Role-Playing Adventure

A role-playing adventure (RPA) is a game-like, problem-solving set of activities that culminates with the accomplishment of a mission or objective. RPAs are task-based activities in which participants use the target language to reach proposed goals by tapping into all the language resources available to them. Although the main focus is on speaking, an RPA is an integrated-skills activity because participants end up using all four language skills (speaking, listening, reading, and writing).

What Is a Role-Playing venture?

RPAs, participants are players, and their main objective is to come up with ideas to overcome several hurdles as they try to accomplish their mission. The teacher takes on the role of game-master. As game-master, the teacher controls the development of the story and rolls the dice, determining whether solutions presented by participants will be effective in overcoming obstacles. The teacher's focus is on observing and helping participants use and/or learn language they need to reach these goals.

Behind each RPA there is a storyline that provides participants with an objective and teachers with a framework for steering participants in the direction they want. In this article, we will use the beginning of one of our RPA storylines ("Derailed Train") as an example of how teachers can develop activities.

Role-Playing Adventure: Derailed Train

In this RPA storyline, participants are involved in a train accident. They will need to survive the accident, help other passengers, and catch a terrorist. To use this activity with different levels and ages, simply adapt the storyline and picture cards for suitability. Due to space limitations, we will present here only the scenario where they need to survive the accident.

What You Need

For this RPA, you will need:

1. one or two 6-sided dice
2. picture cards for the following objects: an ice pack, saw, sling, car jack, bandages, blood pressure gauge, blanket, crowbar, pain-killer, alcohol, plier, gun, hammer, a mirror, adhesive tape, tweezers, a stretcher, nails, gloves, scissors, stretcher, soldering iron, lighter, rope, screwdriver, thermometer, ladder, insulating tape, crutches, vodka, shovel, wheelchair, power drill, diapers, wire, and sleeping bag. (Make sure you have enough cards for each participant to have one.)

Step 1

Begin the RPA by telling participants they will participate in a very exciting adventure. Place the picture cards on a table and have each participant choose one item and then have them explain why they have chosen it. Encourage them to come up with as many possible uses for their object as they can.

Step 2

After participants have chosen their items, ask if they have travelled by train before. What kind of train was it? Did they enjoy the trip? What did they notice in their passenger cars?

Step 3

Tell them that they are on a train moving across the countryside. Ask participants to describe their passenger car. You could also have them draw the layout of the train and present it.

Step 4

Say (use your own words): You see a very strange, suspicious-looking man. What does he look like? What is he doing? Why does he look suspicious?

Together as a group, have participants describe this man. Make sure to ask them if they notice any special features such as a scar or a tattoo.

Step 5

Say: The suspicious-looking man gets up and leaves your car. Suddenly, you hear a loud screech and a really loud noise! The train starts bumping like crazy! What do you do?

With the whole group, discuss their answers.

Step 6

Say: When the train finally stops, you look around. You are all safe. You are the only ones in the passenger car. You try to get out, but the doors are stuck. You look out and you see water! There is water coming in from all sides! You need to get out as quickly as you can or you will all die! How are you going to get out? Which tools could you use? Is there an emergency exit?

Ask the participants to suggest a plan. Review the items they have.

Step 7

As the participants suggest their plans, roll the dice. Tell them the dice will decide what their odds are. For example, if participants say they are going to use the crowbar to open the door, tell them that the plan will only be successful if they get a 6. If they don't get a 6, ask them to improve their plan by adding something else (we will break a window), and roll the dice again. (If you get 5 or 6, your plan will be successful.) And so on. As they improve their plan, improve the odds. (Set the odds however you like; you can change them to make the groups go back to the drawing board and think of other solutions to the task, or just to add more fun to the activity.)

When they present a successful plan, challenge them again by saying, for example: When you open the door (or break the windows), water will gush in. How can you make sure you don't get pushed back in by the force of the water?

They will eventually be successful with this task. Be prepared for a lot of cheering on the part of the participants.

Other Possible Scenarios for the Derailed Train RPA

1. Participants rescue injured passengers in other passenger cars.
2. Participants conduct first aid on injured passengers.
3. Participants describe their surroundings (e.g., if there are abandoned houses nearby, farms, a river, a road, a gas station, etc.).

4. Police arrive and participants describe a suspicious man.
5. Participants help police locate suspicious man.

Tips for Successful RPAs

Here are some ideas that have worked for us when using RPAs:

1. Begin the RPA by inviting your participants to create a new personality for themselves—a second identity. Ask them questions to help them create their identity. (E.g., Where are you from? Where do you live? Do you have any special skills?) This will allow them to be more inventive and give themselves various abilities and skills. Have them introduce their new identity to their classmates.
2. Do one task per class. This way, teachers can invite participants to retell what happened during the preceding class and revisit the new vocabulary and/or structures that came up. In our school, we have three 1-hour classes per week, and we use the RPA for 10 to 15 minutes at the end of the class. The RPAs usually take 2 to 3 months to finish.
3. You may ask your participants keep a journal of the adventure. You may also develop a dictionary, with participants contributing definitions, sample sentences, drawings, and so forth.
4. Depending on your participants' level of English, a task may take more time. You will need to give them more time to prepare for each task and provide more support through recast and help with vocabulary.
5. There are several situations where you might invite a speaker (e.g., to talk about first-aid) or ask a participant to research a topic and give a presentation (e.g., how to make an SOS sign using smoke). You can also use short texts to complement a topic (e.g., a text on Morse code and the SOS sign).
6. Dice, aside from determining the outcome of a plan, can be used for almost anything. Some examples:
 1. Determining quantities (e.g., 1 = 100 to 6 = 600)
 2. Answering a yes/no question (e.g., Do you have matches? An even roll of the dice = no; an odd roll = yes)
 3. Deciding whether participants found something (1 = no; 2 = a spring; 3 = a stream, etc.)

We have used RPAs in our school since 1997, and they have yielded fun classes with lots of laughter, engaged participants, long-term recall of new vocabulary and structures, and better and faster language acquisition.

2-мабзү: Writing Project: Surveys

Level: High-intermediate or advanced

Time: Six one-hour class periods

The composition assignment: Participants will design their own surveys and execute their own research. This project involves writing a poll or survey, collecting first-hand data, organizing and presenting this data using both graphic representations and written discourse. Ultimately, the final participant projects could be compiled into a class magazine, which would be distributed to other participants at the school.

What participants will learn by doing this assignment?

The learning goals for this assignment are manifold. For one, participants will gain familiarity with the terminology and procedure for doing first hand research. Secondly, because this is an integrated skills class, they will continue to develop their oral fluency outside of the classroom by asking people the questions on their polls. In addition, because the final products will be compiled into a class magazine, participants will gain increasing sensitivity to the idea of writing for a particular audience. Lastly, participants may develop advanced skills for using Microsoft Word, specifically the ability to import and reformat web images and create tables and charts. Though these goals may seem somewhat varied, it is important to note that especially in an intensive language program, where participants have a number of reasons for wanting to master English, class projects should maintain appeal for all involved.

Project Outline:

Each session is designed to take approximately 60 minutes. This is a process session with some emphasis on product, as the participants final writings may appear as magazine articles. The recommended time for this project is two weeks, though it could easily stretch over three weeks; as a three-week project, final articles would go through another revision.

Day One: T begins by asking Participants to free write on a general question For example, what did you expect the United States (and this school) to be like before you arrived? What surprised you once you got here? Following 3-5 minutes of free writing, T asks class for responses. Together, Participants and T brainstorm a list of topics. T writes these on board, ultimately explaining that they are possible research topics for next writing project.

Once a long list of topics is on the board, T asks Participants to think about which topic they would like to research. Participants can either meet in discussion groups to share their views on the topics or Participants take time (10 minutes) to free write on their chosen topic; either way, T should ask for feedback.

Next, Participants receive 3-5 sample sets of survey questions. In groups, Participants create a set of criteria for writing poll/survey questions. T leads class in a discussion of designing strong survey questions.

Homework: write your survey questions.

Day Two: Class begins with a peer review of questions. Working in groups, participants try asking and answering the questions they have written. At this stage, Participants are encouraged to weed out any weak questions and add stronger ones as necessary. Once Participants are content with their questions, T can provide a brief grammatical review of question formation, a problem that seems to plague participants at every level. Participants are then asked to check their questions for accuracy. During this step, T should circulate among Participants, helping to correct grammatical mistakes by underlining them, thereby guiding Participants toward self-correction. Now, Participants are brought to the computer lab to re-write, edit, and print final copies of their polls. Depending on the computer literacy level of the group, T might first provide a brief demonstration of using Microsoft Words numbered list icon and formatting menu. T assists as needed. Following class, T assists Participants in making multiple copies of their surveys. **Homework:** collect data.

Day Three: Participants bring completed surveys to class, 20 min (optional) to obtain data orally from classmates. Participants are now paired to discuss survey results. (For this step,

T writes several discussion questions on the board: What topic are you researching? What did you find out? Does this information surprise you?) Individuals are then given 10 minutes to freewrite on the question: what does the data mean? Afterward, T presents several different ways of organizing data, including the use of graphic representations, both pie charts and bar graphs. Homework: Bring a rough draft of your article for peer evaluation.

Day Four: Participants may exchange papers, though this is not required. Rather, Participants are given two sets of discussion questions and work with their partner to insure their papers are addressing all vital concerns on this topic. Once this is done, T provides several sample articles. Participants work in groups to analyze these models. Homework: Bring rough drafts to class for peer evaluation.

Day Five: Peer exchange of papers. Participants fill out peer evaluation forms (attached) and then give each other oral feedback. Now, Participants are brought to the computer lab, where T demonstrates how to insert charts into Word documents (Insert/Picture/Chart/Enter data) and how to import and grayscale images from the WWW (Right click/Copy Image/Paste/Image Properties/Grayscale/Text Alignment). Participants are given class time to rework final ideas, re-write, and add graphics to their pages. During this time, T holds mini-conferences with individual Participants. Homework: Bring a final copy of your article both a printed copy and on disk!



Day Six: T gives Participants editing guidelines. Participants proofread their own papers following these guidelines, then exchange papers to double check grammatical accuracy in peer's paper. Participants are assigned to magazine groups. After this, the remainder of the session is spent in the computer lab. Participants make final changes to their articles. One magazine group makes a table of contents page and front cover. Another makes signs promoting the free magazine. Following the session, T makes multiple copies of class magazine. These are places near the front desk and in the computer lab, for other Participants to take and read.

Rationale:

The rationale for my having decided on a research project is a bit complex. For one, it is an often-neglected area in ESL writing tasks. Secondly, the session appeals to a wide range of interests. Some participants may be entering university programs which will require them to conduct research projects; still others will undoubtedly enter a business environment in which first hand research will play a role. Even for those Participants who will derive no long-term benefits from designing a research project, the oral component of negotiating the collection of data is worthwhile. This assignment requires everyone to use his or her English skills outside of class.

The peer response segment of this session is designed to foster interactivity while giving writers feedback from the very audience for whom they are writing. Peer response is given both written and verbally. The written portion is designed to have participants look carefully at whether or not their peers are completing the assigned task. Meanwhile, the verbal portion allows for increased oral communication time.

Writing for other participants at the school not only provides a tangible audience but, moreover, results in increased motivation to complete the task at hand.

Мавзy 3 : Environmental Issues

Hurricane Mitch

Time: approximately 90 minutes

Level: High-intermediate

Objective: Participants will be able to use context clues to derive meaning for unknown vocabulary. (Because this is designed as an integrated skills session, a secondary objective is for participants to continue to develop their listening skills and oral fluency on a wide variety of topics.)

Pre-reading Task: Deriving Clues from Context (15 minutes)

Tell participants that we're going to be reading about natural disasters. Ask a few questions to stimulate interest in the reading task. (What do you do when you're reading and you come to a new word? How often do you use your dictionary? Why is it bad to keep referring to dictionary over the course of a short reading?) Once participants have determined their own reasons for wanting to avoid heavy dictionary usage, you can guide them in this task. Give them some examples of deriving meaning from context; the sentences below use natural disasters as the topic. (You can either write these examples on the board or distribute photocopies to the participants.) Make sure your participants know the italicized words are nonsense words. After asking participants to identify the part of speech for each word, focus on more direct ways of ascertaining meaning from context. Specifically, those ways are:

Using context clues:

It was raining really hard, so I put on my father's growl on before going outside.

Using affixes and roots:

The reading on the murk meter was 9.2 centimeters.

Using discourse connectors:

After the mudslide, we couldn't walk through the kitchen because of all the ink on the floor.

(Although there are other ways to attack new vocabulary, introducing only three target questions provides participants with a manageable number of ways to endeavor on this new and somewhat daunting process.)

Reading Task: "Deriving Meaning from Context" 30+ minutes

Note: The article participants will read comes from USA Today On-line. It is a summary of the damage and destruction caused by Hurricane Mitch. Because this is a rather lengthy article, I have divided it into three parts. The first part will be done in class. The two remaining parts can be given for homework; half the participants will receive Homework A, the other half Homework B.

Throughout the three parts of the article, I have maintained nearly all of the authentic text, cutting only two less important paragraphs and substituting maybe five words total. I have approached the remaining vocabulary in one of two ways: if the word seems difficult to ascertain from context, I have glossed it. Otherwise, new vocabulary is bold-faced. For the in-class portion of this exercise, definitions of the bold-faced words are provided under the text.

Directions to teacher: Pass out the reading only. With the participants go through the first paragraph, asking for possibilities. Note these on the board. Then, pass out the definitions. Ask participants to identify which definition fits. Ask the participants to repeat the same procedure

individually. Circulate and assist as needed. Finally, have participants compare their work with a partner. Help each pair with any disagreements.

Assessment: (15 minutes) here, assessment is a two-fold process. First, participants are assessed on their ability to glean new meaning from context. This is done through comparing their work with a partner. You should assist to resolve any discrepancies.

Next, participants are assessed on their general comprehension of the article. You can do this by giving an oral summary of the article. However, tell the participants that you're tired/the article confused you etc. and let them know that you will be making mistakes. For example, the first paragraph may be summarized as follows: Still in pairs, participants can work together to accomplish this task. When I did this, each time I made a mistake, Ss had to stop me and correct me. I actually did this like a game, keeping track of each pairs' "points" on the board. Because my class was fairly small, this was fine. In a larger class, the you might arrange participants in small groups, having each group take notes on the mistakes and later comparing their answers.

Follow-up discussion: (15 minutes) Working in pairs, participants can discuss the questions in Exercise Two on the classroom handout.

Homework: Pass out the remainder of the newspaper article from USA Today. It's the same with glossed vocabulary to match. Here, however, no definitions are provided. Explain task to participants. Assessment on the homework can be provided through an in-class A/B pair activity.

Vocabulary Cards: Natural Disasters and the Weather

Activity: Vocabulary Review (Circumlocutions Game)

Skills: Speaking, Listening

Level: Intermediate-advanced

Class Time: 30 minutes

Preparation: However long it takes you to print this page, copy onto cardstock, and cut up.

Directions: Divide the class into small groups. (If you have fewer than ten participants, you could play together--just pair participants and have each pair be a team.) Give each group a set of vocabulary cards. Instruct participants to place the cards face down in the center of the group. Play begins by one participant choosing a card and providing an oral definition. No gesturing or spelling is allowed. The person who answers with the word on the card gets to keep the card. Play continues clockwise. If a participant does not know a vocabulary word, the card is returned to the middle of the deck and the participant forfeits his/her turn. Play continues until all of the cards have been defined. The winner is the person with the most cards.

Variation: Use the cards and the board to play team Pictionary or check out [Ideas for Vocabulary Cards](#) for more suggestions.

avalanche	lightning
mudslide	fog
natural disaster	temperature
famine	tsunami
drought	storm
earthquake	hurricane

aftershock tornado
blizzard flood
thunder heat wave

Matching: Natural Disasters

Match each of the words in Column A with a definition from Column B.

- | | |
|--------------------------|--|
| ___ 1. drought | A. the act of making people leave a place because of danger |
| ___ 2. mudslide | B. a place where people can sleep in an emergency |
| ___ 3. emergency shelter | C. a big wave that can destroy towns near the sea |
| ___ 4. flood | D. a disaster when there is no rain for a long time |
| ___ 5. famine | E. a very bad snowstorm |
| ___ 6. evacuation | F. a disaster when there is no food |
| ___ 7. blizzard | G. a disaster in which snow and ice move quickly down a mountain |
| ___ 8. tsunami | H. a lot of water |
| ___ 9. aftershock | I. a disaster in which hills become too wet and the soil moves |
| ___ 10. avalanche | J. a small earthquake after a larger one |

Irregular Plurals

Advanced Level

Fill in each of the following blanks using the plural form of the noun. When you have finished, click on "Check."

1. a cactus, a couple of
2. one species, two
3. an analysis, several
4. a natural phenomenon, natural
5. one radius, two
6. an appendix, some
7. one potato, two
8. a hypothesis, several
9. one criterion, a number of
10. a syllabus, two
- 11.

6-мабзy: Internet and Mass Media

The WWW doubles in size every 90 days. A new web site is added every four seconds. At last check, 75% of the WWW was in English. Here's the place where you can start to figure it all out.

We've created this page about the Internet to help you practice your English. There are scavenger hunts and Internet worksheets to help you learn about other web sites, quizzes to test your grammar and vocabulary, and discussion forums where you can share your ideas. Don't get left behind. The information super highway is waiting!

Scavenger Hunts

A scavenger hunt is a type of Internet activity that guides you through different web sites. To use these scavenger hunts, you can print the pages or you can work directly from this web site.

1. [Music](#) - This scavenger hunt will teach you about the International Lyrics Server, MIDI files and MIDI karaoke, on-line music quizzes, and more.
2. [Movies](#) - This scavenger hunt will teach you about the International Movie Database, on-line movie quizzes, and more.
3. [The News](#) - This Internet scavenger hunt will introduce you to the newspaper USA Today On-line, teach you one way to find newspapers on the WWW, and involve you in learning about current events at CNN Interactive.

Quizzes

1. [Internet Terms](#) - (medium, scrambled sentences)
2. [E-mail](#) - (medium, cloze)

ESL Worksheets

1. [Dave's ESL Cafe](#)
2. [EF Englishtown](#)
3. [On-line TOEFL Materials](#)
4. [Randall's CyberListening Lab](#)
5. [The All Music Guide](#)
6. [Earth Alert](#)

4-мабзy: Teaching with the Internet

We've created this page to provide resources, sessions, and ideas on teaching with the Internet. The printable activities for classroom use come in two main session formats: scavenger hunts and Internet worksheets. We also have several discussion forums where you can share your ideas and links to other web sites about the Internet. Don't get left behind. The information super highway is waiting.

Scavenger Hunts

These Internet scavenger hunts are for intermediate and advanced participants. They can be done in pairs or individually. Each session will take around 90 minutes. To use these scavenger hunts, print the page and review the tasks with your participants before bringing them to the computer lab. Once there, participants can come directly to

Karin's ESL PartyLand. (Clicking on the links from this site will result in new windows opening in their browsers.)

1. [Music](#) - This scavenger hunt will teach participants about the International Lyrics Server, MIDI karakoe, on-line music quizzes, and more. Please note, the MIDI karakoe site requires QuickTime. If your computers are not equipped with QuickTime, I recommend skipping this site rather than having participants download the program.
2. [Movies](#) - A WWW activity in which participants learn how to use the International Movie Database, find scripts and screenplays, and more. This session will take at least 60 minutes.
3. [The News](#) - This Internet scavenger hunt will introduce participants to USA Today On-line, teach them one way to find newspapers on the WWW, and involve them in learning about current events at CNN Interactive.

Internet Worksheets

ESL Learning Web Sites

1. [Dave's ESL Cafe](#)
2. [EF Englishtown](#)
3. Kent's ESL Wonderland
4. [On-line TOEFL Materials](#)
5. [Randall's CyberListening Lab](#)

Interesting Web Sites

1. [The All Music Guide](#)
2. The Discovery Channel On-line
3. [Earth Alert](#)
4. Lonely Planet On-line

Cloze Exercise - Email Quiz

I have to admit that I'm addicted to e-mail. Whenever I get home, I and check to see if I've gotten any new . I even enjoy reading of jokes and stories. I usually read all my new messages before I . A lot of times I'll send an immediate . I've had to create a lot of folders to store all the messages I've received. I don't want to them, because you never know when you might want to read them again. I mean, maybe one day you don't get any new . If that's the case, you're glad to have all the old ones to look at. If you're also addicted to e-mail, I'm sure you can relate.

Use These Words:

1. delete
2. forwards
3. log in
4. log off
5. mail
6. messages
7. reply
- 8.

Media

Can you recognize this famous person?

Do you know why she is an important media figure?

To find out, click here.

The media includes newspapers, magazines, TV, and--of course--the Internet. We've created this page about the media to help you practice your English. There are quizzes to test your English skills, a discussion forum where you can share your ideas, as well as games and activities about the media. Come on, stay with the times.

Discussion

There's a lot happening in the world.

1. What do you think was the biggest media event in the last decade?
2. How do you stay up to date with the news?

Activities and Games

1. [Interactive WWW Activity: Princess Diana](#) - Practice your vocabulary, reading, and writing as you participate in this interactive session on the death of Princess Diana.
2. [Matching Activity: TV--What Type of Show Is It](#) - How well do you know North American TV shows? See if you can match these popular shows with the type of show each is.
3. [Scrambled Sentences: The Nightly News](#) - Can you unscramble these ten sentences from the nightly news? Warning: This one's difficult!
4. [Matching Activity: Newspaper Headlines](#) - Can you match each of these ten headlines to the section of the newspaper where you'd find them?
5. [Internet Worksheet: CNN Interactive](#) - This worksheet will help you use a great web site called CNN Interactive. You can print the worksheet, or you can work directly on your computer.
6. [News on the WWW](#) - This Internet scavenger hunt will introduce you to the newspaper USA Today On-line, teach you one way to find newspapers on the WWW, and involve you in learning about current events at CNN Interactive. You can work on this activity directly from your computer, or you can print the page before visiting each web site.

5- Мавзы: Food and Meals

Discussion

Do you like to cook? Do you like to try new kinds of food?

1. What's your favorite meal?
2. Are there any foods that you like now that you didn't like when you were a child?
3. What's your idea of a perfect romantic dinner?

Activities and Games

1. [Interactive Web Activity: the Menu at Hamburger Mary's](#) - Take a look at a menu from a real American diner as you practice vocabulary, reading, and writing.
2. [Interactive Web Activity: the Slanted Door](#) - This activity will give you the chance to read a review of a San Francisco restaurant.
3. [Interactive Web Activity: Arrabiata Sauce](#) - Learn how to make pasta arrabiata AND practice your reading, writing and vocabulary skills!
4. [Food Quantifiers: Crossword](#) - Do you say a carton of milk or a box of milk? See how well you do with this interactive crossword puzzle.
5. [At a Restaurant: Scrambled Sentences](#) - Try this scrambled sentence game.

Quizzes

Practice your vocabulary, grammar, and TOEFL skills by taking an interactive quiz!

1. [Making Dinner: Prepositions of Location](#) - (very easy, multiple choice)
2. [Picture Vocabulary: In the Kitchen](#) - (easy, multiple choice)
3. [What Kind of Food Is It?](#) - (medium, multiple choice)
4. [Safeway: Supermarket Vocabulary](#) - (easy, cloze)
5. [Cooking Pasta](#) - (difficult, cloze)
6. [Tense Review: At a Restaurant](#) - (medium, fill-in)

Food Quantifiers Crossword

You have just moved into your own apartment. Your mother is worried about you. She brings you two big bags of groceries. As you unpack, this is what you find:

Clues Down

1. 2 _____ of rice
2. a _____ of toilet paper
4. 2 _____ of bread
5. 2 _____ of soup
6. a _____ of gum
9. 2 _____ of lettuce
11. a _____ of toothpaste

Clues Across

1. 2 _____ of cereal
3. 2 _____ of wine
7. a _____ of
mayonnaise
8. a _____ of eggs
10. a _____ of butter
12. a _____ of cake
13. 10 _____ of cheese

Cooking Pasta

Pasta is my favorite meal. If I get home late from work, I just an onion and some mushrooms and them in a little olive oil. Then I add some tomato sauce and spices and let the whole thing for a little while. Finally, I some water and throw the pasta in. Once it's cooked, I the pasta, throw some sauce on top, and eat dinner.

Use these words:

1. boil
2. chop up
3. drain
4. saute
5. simmer

6-мавзы: Travelling

We've created this page about travel to help you practice your English. There are quizzes to test your grammar and vocabulary, discussion forums where you can share your ideas, games, and activities about travel.

Activities and Games

1. [Clearing Customs: Scrambled Sentences](#) - When you arrive in a new country, you'll have to answer some questions. Try this scrambled sentence game to see how well you'll do on your next international trip.
2. [At a Hotel: Scrambled Sentences](#) - Here are some sentences you might hear at a hotel. Can you arrange the words correctly?
3. [Travel Trivia: How Much Do You Know about the U.S.?](#) - So you've been to the US, but how much do you really know? Test your knowledge with this multiple-choice activity.
4. [Travel Trivia: How Much Do You Know about Europe?](#) - See how much you remember from that backpacking trip across Europe.
5. Lonely Planet On-line - This Internet worksheet will help introduce you to the Lonely Planet web site. You can print it or work directly from your computer.
6. The Rough Guide On-line - Another Internet worksheet. This one introduces you to the Rough Guide's web site. Print or work directly from your computer.
- 7.

Trivia Quiz - United States Travel

How Much Do You Know about the United States?

Click on the correct answer.

- 1) At this tourist attraction in Washington D.C. you can find Lincoln's bedroom, the Green Room and the Red Room.

The White House

The Smithsonian Institute

The Museum of US History

- 2) Which of the following is NOT a borough of New York City?

Manhattan

Queens

Long Island

- 3) Which state legalized gambling in 1931?
- California
 - New Jersey
 - Nevada
- 4) What's the smallest US state?
- Hawaii
 - Rhode Island
 - Washington D.C.
- 5) At this famous monument located in South Dakota, you can see the faces of four US presidents.
- Mount Rushmore
 - Yellowstone
 - Mount McKinley
- 6) Carmel is a romantic, beach resort in _____.
- Florida
 - Hawaii
 - California
- 7) What's the capital of California?
- Los Angeles
 - Sacramento
 - San Francisco
- 8) Jazz music comes from this city.
- New Orleans
 - Atlanta
 - New York City
- 9) This is the longest river in the United States.
- The Colorado
 - The Missouri

The Mississippi

10 What state is the Grand Canyon in?

Colorado

Arizona

Nevada

English Speaking Cultures & Cultural Differences

English has become the leading language of international communication. It is the third most widely spoken language in the world and the official language of 53 countries. The United States is an English speaking culture and so is Great Britain. This paper will explore American and British culture as they relate to the English language.

The United States is a multicultural and multilingual nation. The population is ethnically and racially diverse. Americans have many different traditions and values and the culture has been influenced heavily by European immigrants and the descendants of slaves from the African continent. English is not the official language, but people who do not speak it usually deal with limited employment opportunities. Learning English opens doors and allows people to become part of main stream society. The government provides services in many languages to accommodate newcomers. Details about certain aspects of English-speaking American Culture are below.

American (US) Culture

1. Most Americans are friendly and informal. It is common for people address others who they know well by a first name only.
2. It is important to be polite in most social situations. People commonly please and thank you when they interact with each other.
3. Most Americans dress casually outside of work. [Jeans](#) and sweatshirts are very popular. Business casual attire is acceptable in most offices.
4. The formality of meals at private homes varies, so it is a good idea to follow the lead of the host
5. Americans use a lot of slang and idiomatic expressions. Sometimes it is difficult for non-native speakers to learn the expressions, but after hearing them frequently they will learn what they mean.

United Kingdom (UK) Culture

Four countries make up the United Kingdom. They are England, Scotland, Wales and Northern Ireland. The English language is not governed by a formal code. People from around the world go to England to learn English, live and work. English people speak Modern English that evolved from Old English. Details about the culture and traditions are below.

1. British people are reserved, but friendly and helpful to foreigners. It is okay to address people there by their first name after you get to know them and they invite you to do so. The British observe formalities and protocols in business and punctuality is of paramount importance.
2. Many English people enjoy entertaining in their homes. They expect guests to arrive 10-20 minutes after the start time. Generally dinner conversation is not about work.

3. The residents of larger cities like London dress more formally than the residents of the countryside. Men and women love to wear, jeans, wools and tweeds to casual gatherings. English usage varies between cultures. The people of England have spoken it for over 1,000 years. American English, however, has only a 300 year history. It evolved from Old English and has been influenced by immigration, slavery and even wars. Most ESL/EFL programs teach American and British English. The three main differences are pronunciation, vocabulary and spelling. British Commonwealth countries where the residents are not native English speakers frequently closely follow British English. The countries which have been historically influenced by the United States follow American English usage.

7-мавзы: Oral Presentations

Oral presentations are a great way for participants to practice their English skills. The extra pressure of knowing they're going to be in front of the classroom provides participants with some great extrinsic motivation for staying on task. I usually start by going through presentation basics with the group, then assigning an oral presentation every three weeks or so. (As a general rule, never allow participants to write out their presentations. Rather, encourage them to use note cards to stay on track.)

1. **Presentation Basics** - This classroom handout discusses the basic structure of an oral presentation. (Ideally, you should prepare a presentation yourself to give as a model. Then elicit the structure of an oral presentation from the class before reviewing the handout.)
2. **Oral Presentations: Do's & Don'ts** - This classroom handout provides advice on giving presentations.
3. **Oral Presentations: Peer Evaluation Form** - This is a peer evaluation form for participants to use while their classmates are presenting. To allow for greater objectivity, I don't have the participants write their own names on the forms - just the name of the participant they're evaluating. Before having participants use this form, make sure you've gone through presentation basics with the group.
4. **Oral Presentations: Teacher Evaluation** - You can use this form as participants give their presentations. Because the peer evaluation form has a lot of feedback on presentation skills, this one focuses on grammar. I usually write down direct quotes and underline the mistakes. Participants must then take some time to self-correct their mistakes.

Oral Presentations: Basics

The Big Rule: Tell them what you're going to tell them. Tell them. Tell them what you told them. In other words, your presentation should have three parts: an introduction, body, and conclusion. Let's look at these three parts and see what you should include in each.

The Introduction

The purpose of the introduction is not only to introduce your topic, but also to interest your audience in the topic.

1. Grab the audience's attention by somehow involving them in your topic. You can do this by asking a question, offering an interesting fact, using a quotation or telling a short story. (The question "How many people here have a home computer?" is a lot more interesting than "Today I'm going to tell you about the Internet.")

2. You should preview the content of your presentation by offering a brief outline of what you will be discussing. You may also want to include why you choose this topic to present on.

The Body

The body of your presentation should support your introduction by offering facts, opinions, and reasons to support your topic. It should contain at least three ideas with supporting details to illustrate your point.

The Conclusion

The conclusion should restate the main points without giving examples. Think of it as a brief summary which emphasizes what you want the audience to remember. You can finish with a recommendation, a personal thought, an observation, or a question. Your closing statement (Oral Presentations: Do's & Don'ts

1. Be organized! The more organized and focused your presentation is, the more relaxed you'll feel.
2. Breathe! (It helps you relax.)
3. Don't try to cover too much material. Remember you only have 7-10 minutes.
4. Do speak clearly, slowly and at an appropriate level for your audience.
5. Use vocabulary that is appropriate for your audience. If you use new vocabulary, make sure you explain it and write it on the board.
6. Do make eye contact with all members of your audience.
7. Do move around.
8. Do use hand gestures.
9. Do allow the audience to ask questions at the end of your presentation.
10. Don't read your presentation. You can use short notes, but reading a presentation is unnatural; also, it makes it very difficult for your audience to follow.
11. Do practice your presentation with a partner or in front of the mirror.
12. Do remember to thank your audience and introduce the next speaker. (the last statement) should pull your presentation together.

Teaching with Music

Take advantage of the power of music and use it in your ESL classes. We've created this page to provide resources, sessions, and ideas on teaching with music. There are printable materials for classroom use, sessions, lyrics, and ideas. We also have two discussion forums and links to other web sites about music. Get ready to jam.

[Low Prep Ideas for Using Music in the ESL Classroom](#)

Sessions

1. [Conversation Question Cards: Music](#) - A conversation card set on music. For suggestions on how to use these cards, take a look at [Ideas for Using Conversation Card Sets](#).
2. [Musical Impressions](#) - You bring four songs to class and copies of this classroom handout. Then divide the participants into groups of three, and monitor as they engage in meaningful discussion. For use with high-beginner and low-intermediate participants.
3. [ESL Scavenger Hunt: Music](#) - This is an Internet scavenger hunt intermediate and advanced participants can do in pairs or individually. This session will take 45-60 minutes. To use this scavenger hunt, print the page and review the tasks with your

participants before bringing them to the computer lab. Once there, participants can come directly to this site. (Clicking on the links from this site will result in a new window opening in their browsers.) This scavenger hunt will teach participants about the International Lyrics Server, MIDI karakoe, on-line music quizzes, and more. Please note, the MIDI karakoe site requires QuickTime. If your computers are not equipped with QuickTime, I recommend skipping this site rather than having participants download the program.

4. [The All Music Guide](#) - This Internet worksheet introduces participants to the extensive on-line music resource called the All Music Guide.

Lyrics

Here are the lyrics to some songs you might want to use in your class!

1. [The Beach Boys: Wouldn't It Be Nice](#)
2. [Led Zeppelin: Stairway to Heaven](#)
3. [The Eagles: Hotel California](#)
4. [Madonna: Holiday](#)
5. [4 Non Blondes: What's Up?](#)
6. [Elvis Presley: Suspicious Minds](#)
7. [Guns 'N Roses: November Rain](#)
8. [U2: One](#)

Classroom Handouts

The following printable handouts each focus on specific songs. (Okay, I'm a U2 fan.) Designed for use in small groups, each session includes pre-listening discussion questions, a vocabulary exercise, a listening fill-in, and discussion questions. Though these sessions were designed for high-intermediate listening/speaking classes, they could easily be adapted for other skills or levels.

1. [U2: One](#)
2. [U2: Tryin' to Throw Your Arms Around the World](#)

Classroom Handouts - U2 Lyrics Activity 1

U2 (Achtung Baby)

One

Part One - Vocabulary

With your group, write one sentence for each of the following words and idioms:

1. blame (verb)
2. crawl (verb)
3. leper (noun)
4. drag (verb)
5. temple (noun)
6. to leave a bad taste in one's mouth

Part Two - Discussion

Discuss these questions with your group:

1. What do you know about U2?
2. Where are they from?
Are they popular in your country?
What U2 songs do you know?
3. What is the significance of the name U2?

4. What are the most common feelings people have at the end of a relationship?
5. What are some ways that people deal with these feelings?

Part Three - Listening

1. Close your eyes and listen to the song without writing anything. As you listen, think about this question: Is this a love song? After you've listened, compare your answer to this question with your group.
2. Now, listen again. This time fill in one word per space.



1. Is it _____
2. Or _____ the same
3. _____ easier on you
4. Now you got someone to blame
5. You say
6. One love
7. One life
8. When it's one need
9. _____
10. It's one love
11. We get to share it
12. It leaves you baby
13. If you don't care for it
14. Did I _____?
15. Or leave a bad taste in _____?
16. You act like you never had _____
17. And you want me to go without
18. Well it's too late
19. Tonight
20. To drag _____
21. Into the light
22. _____
23. But we're not the same
24. _____ each other
25. Carry each other
26. One
27. Have you come here for _____
28. _____ raise the dead
29. _____ to play Jesus
30. To the lepers in your head
31. Did I ask _____
32. More than a lot
33. You gave me _____
34. _____
35. We're one
36. But we're not the same
37. We hurt _____

38. Then we do it again
39. You say
40. _____ a temple
41. Love a higher law
42. Love is a temple
43. Love the higher law
44. You _____ enter
45. But then you _____ crawl
46. And I can't be holding on
47. To what you got
48. When all you got is _____
49. One _____
50. One _____
51. One _____
52. You got to do what you should
53. One life
54. With _____
55. Sisters
56. Brothers
57. One life
58. But we're _____
59. We get to carry each other
60. Carry each other
- 61.
62. One
- 63.
64. One.

Compare your answers with your group. Ask your teacher to play the song again if you can't agree on certain lines.

Part Four - Discussion

With your group, discuss the following:

What do you know about U2? Where are they from? Are they popular in your country? What U2 songs do you know?

What is the significance of the name U2?

What are the most common feelings people have at the end of a relationship? What are some ways that people deal with these feelings?

What is this song about?

Is this a love song? If you say yes, support your answer with specific lyrics from the song.

What type of relationship have these two people had? Have they broken up yet?

What do you think is going to happen to the two people in this song?

Why this song is called “**One**”?

8-мавзы: People and Jobs

1. people's physical appearance & character
2. jobs
3. qualities needed for certain professions
4. clothes

Look at the pictures. Do you recognize these landmarks? Where are they?

Which of these places would you choose to go to on holiday? Why?

What could you see and do in each place! Name one of the most well-known landmarks of your country/city.

Read the following, then listen to the tape and match the numbers with the letters.

You are going to read a magazine article about London. For questions 1 - 7, choose the answer (A, B, C or D) which you think fits best according to the text.

Unit 1 People & Jobs

Vocabulary Practice

1 Look at the words in bold on page 7 and try to explain them.

2 Fill in the correct word(s) from the list below:

get my foot in the door **confidence** *socialise*
naïve *professional* **mature**
face *support* **courage**
masculine



- 1 Doctors don't have much time to as they work very long hours. (**mix with people**)
- 2 The experienced chess player easily beat the, who was still learning the rules of the game. (**beginner**)
- 3 After months of training the young fire-fighter was ready to a real fire. (**deal with**)
- 4 There aren't many female boxers as it is a very sport. (**male**)
- 5 The contacts I had, helped me when I was looking for a job. (**get started**)
- 6 My parents were a great to me when I lost my job. (**help**)
- 7 My tennis coach is a; he has been playing in international matches for years. (**paid expert**)
- 8 Working as a chef for five years gave Brian the to open his own restaurant. (**sense of self-worth**)
- 9 Fire-fighters need a lot of as their work is often very dangerous. (**bravery**)
- 10 The manager didn't hire the young man, as he didn't think he was enough to deal with the stresses of the job. (**emotionally developed**)

3 Fill in the correct word(s) from the list below. Use the words only once.

a champion's *to wear* *to win*
to prove *limit* *tough*
to damage *to give* *popular*
to take *on equal terms* *casually*

- 1 a world
- 2 sb the chance to
- 3 the legal right
- 4 your confidence
- 5 there is no to
- 6 with crowds
- 7 elegant
- 8 a test
- 9 to fight with
- 10 my hair loose
- 11 himself
- 12 to have mentality

4 Fill in the correct word.

profession, job, career, occupation

- 1 Her as a dancer came to an end when she broke her leg.
- 2 My father has been unable to find a for the past two years.
- 3 You must write your name, age and on the application form.
- 4 John is a doctor by, and has his own practice in London.

5 Fill in the correct particle.

- 1 She gave eating fatty foods when she went on a diet. (**stopped**)
- 2 Spies gave top secret information during the war. (**revealed**)
- 3 Although it looked as though Steffi was winning the match, Monica refused to give (**surrender**)
- 4 The charity gave food to the poor and needy. (**gave freely**)
- 5 For such a small electric fire, it gives a lot of heat. (**emits**)
- 6 Their food supplies gave before they reached the summit of the mountain. (**came to an end**)

6 Fill in the correct preposition, then choose any five items and make sentences.




- 1) to be serious sth; 2) to be popular sb; 3) to decide sth; 4) to warn sb sb; 5) to be worried sb/sth; 6) to think sb/sth; 7) to live sb; 8) to arrive a city; 9) to arrive the office; 10) a limit sth; 11) to be pleased sb/sth; 12) to succeed sth; 13) to prefer sth sth else; 14) to socialise people

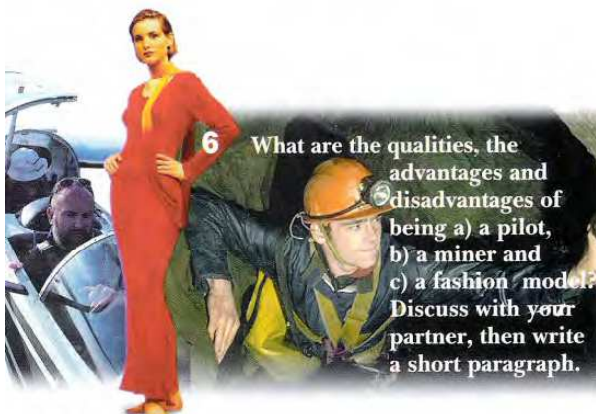
Talking Points

- ♦ Read the text about Cristina Sanchez again and make notes under the following headings. Then, talk about her career.
 - ♦ training ♦ problems she faced ♦ fitness routine ♦ dangers ♦ qualities needed
- ♦ Can you think of any other dangerous occupations?

Unit 1 People & Jobs

5 A business executive, a fire-fighter and a nurse are talking about the qualities they need to have to be good at their jobs, and the advantages and disadvantages of their jobs. Listen to the dialogues and fill in the missing information.

Qualities	Advantages	Disadvantages
 <i>persuasive</i>	..... <i>people respect me</i>	<i>travelling a lot,</i> <i>not much free time</i>
 <i>courageous,</i> <i>calm,</i>	<i>save lives,</i> .....	..... <i>not well paid</i>
 <i>sympathetic,</i> <i>caring</i>	<i>because you help people</i>	..... <i>upsetting</i>



6 What are the qualities, the advantages and disadvantages of being a) a pilot, b) a miner and c) a fashion model? Discuss with your partner, then write a short paragraph.

7 Underline the correct item.

- 1 My father gets a *wage/salary* of £15,000 a year.
- 2 The *perks/bonuses* of this job include a company car and a mobile phone.
- 3 Please bring a copy of your *CV/application form* when you come for your interview.
- 4 If you want to *appoint/apply* for the job you should write to the company.
- 5 I was made *fired/redundant* when the company closed down.
- 6 He left his *post/vacancy* at the company when he was invited to work for another firm.
- 7 She is a(n) *experienced/trained* lawyer; she has worked for several law firms since she left university.
- 8 I am a *full-time/part-time* teacher — I only work twelve hours a week.

8 What questions do you think an interviewer and an applicant could ask at a job interview? Now listen to the dialogue and write down two of the interviewer's and two of the applicant's questions.



9 Working in pairs, act out a job interview using expressions from the box below. Start as in the example.

What is/are ..., I'd very much appreciate ..., Could you tell me ..., Would you be able to ..., Would you mind ..., etc.

e.g. A: Hello, Miss Jones.
Thanks for coming.
Please, sit down.
B: Thank you, sir.
A: Firstly, where did you see the advert for this post? ... etc.

10 List the words below which describe people's physical appearance under the following headings. Can you think of any other words which can be used under each heading?

HEIGHT	BUILD	AGE	COMPLEXION
FACE	HAIR	EYES	NOSE
LIPS	SPECIAL FEATURES		

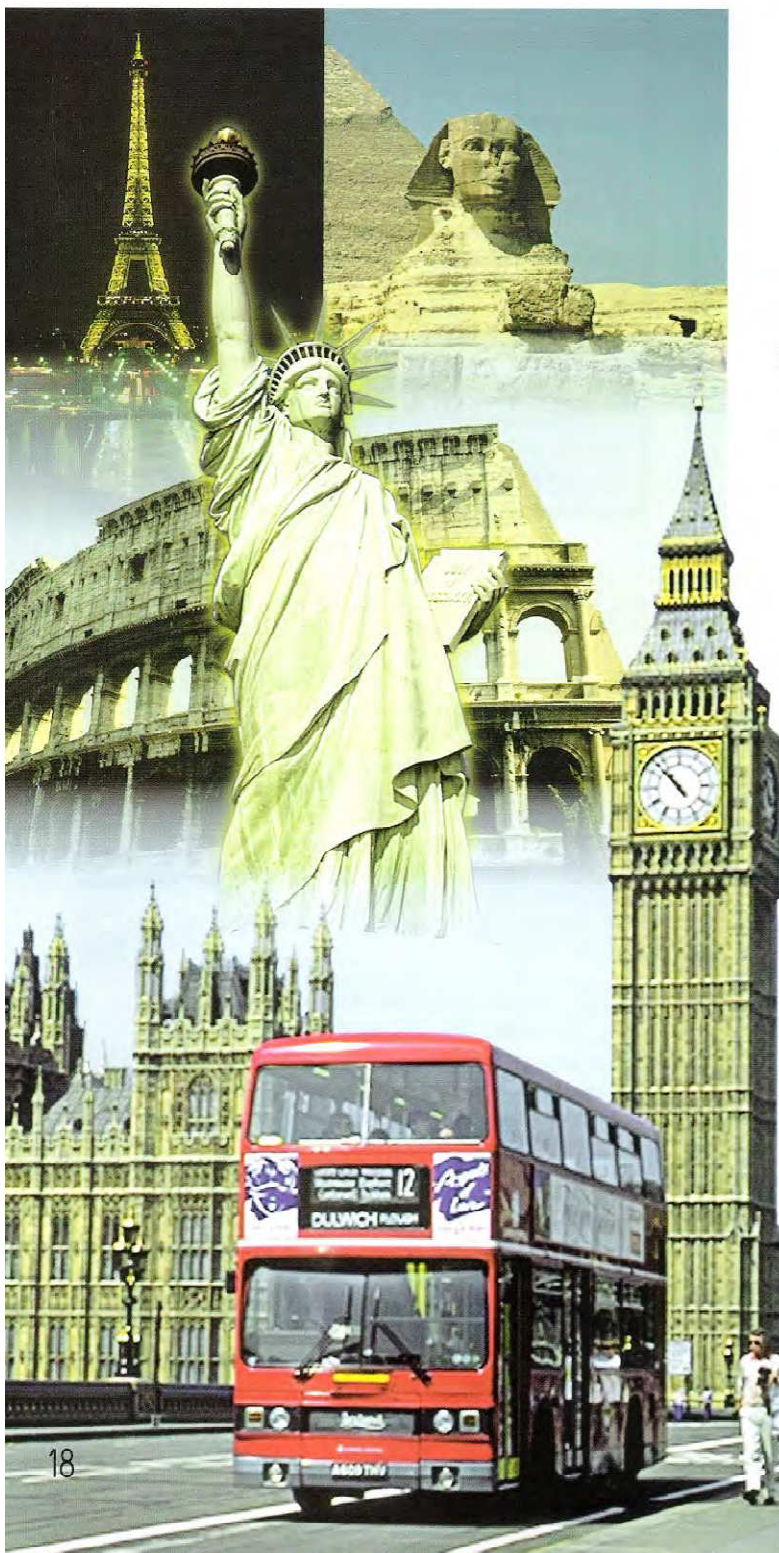
straight, almond-shaped, square, wavy, well-built, dimples, middle-aged, scar, curly, muscular, mole, round, crooked, limp, slanting, teenage, full, tanned, spots, blond, shoulder-length, permed, tattoo, freckled, pale, high cheekbones, skinny, wrinkled, hooked, of medium height, curved

11 Listen to the radio announcement and fill in the table below. Using the notes, describe each suspect; then, write each suspect's description.

	SUSPECT 1	SUSPECT 2
Height	<i>short</i>	<i>tall</i>
Build	<i>quite muscular</i>	<i>skinny</i>
Age	.....	.....
Complexion	<i>tanned</i>	.....
Face	.....	<i>square</i>
Hair	<i>thick,, grey</i>	<i>short,</i>
Eyes	.....	<i>slanting</i>
Nose	<i>crooked</i>	<i>curved</i>
Lips	<i>thin</i>	.....
Special features	<i>walks with a limp</i>	.....

UNIT 2

Places to Visit



18

Lead-in

- Look at the pictures. Do you recognize these landmarks? Where are they?
- Which of these places would you choose to go to on holiday? Why?
- What could you see and do in each place?
- Name one of the most well-known landmarks of your country/city.

Read the following, then listen to the tape and match the numbers with the letters

- | | |
|-----------------------------------|--|
| 1 old warehouses | a is the financial district |
| 2 The City | b is the capital |
| 3 Many London pubs | c is a perfect example of new English cuisine |
| 4 Marco Pierre White's restaurant | d have been transformed into galleries, shops & clubs |
| 5 King's Road | e has become a meeting place for all kinds of people |
| 6 Soho | f have been restored to their original Victorian beauty |
| | g offers a variety of chainstore clothing and unique boutiques |

Reading

You are going to read a magazine article about London. For questions 1 - 7, choose the answer (A, B, C or D) which you think fits best according to the text.

The Spirit of London

London often gives the impression of being more comfortable in its past than its present. From the world-famous **landmarks** of Paul's Cathedral, Buckingham Palace and the Tower of London to the **traditional** and well-loved **double-decker** buses, the theatres and the many grand hotels, England's capital offers visitors a journey through centuries of history. This journey is even better now that the **building works**, which covered many historic sites, have been **taken down**. Newly cleaned and restored buildings are revealed, and the city looks as if it has been **revitalised**. The city has also rediscovered its river. The area between the South Bank Arts Centre, which includes the National Theatre, and Tower Bridge, has been brought back to life and the city has found new heart along the forgotten **riverside**. As you walk **eastwards** along the river from Westminster, you will discover that old warehouses have been transformed into galleries, shops and clubs. Across the river from London Bridge is 'The City of London', the financial district of the capital. The City has its own historic **delights** such as the 15th century Guildhall and churches **designed** by Sir Christopher Wren. The best way to explore the City is on foot. For instance, you can "**walk through the ages**", starting from Fournier's and ending at the modern Lloyd's building on Lime Street. However, in London you are never far away from the past; the **old-fashioned** red telephone boxes are becoming popular again and many London pubs — where a visitor might ask for a pint of bitter — have been restored to their original Victorian beauty. But the capital is not a historical **theme park**. It is a lively and exciting metropolis which is well-known for its popular culture, music, clubs, street fashion, and visual arts. Today, many of its wide variety of restaurants claim to be as good as in any other European capitals. For example, Marco Pierre White's highly recommended restaurant at the Hyde Park Hotel is a perfect example of new English cuisine — unusual, sophisticated and extremely expensive. When it comes to shopping, Covent Garden and King's Road in Chelsea offer a **mixture** of reasonably priced **chainstore** **thing** and **unique** boutiques selling everything from rave gear to skateboards. Shoppers with full wallets and more sophisticated tastes should head for Knightsbridge, where Harrods and Harvey Nichols compete to be the most exclusive department store in London. Much of London's energy and originality is now centred in Soho, the city's liveliest and most **bohemian** area, **squeezed** in between the department stores of Oxford Street and the bookshops of Strand and Cross Road. Soho, once considered one of the dirtiest and most dangerous parts of London, was cleaned up in the early 1930's. Today, with its gurgling cappuccino machines and pavement cafés, it has become a meeting place for all kinds of people from all over the world, whatever the hour of day or night. So, even if you are new to the city, you don't have to try hard in order to experience the real London. Despite its heavy traffic and **snaking** underground railway, it is still one of the world's greatest and most **cosmopolitan** cities.

Unit 2 Places to Visit

- 1 According to the first paragraph, what is the most outstanding characteristic of London?
 - A the number of hotels
 - B the number of historic sites
 - C the number of landmarks
 - D the number of theatres
- 2 What has recently happened alongside the river?
 - A The area has been redeveloped.
 - B A new bridge has been built.
 - C New warehouses have been built.
 - D Old warehouses have been torn down.
- 3 The City of London
 - A was built by Sir Christopher Wren.
 - B is mainly made up of churches.
 - C is a museum of architecture.
 - D contains different styles of architecture.
- 4 The new English cuisine is
 - A well represented by White's restaurant.
 - B only available at the Hyde Park Hotel.
 - C available in all London restaurants.
 - D not worth the price the diner is expected to pay.
- 5 What does the writer think of London's shopping facilities?
 - A They are too expensive for most people.
 - B They provide for a variety of tastes.
 - C They are all quite reasonably priced.
 - D They don't have enough customers.
- 6 Before the 1980's, Soho was
 - A neat and tidy.
 - B popular among foreigners.
 - C very crowded.
 - D unsafe and unclean.
- 7 What does "it" in line 46 refer to?
 - A Soho
 - B London
 - C Oxford Street
 - D shopping in London



Vocabulary Practice

1 Look at the words in bold on page 19 and try to explain them.

2 Fill in the correct word(s) from the list below:

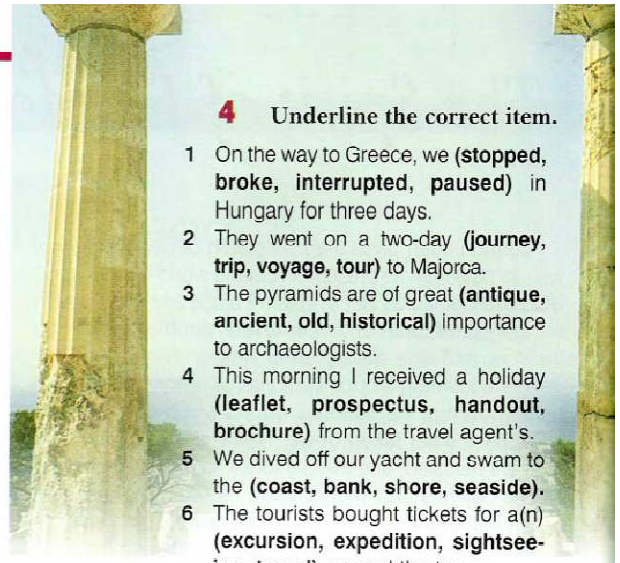
<i>explore</i>	<i>revealed</i>	<i>sophisticated</i>
<i>head for</i>	<i>metropolis</i>	<i>gear</i>
<i>experience</i>	<i>claims to be</i>	<i>lively</i>
<i>transform</i>	<i>exclusive</i>	<i>restore</i>

- They have finally decided to that old building into a museum. (**change**)
- The children couldn't wait to the woods behind the hotel. (**look around**)
- Over ten million people live in the of Buenos Aires. (**large capital city**)
- That man the best tour guide in the city. (**says he is**)
- Susan would love to be able to afford expensive clothes. (**modern and elegant**)
- As it was a hot sunny day we decided to the beach. (**go to**)
- That club is very; only rich people can afford to go there. (**restricted to certain people**)
- Without the correct it isn't safe to go rock climbing. (**clothes and equipment**)
- The work of the archaeologist the remains of the lost city. (**exposed**)
- In order to real excitement, try the "Super Shaker" rollercoaster! (**become familiar with**)
- They are planning to the old church. (**repair**)
- London has many pubs and clubs. (**interesting, exciting**)

3 Fill in the correct word(s) from the list below. Use the words only once.

<i>sophisticated</i>	<i>meeting</i>	<i>gurgling</i>	<i>grand</i>
<i>to give</i>	<i>historic</i>	<i>visual</i>	<i>reasonably</i>
<i>pavement</i>	<i>cosmopolitan</i>	<i>highly</i>	<i>to bring</i>
<i>department</i>	<i>a pint</i>	<i>heavy</i>	<i>full</i>

- | | |
|-----------------------------|---------------------|
| 1 the impression of | 9 recommended |
| 2 sb/sth back to life | 10 sites |
| 3 hotels | 11 traffic |
| 4 stores | 12 priced |
| 5 a place | 13 wallets |
| 6 of bitter | 14 tastes |
| 7 ... cappuccino machines | 15 cafés |
| 8 arts | 16 cities |



4 Underline the correct item.

- On the way to Greece, we (**stopped, broke, interrupted, paused**) in Hungary for three days.
- They went on a two-day (**journey, trip, voyage, tour**) to Majorca.
- The pyramids are of great (**antique, ancient, old, historical**) importance to archaeologists.
- This morning I received a holiday (**leaflet, prospectus, handout, brochure**) from the travel agent's.
- We dived off our yacht and swam to the (**coast, bank, shore, seaside**).
- The tourists bought tickets for a(n) (**excursion, expedition, sightseeing, travel**) around the town.

5 Fill in the correct particle(s).

- They **took** the old painting and put up a new portrait. (**removed**)
- I **was taken** by his rude reply. (**surprised**)
- Don't **be taken** by his friendly manner; Dave's not as nice as he appears. (**deceived**)
- Fasten your seat-belts before the plane **takes** (**leaves the ground**)
- The boss asked Mr Smith to **take** the running of the office while he was away. (**take control of**)
- He **took** judo to get some exercise. (**began a hobby, activity, etc.**)
- The children **took** their new teacher the moment they saw her. (**liked**)

6 Fill in the correct preposition(s), then choose any five items and make sentences.

- 1) to be transformed sth; 2) to go foot; 3) to be far sth; 4) to ask sth (enquire); 5) to ask sth (request); 6) to be well-known sth; 7) to have a variety sth; 8) to be an example sth; 9) to worry sb/sth; 10) to boast sth; 11) to travel plane (but: to be a plane); 12) to travel taxi (but: to be a taxi); 13) to be a bike; 14) to provide sth

Talking Points

- ◆ Read the text again and make notes about the changes which have been made to the following places in London, then talk about them.
 - ◆ HISTORIC SITES ◆ ALONG THE RIVER
 - ◆ THE PUBS ◆ SOHO
- ◆ Is London similar to or different from your capital city?
- ◆ What could a tourist see in your capital city?



Language Development

1 Match the types of dwellings with the correct pictures. Where do you think each type of dwelling can be found? Which one would you like to live in? Which is the most economical and which is the most expensive to keep? Justify your opinion.

- skyscraper block of flats semi-detached house
 cottage mansion detached house



e.g. Skyscrapers are found in large cities. They are rather expensive to maintain because they are usually high-class, luxurious buildings.

2 James is telling his friend Ann what his town used to be like and what it is like now. Listen to the tape and fill in the tables below.



Then
 hardly any traffic
 lovely green
 little cafés and
 seafront: old empty cottages



Now
 busy
 huge stores
 restaurants, gift shops
 nice

3 You have seen a picture of what your town looked like fifty years ago. Tell your partner what it used to be like and what it is like now, then write a paragraph.

e.g. There used to be few cars in the streets but now, the streets are very busy.

4 Read the text, list the things which have changed, then talk about them.



“One year after the flood which damaged many old buildings in Caerwen, our historic town has a completely new face. Many of the important old buildings, such as the castle and the town hall, have been repaired and are now more beautiful than ever, but the 18th-century school, which was very badly damaged, had to be pulled down. In its place there is a lovely new park with fabulous gardens. The old mill has also been replaced by a sports and leisure centre, and the entire riverfront has been turned into a place for peaceful walks by the water. A new car park has been built for the convenience of visitors, and a modern shopping centre is being planned to fulfil all shopping needs. But don't take our word for it — come and see Caerwen, a historic town with a new face, for yourself.”

5 You are going to hear two speakers talking about two different places. Listen to the tape and fill in the missing information.

	Speaker 1	Speaker 2
name	Edinburgh	.....
location	.....	Japan
reason they visited the place	holiday	.....
sights/things to see	Edinburgh tiny chapel of St. Margaret, museums, Scottish National Zoological	Imperial shopping district, lovely
feelings/thoughts	.....	.....

Now look at the table and describe the places.



Unit 5

Festivals / Celebrations



Lead-in

- Look at the pictures. Do any of these events look familiar to you? What words come to your mind related to these pictures?
- What do you think happens at each event?
- What festivals or special occasions are celebrated in your country?

☞ Read the sentences, then listen to the tape and fill in the missing information.

- A The **Rio Carnival** takes place before the of Lent.
- B **Oktoberfest** begins in
- C The **Fallas Fiesta** is a(n) event celebrating the end of winter.
- D The **Tibetan Butter Lamp Festival** demonstrates the idea that not even the most beautiful things for ever.
- E The **Dragon Boat Festival** honours the memory of a politician and, Qu Xuan.

Reading

You are going to read some information about some festivals. For questions 1 - 15, choose from the festivals (A-E). Some of the festivals may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

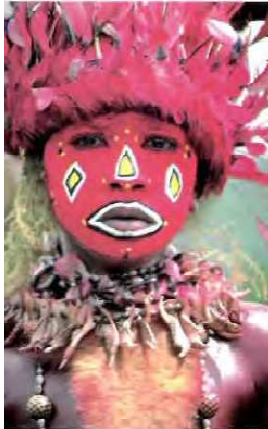
Which festival(s)

- | | | | | | |
|--|----------------------------|----------------------------|---|-----------------------------|--------------------------|
| marks the death of a particular person? | <input type="checkbox"/> 0 | <input type="checkbox"/> E | makes unusual use of a food? | <input type="checkbox"/> 9 | <input type="checkbox"/> |
| gives people a large variety to choose from? | <input type="checkbox"/> 1 | <input type="checkbox"/> | now takes place in a building? | <input type="checkbox"/> 10 | <input type="checkbox"/> |
| are meant to remind people of something? | <input type="checkbox"/> 2 | <input type="checkbox"/> | marks the beginning of a season? | <input type="checkbox"/> 11 | <input type="checkbox"/> |
| is based on a religious belief? | <input type="checkbox"/> 3 | <input type="checkbox"/> | marks the beginning of a religious period? | <input type="checkbox"/> 12 | <input type="checkbox"/> |
| takes place in autumn? | <input type="checkbox"/> 4 | <input type="checkbox"/> | probably dates back longer than was previously thought? | <input type="checkbox"/> 13 | <input type="checkbox"/> |
| involve a competition? | <input type="checkbox"/> 5 | <input type="checkbox"/> | involve dressing up in special costumes? | <input type="checkbox"/> 14 | <input type="checkbox"/> |
| | <input type="checkbox"/> 6 | <input type="checkbox"/> | | <input type="checkbox"/> 15 | <input type="checkbox"/> |
| | <input type="checkbox"/> 7 | <input type="checkbox"/> | | | |
| | <input type="checkbox"/> 8 | <input type="checkbox"/> | | | |

Vocabulary Practice

1 Look at the words in bold on page 57 and try to explain them.

2 Fill in the correct word from the list below:



regional *souls* *occupied*
available *contest* *carve*
afford *sculpture* *supported*
dyes *permanent*

- Many African tribes masks to wear during particular celebrations. (**shape out of wood**)
- Many religions have holidays which honour the of the dead. (**spirits**)
- The tickets for the jazz festival were so expensive that we couldn't to go. (**pay for sth**)
- The huge ice castle which was made for the winter carnival was by a wooden framework. (**helped to stand up**)
- In Britain, there are many differences in the way people speak. (**local**)
- The performers used blue, red and yellow to change their hair colour for the festival. (**colours**)
- To celebrate the harvest, the town's largest bakery held a(n) for the best apple pie. (**competition**)
- The artist's won first prize in the city's art festival. (**carving**)
- They built a monument as a(n) reminder of the soldiers who died in the war. (**lasting forever**)
- All sorts of food are at our local spring festival. (**obtainable**)
- The city was for months by the enemy. (**conquered and held**)

3 Fill in the correct word(s) from the list below. Use the words only once.

street *to honour* *to commit*
evil *to greet* *boat*
to make *beautifully clothed* *by far*
to mark *deafening* *entrance*

- the occasion
- the procession
- people
- the largest
- the memory of sb
- fee
- suicide
- spirits
- races
- a(n) explosion
- preparations
- with cheers



4 Underline the correct word.

- Their traditional **suits/costumes** are covered with beautiful embroidery.
- The religious **procession/process** made its way through the narrow streets of the town.
- The crowd **composed/gathered** to watch the acrobat perform.
- I'll always **remind/remember** their beautiful wedding.
- Let's meet at the **entry/entrance** of the concert hall.

5 Fill in the correct particle(s).

- The audience **were carried** by the singer's brilliant performance. (**got excited**)
- Peter **carried** his promise to help us. (**fulfilled**)
- Despite the difficulties, they managed to **carry** the task (**complete**)
- Although his ankle was bothering him, the dancer **carried** the performance. (**continued**)

6 Fill in the correct preposition, then choose any five items and make sentences.

- 1) to throw sth sb (in order to catch); 2) to throw sth sb (in order to hit); 3) to remind sb sth; 4) to search sth; 5) a combination sth; 6) to combine sth sth else; 7) September; 8) noon; 9) the streets; 10) midnight; 11) 9th March; 12) to compete sb

Talking Points

◆ Using the following headings, make notes about each of the festivals. Then tell your partner about one of them.

◆ DATE ◆ LOCATION ◆ REASON ◆ ACTIVITIES

Start like this: The ... festival takes place on ... in ... It is held to ...



Language Development



1 Look at the picture and listen to the tape. Can you guess what these people are celebrating? On which occasions do people get together?

2 Read the text and fill in the blanks with words from the list below, then say which traditions and superstitions are mentioned in the text.

- | | | | |
|---------------------|------------------|------------------|-------------------------|
| <i>luck</i> | <i>filled</i> | <i>exchanged</i> | <i>looks forward to</i> |
| <i>firecrackers</i> | <i>play</i> | <i>strips</i> | <i>winds through</i> |
| <i>atmosphere</i> | <i>celebrate</i> | <i>held</i> | <i>keep out</i> |

The Chinese New Year festivities are **1** at the end of January or beginning of February for a period of one month. During this time, Chinese people **2** the end of the winter season.



Preparations begin in December when shops are **3** with people buying gifts. Buying new shoes is extremely important because it is believed that if you walk in old shoes on New Year's Day, you'll have bad **4**

On New Year's Eve, families gather at home and cover their doors with **5** of red paper. This is meant to **6** evil spirits. Gifts are **7** at midnight. Homes are filled with the sounds of happy children, who traditionally receive coins in red envelopes on New Year's Eve.

For the next two weeks, all shops are closed as people enjoy visiting friends and relatives. The **8** is friendly as children sing songs for sweet rice cakes and musicians **9** in the streets. The final and most impressive event is the Lantern Festival. Colourful lanterns are hung outside homes and a dragon parade takes place. The dragon is very long, made of paper and painted in bright colours. Men stand under the dragon's head and body. The parade **10** the streets as crowds cheer and set off **11**

The Chinese New Year is an exciting holiday which everyone **12** It is a celebration rich in tradition and full of happiness.

3 Read the text and fill in the correct word derived from the words in bold.

New Year's Eve is celebrated on December 31st in **1** (**west**) countries. It is a time for people to welcome the coming of the new year.

In London, for example, **2** (**prepare**) for New Year's Eve begin weeks in advance. Everything is decorated in the **3** (**tradition**) way — tinsel, streamers and balloons are hung and "Happy New Year" signs are placed in windows. Party hats and tooters are bought in **4** (**anticipate**) of the celebration.

On New Year's Eve, some people attend parties while others choose to go to a pub or disco. Food and drinks are served and **5** (**live**) music is played while party-goers chat or dance the night away. At midnight the sound of popping corks can be heard as champagne bottles are opened and the **6** (**bubble**) drink is served. Many people spend the evening at Trafalgar Square. Crowds gather and wait for 12 o'clock when the chimes of the **7** (**fame**) Big Ben ring out. Everyone begins to sing **8** (**happy**) and wish each other a happy and **9** (**health**) new year.

No matter where New Year's Eve is spent, the feeling is the same. People **10** (**cheerful**) celebrate this joyful occasion.

4 Read the texts from Exercises 2 and 3 again and fill in the table below.

Then, looking at your notes, compare the two events. Use: **but, similarly, however, whereas, both, while, etc**

e.g. *In western countries, New Year's Eve is a celebration to welcome the new year. **whereas** the Chinese New Year is a celebration of the end of the winter season.*

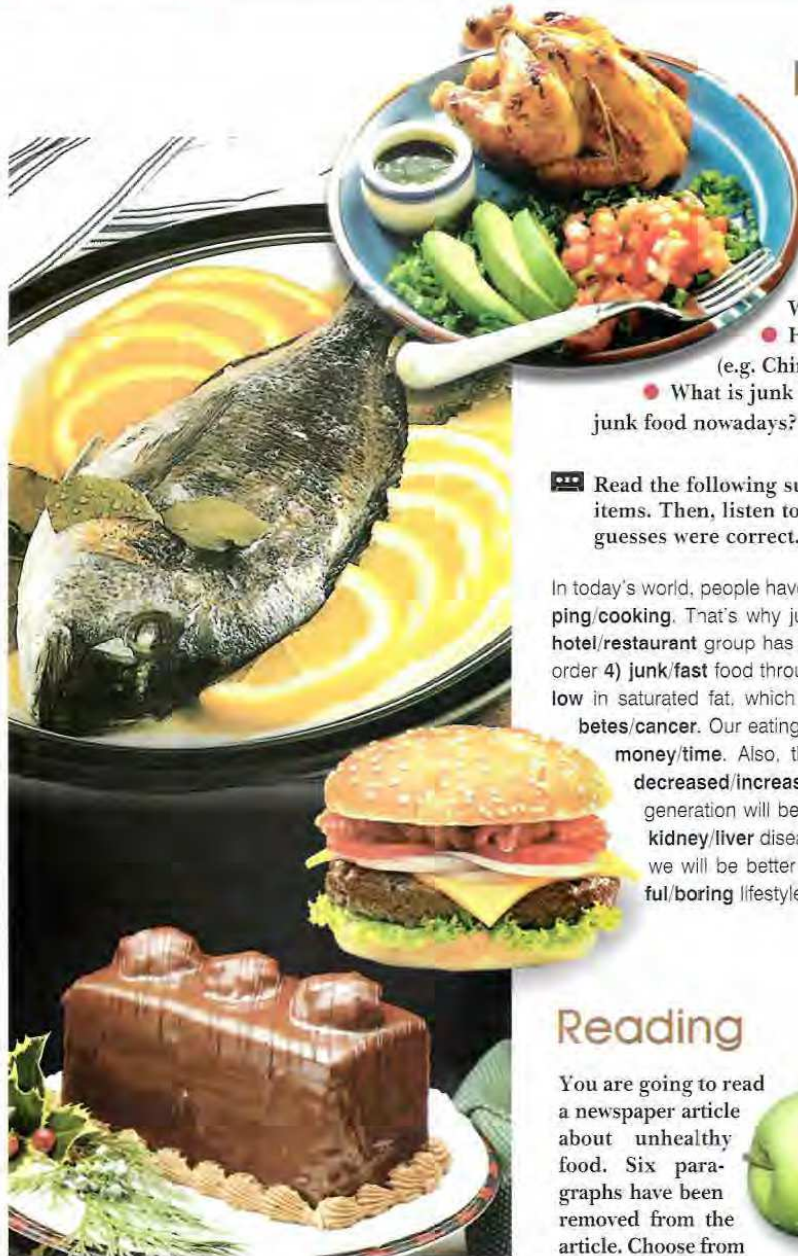
CHINA	LONDON
-------	--------

- DATE
- REASON
- PREPARATIONS
- ACTIVITIES
- COMMENTS/ FEELINGS




Unit 6

Eating Habits



Lead-in

- Look at the pictures. Which of these foods are healthy and which are unhealthy? Can you think of any other healthy or unhealthy kinds of food?
- What is your favourite dish? Why?
- Have you ever tasted ethnic food (e.g. Chinese, Indian, etc.)? Did you enjoy it?
- What is junk food? Why do people eat so much junk food nowadays?

 Read the following summary and guess the correct items. Then, listen to the tape and find out if your guesses were correct.

In today's world, people have less time for eating, let alone **1) shopping/cooking**. That's why junk food is so popular. In fact, one **2) hotel/restaurant** group has announced that its **3) guests/staff** can order **4) junk/fast** food through room service. Junk food is **5) high/low** in saturated fat, which is linked with a higher risk of **6) diabetes/cancer**. Our eating habits have changed due to lack of **7) money/time**. Also, the amount of exercise we do has **8) decreased/increased**. Researchers suggest that the new generation will be more likely to suffer from heart and **9) kidney/liver** disease. But if we improve our eating habits, we will be better equipped to deal with our **10) stressful/boring** lifestyles.

Reading

You are going to read a newspaper article about unhealthy food. Six paragraphs have been removed from the article. Choose from paragraphs A-G the one which fits each gap (1-5).

There is one extra paragraph which you do not need to use. There is an example at the beginning (0).



Vocabulary Practice

- 1 Look at the words in bold on page 69 and try to explain them.
- 2 Fill in the correct word(s) from the list below:

let alone rejecting predicting adolescence
signify gain glowing skin consume
nutrients limit research tend to

- 1 Vegetables are an essential part of our diet as they contain a lot of (**healthy substances**)
- 2 I don't even know what a breadfruit looks like, what it tastes like! (**not to mention**)
- 3 You should the amount of chocolate you eat if you want to lose weight. (**restrict**)
- 4 The stars on the label that the brandy is of the best quality. (**mean**)

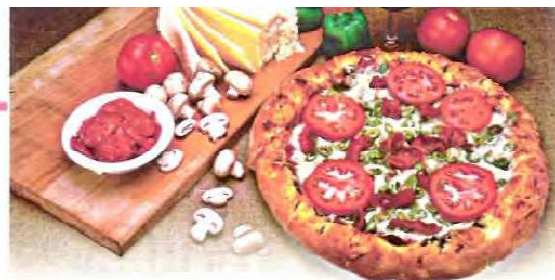


- 5 Scientific has shown that saturated fats are a major cause of cancer. (**investigation**)
- 6 People who eat lots of sweets have dental problems. (**are likely to**)
- 7 Jill is overweight because she ate so much junk food during her (**teenage years**)
- 8 Her is a result of all the fruit and vegetables she eats. (**healthy-looking complexion**)
- 9 More and more people are meat in favour of more fruit and vegetables. (**not accepting**)
- 10 Unless you cut down on junk food and sweets, you will weight! (**put on**)
- 11 Nutritionists are that junk food consumption will increase in the near future. (**foreseeing**)
- 12 Young people large amounts of carbonated drinks with their meals. (**take in**)

- 3 Fill in the correct word(s) from the list below. Use the words only once.

room vast chocolate junk
eating couch-potato to do to keep
gourmet balanced heart saturated
fast-moving the pressures high side

- 1 a(n) world
- 2 bars
- 3 a(n) lifestyle
- 4 the body fit
- 5 in calories
- 6 food
- 7 habits
- 8 disease
- 9 of modern life
- 10 fat
- 11 service
- 12 no harm
- 13 a(n) diet
- 14 dishes
- 15 the majority
- 16 effects



- 4 Choose the correct item.

- 1 As he didn't want to cook, he decided to a pizza instead.
A ask for B demand C order D command
- 2 She had no time to go out for lunch so she a snack instead.
A grabbed B snatched C took D bit
- 3 I hope I won't weight while I'm on holiday.
A earn B win C put D gain
- 4 After the Christmas holidays, I am going on a because some of my favourite clothes don't fit me anymore.
A diet B fast C nutrition D health

- 5 Fill in the correct particle.

- 1 Don't forget to turn the cooker before you leave. (**switch off**)
- 2 Steve finally **turned** at the party two hours late. (**arrived unexpectedly**)
- 3 When she is in trouble, she always **turns** her parents. (**goes to sb for help**)
- 4 He **turned** the job offer because the money they offered him wasn't good. (**rejected**)
- 5 Pierre **turned** to be the most creative chef they had ever employed. (**proved to be**)

- 6 Fill in the correct preposition, then choose any five items and make sentences.

1) to be popular sb; 2) to be high calories; 3) to be associated sb/sth; 4) to be aware sth; 5) to suffer sth; 6) to deal sb/sth; 7) to be lacking sth; 8) the loss sb/sth; 9) to miss out sth; 10) to prefer sb/sth sb/sth else

Talking Points

- ◆ Read the whole text again and make notes under the following headings:

- Reasons for the popularity of junk food
- Dangers of eating junk food
- Positive effects of eating healthy food

Then, give a short talk about junk food. Use the following expressions: *Although, Moreover, However, In spite of the fact that, I believe, I think, In my opinion*, etc.

Language Development

1 Complete the table by giving two more examples for each category.

TYPES OF FOOD	
fruit	oranges,
vegetables	carrots,
pulses	lima beans,
cereals	oats,
dairy products	milk,
meat	beef,
poultry	chicken,
fish	salmon,
shellfish	lobster,

2 Match the words with the pictures, then fill in the correct word. What other types of food or drink can be put in these containers?



box jar carton bottle packet bowl

- 1 a of chocolates 4 a of soup
 2 a of crisps 5 a of milk
 3 a of jam 6 a of ketchup

3 Fill in the correct word from the list below.

rasher pint loaf clove lump slice bar pinch

- 1 a of salt 5 a of beer
 2 a of garlic 6 a of sugar
 3 a of bread 7 a of ham
 4 a of chocolate 8 a of bacon

4 A couple are making their shopping list. Read the dialogue and try to fill in the missing words. Then listen to the tape and see if your answers were correct.

J.: Paul, let's make a shopping list. What do we 1) this week?
 P: Well, we need a couple of packets of spaghetti – we haven't got 2) – and a kilo of beef.
 J: OK – I think we've got 3) tins of tomatoes, though. Do we have to buy any oil?
 P: Oh yes – we need a bottle of oil, and we've 4) eggs.
 J: Aren't there any left? All right then, a dozen eggs, and we 5) buy a jar of coffee and about three cartons of milk.
 P: There's no sugar either. So 6) a bag of sugar and ... oh, yes ... a tub of margarine.
 J: We don't 7) buy any corn-flakes, do we?
 P: No, there's a box in the cupboard.
 J: We have to buy some fruit. Let's get a kilo of apples and a bunch of grapes. 8)?
 P: Oh yes – we need some tins of cat food. Fluffy hasn't got any food 9)

Now, in pairs, act out a similar dialogue making your own shopping list.

5 a. Match the ways of preparing food with the items on the right. Some may have more than one answer. What other foods can be prepared in these ways?

- | | |
|------------|---------------|
| 1 chop | a eggs |
| 2 stir | b carrots |
| 3 scramble | c apples |
| 4 slice | d onions |
| 5 grate | e sauce |
| 6 peel | f cooked meat |

b. How would you use the following kitchen equipment to prepare food? Write sentences as in the example.



e.g. I would use the grater to grate cheese.



V. КЕЙСЛАР БАНКИ

1st case. How to take an interview and bypass competitors? A premiere of the film with participation of a star of Hollywood is being passed in your city. You are the young, vigorous journalist constantly working over yourself. You know several foreign languages and have finished courses on psychology of the person. You work in one very popular publishing magazine. You know that in department where you work, the hidden conflict between employees for the right to interview influential people takes place. One of employees is you. All employees of your organization show identical level of the professional skills, comparable experience and formation. Before your department there is problem, to achieve an audience and to make the interview with the protagonist (leading character) of the film.

In the meantime, employees of other well known magazine had undertaken the attempts of a meeting with a star too. Advantage of this magazine before yours is that the star had already given the interview to this publishing house before. Having made monitoring of interest of your potential respondent, you learnt that both of you have identical preferences in meal, as well as he is found of riding as you.

After conversation with the editor-in-chief and offers to interview a star you understand that he actually is interested in other journalist.

However, you have all possibilities to convince star to come to you.

Questions and tasks:

1. How will you act in such situation?
2. How do you use language skills and knowledge received on courses?
3. As you are a young woman will you apply the female charm persuading the chief to allow to interview to you?
4. How will you motivate the respondent on conversation with you?
5. How will you eliminate competitors not only from your department, but also from other magazine?
6. Whether the information about celebrity's preferences will help you?

Кейс аннотацияси. Бевосита объектда олиб бориладиган сюжетли, ўтмиш ва бугунги кунни боғлаш асосидаги, топширик тарзидаги, босма ҳамда кўп объектли кейс ифодаланган.

Услубий кўрсатма:

1. Тингловчи аниқ вазиятни топиши;
2. Тингловчи асосий муаммони топиши;
3. Ҳолатлар йиғиши;
4. Тўғри қабул қилинган ҳолатларни излаши;
5. Тўғри қабул қилинган ҳолатлар асосида кейс ечимини топиши;
6. Кейс ечими бўйича тавсиялар бериши керак.

Ўқитувчи-кейсологнинг кейс ечими бўйича варианты:

Чет тилларидан хабардор журналист сифатида бош мухаррирга психологик таъсир кўрсатиб, Голливуд юлдузидан ажойиб сўхбатни олади.

Тингловчи:

Асосий муаммони ажратиб олиш

Ғоялар

Тўғри қабул қилинган ғоялар

Кейс ечими

Кейс ечими бўйича таклифлар

Вазият 2. Юқори синф ўқувчиларидан бир йигит синфдош кизга мактуб жўнатди. Мактубда унга бўлган хиссиётларини баён этиб, уни учрашувга таклиф этганлиги баён этилган эди. Қиз бу мактубни олгач уйларига бориб бувисига кўрсатди. Бувиси мактубни ўқигач синф раҳбарга телефон қилиб, бўлиб ўтган воқеани тушунтирди ва шу йигитнинг ота-онасини чақиртириб жазо кўриш кераклигини талаб этди. Синф раҳбари вазиятни юмшатиш учун қизнинг бувисига керакли чора кўришини айтиб тинчлантирди. Орадан бир кун ўтиб қизнинг бувиси яна телефон қилди ва қайта йигитнинг ота-онасини чақиртириш кераклигини таъкидлади. Бу вазиятда синф раҳбари сифатида қандай йўл тутар эдингиз? Жавобингизни педагогик нуқтаи назардан асосланг.

Кейс аннотацияси. Бевосита объектда олиб бориладиган сюжетли, ўтмиш ва бугунги кунни боғлаш асосидаги, топшириқ тарзидаги, босма ҳамда ҳикоя кейс ифодаланган.

Услубий кўрсатма:

1. Тингловчи аниқ вазиятни топиши;
2. Тингловчи асосий муаммони топиши;
3. Ғоялар йиғиши;
4. Тўғри қабул қилинган ғояларни излаши;
5. Тўғри қабул қилинган ғоялар асосида кейс ечимини топиши;
6. Кейс ечими бўйича тавсиялар бериши керак.

Ўқитувчи-кейсологнинг кейс ечими бўйича варианты:

1. Гуруҳ мураббийси сифатида ҳар бир ўқувчи билан индивидуал ишлаш, уларнинг хиссиётларини ҳурмат қилиш ҳамда қизнинг бувисига гаплашгани тўғрисида ахборот бериш.

Тингловчи:

Асосий муаммони ажратиб олиш

Ғоялар

Тўғри қабул қилинган ғоялар

Кейс ечими

Кейс ечими бўйича таклифлар

Вазият 3. Иккинчи босқич ўқувчиси Абдулазиз бирданига ўқишни ташлаб кетмоқчи бўлиб қолди. Уста бу ҳақда Абдулазиз билан суҳбатлашди ва у аста-секин устанинг ҳақ эканлигига ишона бошлади. Шундан сўнг, Абдулазиз ўқишдан анчагина яхши ишлар, бошлаб қўйган дўстларидан ажралмаслик учун ўқишдан кетмасликка қарор қилди. Устанинг педагогик маҳорати нимадан иборат?

Кейс аннотацияси. Ўтмиш ва бугунги кунни боғлаш асосидаги, саволли, , босма ҳамда кўп объектли, ҳикоя кейс ифодаланган.

Услубий кўрсатма:

1. Тингловчи аниқ вазиятни топиши;
2. Тингловчи асосий муаммони топиши;
3. Ғоялар йиғиши;
4. Тўғри қабул қилинган ғояларни излаши;
5. Тўғри қабул қилинган ғоялар асосида кейс ечимини топиши;
6. Кейс ечими бўйича тавсиялар бериши керак.

Ўқитувчи-кейсологнинг кейс ечими бўйича варианти:

7. Устанинг педагогик маҳорати юксак даражада. Чунки у ўз шогирдини тўғри йўлга йўналтира олди.

Тингловчи:

Асосий муаммони ажратиб олиш

Ғоялар

Тўғри қабул қилинган ғоялар

Кейс ечими

Кейс ечими бўйича таклифлар

Вазият 4. Ота-оналар мажлисига келган Абдулазизнинг отаси Азиз ака гуруҳ мураббийига: “Мени фақат 10 дақиқа вақтим бор, холос. Хўш, мени ўғлим дарсга вақтида келаяптими? Безорилик қилмаяптими? Икки баҳолари йўқми?”, деб сўради ва мураббий билан хайрлашди. Гуруҳ мураббийси хайрон бўлди ва ўзича: “Нимага камдан-кам ота-оналар ўғли касбини севадими? Ўртоқлари уни хурмат қиладими? Унинг ўзи хушмуомалами?” – каби саволлар бермайдилар деб кўнглидан ўтказди. Гуруҳ мураббийсининг хайрон бўлишини Сиз қандай баҳолайсиз?

Кейс аннотацияси. Ўтмиш ва бугунги кунни боғлаш асосидаги, саволли, топширик тузилди, муаммо, ечим ёки концепцияни изоҳлашга қаратилган ҳамда кўп объектли кейс ифодаланган.

Услубий кўрсатма:

1. Тингловчи аниқ вазиятни топиши;
2. Тингловчи асосий муаммони топиши;
3. Ғоялар йиғиши;
4. Тўғри қабул қилинган ғояларни излаши;
5. Тўғри қабул қилинган ғоялар асосида кейс ечимини топиши;

VI. МУСТАҚИЛ ТАЪЛИМ МАВЗУЛАРИ

Мустақил ишни ташкил этишнинг шакли ва мазмуни

Тингловчи мустақил ишни муайян модулни хусусиятларини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиб тайёрлаши тавсия этилади:

- меъёрий ҳужжатлардан, ўқув ва илмий адабиётлардан фойдаланиш асосида модул мавзуларини ўрганиш;
- тарқатма материаллар бўйича маърузалар қисмини ўзлаштириш;
- автоматлаштирилган ўргатувчи ва назорат қилувчи дастурлар билан ишлаш;
- махсус адабиётлар бўйича модул бўлимлари ёки мавзулари устида ишлаш;
- амалий машғулотларда берилган топшириқларни бажариш.

Мустақил таълим мавзулари

1. Writing Project: Surveys

2. Internet and Mass Media

Фойдаланилган адабиётлар рўйхати

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Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic etc)
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www.silkpress.vrc.uz/archive/silkroad/2-2004/uzbekistan.shtml

www.sairamtour.com/uzbekistan/uzbek national dress.html

www.macmillanenglish.com/readers

www.businessenglishonline.net

www.bbc.co.uk/radio

www.climatercrisis.net

www.friendsreunited.co.uk

<http://wikipedia.org>

<http://info.britannica.co.uk>

<http://liveearth.org>

<http://wonderclub.com>

V.ГЛОССАРИЙ

Academic controversy	A form of debate in which students work co-operatively to consider alternative sides of an issue before reaching consensus.
academic language proficiency	Ability in language skills needed for mastering academic material; pertains to both written and oral language.
Accountability	<ol style="list-style-type: none">1. Research conducted by classroom teachers, often concurrent with their teaching.2. Assessment processes provide information to parents, students, systems, institutions and other stakeholders and may be open to public scrutiny. For accountability purposes it is the professional responsibility of schools and teachers to ensure that assessment procedures are appropriate, transparent, equitable and inclusive of all learners.
Action research	A cyclic research process where an identified problem or question is systematically investigated within a specific context and the findings are utilised to improve and/or change practice, and to formulate further questions for investigation.
Active citizenship	Programs that assist students to understand and act upon democratic values such as the rule of law, equality under the law, democracy, freedom of

opinion and a tolerant, fair and inclusive society. Examples include celebrating Harmony Day, Student Representative Councils, Peer Support programs, students as volunteers and students working to solve real-life community problems. For further information

Active listening

An *instructional skill* where group members

- listen to the speaker as if they are walking in their shoes
- listen with all their senses
- let the argument or presentation run its course without interruption
- encourage the speaker's train of thought
- actively respond to questions and directions
- use their body language to show they are listening.

Activity setting

Context in which teaching occurs (home, softball field, classroom, etc.).

Assessment

Assessment is the process of acquiring information and making judgements about

students' learning. The purposes of assessment include the following:

- to assist student learning related to outcomes,
- to make judgements about students' achievements,
- to evaluate the effectiveness of teaching programs, and
- to inform decisions about students' future learning.

Some people broadly distinguish between formative and summative assessment.

Authentic assessment

Authentic assessment is linked to a teaching and learning program that seeks to provide contextual tasks in a supportive environment so that the learner can be given feedback about their progress.

Backward design

An approach to teaching for understanding in which the understandings of the unit are decided upon first, then used as a basis to determine appropriate assessment methods to demonstrate those understandings, and finally the learning experiences that will be needed to enable students to develop and demonstrate the identified understandings.

Benchmark

A benchmark is a designated standard of performance. It may be described qualitatively or as a location on a measurement scale. The Department uses its Literacy and Numeracy monitoring test results to report to the Commonwealth on the percentage of students achieving National Benchmarks in Years 3 and 5 reading, writing and numeracy. These benchmarks were originally described qualitatively, but they have since been located on measurement scales.

Bias

Bias occurs when the assessment process lacks objectivity, fairness, or impartiality

in some way. This may disadvantage or discriminate against an individual or group of students. Bias may take the form of flawed assessment tools, design, procedures, analyses or reporting processes. Unbiased assessment is inclusive and works towards equitable outcomes for all learners.

Bilingual education

Broad term denoting programs for students with limited or no proficiency in the language of instruction (English in the U.S.). Programs generally use students' home language for academic and language arts instruction while students are acquiring proficiency in English for academic purposes. In some programs, home language use is limited to 2 or 3 years and ultimately discontinued; in other programs, home language is used for extended periods with the goal of promoting proficiency in both languages.

Bilingual proficiency

Ability to use 2 or more languages in oral and/or written form; proficiency can vary from beginning to advanced levels and can be at the same level in both languages or at different levels in each language.

Blog

The term blog comes from web log, which is an online personal diary or journal. Blogs are generally available for the public to read and to enter comments about the daily entries or postings. Blog content ranges from personal activity, often on a daily basis, to political, technical, educational and other special-

purpose content.

Bloom's Taxonomy

A tool for categorising the level of abstraction of questions. Questions are categorized according to six levels: knowledge, comprehension, application, analysis, synthesis and evaluation.

Brainstorm

An *instructional tactic* used for group problem-solving that involves the spontaneous contribution of ideas from all members of the group.

Bundling

Uses inductive thinking and is a tactic in which ideas or responses are grouped or 'bundled' into various categories decided upon by the students or participants.

Calibration

Calibration is a process for locating the difficulties of items (and standards) on a measurement scale. In terms of the Essential Learning Outcomes, it involves the calibration of the Standards, investigating their relative difficulty on measurement scales.

Card cluster

A card cluster is an effective way of grouping ideas. Individually or in groups, students write one idea on a card. The cards are grouped to create a visual display.

Carousel sharing

This strategy allows all groups to share at once their group work products. It also gives students in the 'reporting' position a chance to practise their presentation skills several times. Groups display their

work on their tables or wall. One or two group members stay with the display to explain the work and answer questions. Groups rotate on around each of the stations viewing and discussing each other's work. This strategy is similar to gallery walk.

Choral/montage poem

A collection of words and/or phrases selected and arranged to create a poem to be performed by a group.

Closed questions

Questions that can be answered with a single word or phrase. For example: How many days are there in a week?

Community of inquiry

'Community if Inquiry' is central to the understanding of Philosophy in Schools. The focus is on listening, thinking, challenging and changing viewpoints within a safe environment in which students can take risks in their thinking. Logic and reasoning underpin ideas as each member of the community challenges the thoughts expressed by others.

Concept attainment

Concept attainment was examined by Jerome Bruner in *Beyond the Information Given* (1974). It assists us to understand that there are different classes and categories of objects and to identify and recognise how we can distinguish what does and does not belong. For further information on developing the strategy view [Bruner's concept attainment](#).

Fair	A fair assessment is valid reliable and unbiased.
Concept map	Concept maps are tools for organising and representing knowledge. They illustrate concepts and the relationships between them. These links are indicated by words that specify the relationship between two or more concepts. Concepts maps provide a process for students to build their understanding by progressively adding information and increasing the complexity of the links. They can be used for formative and summative assessment.
Concept mapping	Concept mapping is a technique for representing related concepts in visual form. A series of networks and nodes are used to explain the links between different concepts.
Contextualize	to put a word or activity, particularly a new one, into a familiar context.
Criterion referenced assessment	Criterion referenced assessment is the performance of an individual as measured against a standard or previously established criteria rather than against performance of others who take the same test.
Criterion referencing	Criterion referencing is the reporting of performances in terms of specified learning objectives (criteria).
Culminating outcomes	Culminating outcomes describe a small set of valued learning performances linked to each of the <i>Essential Learnings</i> .

They represent the teaching and learning goals towards which education is working.

Culminating performance

A performance designed to exhibit deep understanding which takes place at the culmination of a unit of work. In *The Teaching for Understanding Framework*, this can occur as a more complex performance within the unit, giving students a chance to synthesise understandings having completed introductory and guiding performances.

Data retrieval chart

An effective way of sorting information and enabling students to recognise patterns in data. Charts are set up as grids, with headings for each row and column. Headings might take the form of questions, topics or sources of information.

Diagnostic assessment

Diagnostic assessment is a type of formative assessment particularly intended to diagnose areas of weakness, or misunderstanding, and strength.

Discipline

A body of knowledge to which a particular set of principles, key questions and methods of testing assumptions are attributed.

ELL, English language learner

Student whose first language is not English and who either lacks proficiency in English or has beginning level proficiency in English.

Enterprise learning

Enterprise learning involves students in

designing, producing and marketing a product or service. Students work with the wider community, business or industry to create or produce something that is tangible and real.

Evaluation

Evaluation is the process of gathering, measuring, interpreting and using information to make educational decisions or judgments. The term 'evaluation' is usually used to describe a reasoned judgment about the effectiveness of a learning sequence or a program.

Exemplar

Exemplars are samples of work that demonstrate the essential characteristics of performance to meet particular standards or criteria. They are frequently used in assessment against rubrics.

Exhibitions

Exhibitions are substantial products or presentations, which are often complex public performances showcasing student learning and competence. They may be judged by an expert panel and can incorporate judgements from a range of sources including learners, peers, educators, parents and others.

First language

A student's first language, generally the language spoken at home.

Fishbone

A particular type of concept map which is often used to demonstrate cause and effect.

Fishbowl

This strategy help focus the attention of

students as observers, while others model a process or product. Have some students sit centre-stage (in the 'fishbowl'), while other students observe the action from outside the fishbowl.

Formal assessment

Formal assessment is structured and recorded assessment.

Formative assessment

Formative assessment is used to monitor learning progress during a learning sequence. It provides continuous feedback to teachers and students, which enables them to monitor progress and identify and address errors in learning. Because formative assessment is primarily directed towards improving learning, the results are typically not used for assigning awards.

Forum theatre

A scene is enacted in front of a group. At any time during the drama, observers or actors can stop the performance to ask for assistance or change the focus of the action. Observers may step in and add or take over an existing role.

Funds of knowledge

The intellectual and social knowledge existing in families and communities.

Futures wheel

This is a graphic organiser that places a future event in a circle in the centre of a document. Consequences from this first event are placed in a second ring of circles, then a third, and so on. The futures wheel identifies expanding consequences.

Gallery tour/walk

Select one person to display the item.

Select a second person to stay with the display and give a one minute overview while other groups come and listen. After two rotations select another group member to give the overview.

Generative topic

A significant topic, issue, concept or 'big idea' which provides depth and rigour, multiple connections and different perspectives required to support students' development of powerful understandings. A generative topic is typically central to one or more of the disciplines, interesting to both teachers and students, accessible and supports inquiry based approaches to learning.

Graffiti

A cooperative learning strategy that facilitates brainstorming. Graffiti can also be used as a group energiser.

Graphic organiser

A tool which organises information in visual form. There are many different types of graphic organisers including concept maps, fishbone maps, flow charts, KWLs and timelines.

Guiding question

Questions that aim to develop deep understanding through an inquiry mode of learning. They are open-ended, non-judgemental and provide a relevant inquiry context rather than content as a basis for the construction and selection of learning experiences.

Higher-order thinking

Thinking that occurs at higher levels of abstraction. In Bloom's Taxonomy it indicates thinking that takes place at the

analysis, synthesis and evaluation levels.

Hot-seating

A dramatic technique used to deepen understanding. An individual sits in the 'hot seat' and is asked questions which they answer from the point of view of the role they are enacting. For example, they may take / play the role of a character from a book or a movie.

Individual professional learning plan

An individual teacher's plan for organising and managing their professional learning so it meets individual, school and system needs and priorities.

Inductive thinking

One of the two broad methods of logical reasoning - the other being deductive thinking. Inductive thinking uses a 'bottom up' approach moving from specific observations through to broad generalisations and theories.

Informal assessment

Teachers and students use informal assessment opportunities to make incidental and immediate judgements and provide feedback about student learning. Informal assessment is frequently used for formative assessment purposes.

Integrated units

Integrated units use an approach that is interdisciplinary and uses basic content, processes, pedagogy, assessment strategies and topics of shared interest in authentic and cohesive ways.

Interdependence

A student learning culture needs to move from dependence to independence to interdependence. Students operate

interdependently when they understand the need to work together in a community of learners to accomplish tasks.

Inquiry-based learning

An inquiry is a systematic investigation into an idea or issue. Inquiry-based learning encompasses the processes of posing problems, gathering information, thinking creatively about possibilities, making decisions and justifying conclusions.

Inside/outside circle

Inside/outside circles is a tactic that facilitates dialogue and builds community. It involves placing students in two circles, one inside the other, with each student in one circle facing a student in the other. A facilitator asks students to discuss a problem or a question. The student on the outside tells the student on the inside how they would attempt to solve it, then the outside person extends the thinking. The outside student then rotates one to the left or right continuing the discussion or starting a new.

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