

ЎзДЖТУ хузуридаги
РИАИМ

Филология ва тилларни
ўқитиш:
Инглиз тили йўналиши
тингловчилари учун

2019

Филология ва тилларни ўқитиш:
Инглиз тили

4.1. Амалий хорижий тилни ўрганишнинг интенсив усуллари

Ўқув-услубий мажмуа

Модулнинг ўқув-услубий мажмуаси Олий ва ўрта махсус, касб-хунар таълими ўқув-методик бирлашмалари фаолиятини Мувофиқлаштирувчи кенгашининг 2019 йил 18 октябрдаги 5 – сонли баённомаси билан маъқулланган ўқув дастури ва ўқув режасига мувофиқ ишлаб чиқилган.

**Тузувчилар: Нуритдинова С.С. - УзДЖТУ инглиз тили интеграллашган курси-3 кафедраси инглиз тили факультети-3
Эшанкулова Л.С. - УзДЖТУ инглиз тили интеграллашган курси-3 кафедраси инглиз тили факультети-3**

Тақризчи: М.Т. Ирискулов. А.А. Назаров

О'қув-uslubiy majmua O'zDJTU huzuridagi RIAIM Kengashining 2019 yil 27.09 dagi 9 sonli qarori bilan tasdiqqa tavsiya qilingan.

МУНДАРИЖА

| | | |
|-------------|--|-----------|
| I. | ИШЧИ ДАСТУР | 4 |
| II. | МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН ИНТРЕФАОЛ ТАЪЛИМ МЕТОДЛАРИ. | 10 |
| III. | АМАЛИЙ МАШҒУЛОТЛАР МАТЕРИАЛЛАРИ | 15 |
| IV. | КЕЙСЛАР БАНКИ | 80 |
| V. | ГЛОССАРИЙ | 86 |
| VI. | АДАБИЁТЛАР РЎЙХАТИ | 93 |

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 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.

Мазкур модул дастури олий таълимнинг илғор таълим технологиялари ва педагогик маҳорат, таълим жараёнларида интерфаол усулларни қўллаш, амалий хорижий тил, педагогнинг касбий компетентлигини ошириш бўйича билим, кўникма ва малакаларини шакллантиришни назарда тутди.

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, бу орқали олий таълим муассасалари педагог кадрларининг соҳага оид замонавий таълим ва инновация технологиялари, илғор хорижий тажрибалардан самарали фойдаланиш, ахборот-коммуникация технологияларини ўқув жараёнига кенг татбиқ этиш, чет тилларини интенсив ўзлаштириш даражасини ошириш ҳисобига уларнинг касб маҳоратини, илмий

фаолиятини мунтазам юксалтириш, олий таълим муассасаларида ўқув-тарбия жараёнларини ташкил этиш ва бошқаришни тизимли таҳлил қилиш, шунингдек, педагогик вазиятларда оптимал қарорлар қабул қилиш билан боғлиқ компетенцияларга эга бўлишлари таъминланади.

Модулнинг мақсади ва вазифалари

Фаннинг мақсади-амалий хорижий тилни ўрганишнинг интенсиф усуллари: тил кўникмаларини яъни сўзлашиш, тинглаб тушуниш, ўқиш ва ёзиш амалиётларини уйғунликда ривожлантириш орқали унинг чет тили малакасини умумевропа стандартининг С1 дан С2 даражасига етказиш.

Қайта тайёрлаш ва малака ошириш тингловчилари курс давомида турли соҳаларда далилларга асосланган 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 матннинг қисқа мазмунини ва иншолар ёзиш каби **вазифаларни** ҳам бажарадилар.

Модул мавзу ва топшириқлари

Соҳага оид мавзулар, жумладан бизнес, тиббиёт, экология, оммавий ахборот воситалари, саломатлик ва спорт, замонавий технологиялар, ҳуқуқ ва жиноят, таълим ва тарбия, 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 муаммоаларни аниқлаш

ва уларни тузатиш. 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.

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

Тингловчи:

чет тилида қуйидаги *кўникмаларига* эга бўлиши лозим.

- тинглаб тушуниш,
- эркин гапириш,
- ўқиш
- ёзиш;

Тингловчи:

Чет тилини ўқитиш малакаларига интенсив тил ўрганиш дарслари орқали эга бўлиши зарур.

- тил кўникмаларини ўқитишнинг самарали методларидан фойдаланиш;

- коммуникатив вазифаларни бажариш технологиялари, касбий мулоқот усулларидан фойдаланиш, ҳамкорлик ишларини олиб бориш;
- чет тилини ўқитишда яратилган электрон ресурслардан унумли фойдаланиш;

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:

- дарсларда замонавий компьютер технологиялари ёрдамида презентацион ва электрон-дидактик технологиялардан;

- ўтказиладиган амалий машғулотларда техник воситалардан, экспресс-сўровлар, тест сўровлари, ақлий ҳужум, гуруҳли фикрлаш, кичик гуруҳлар билан ишлаш, коллоквиум ўтказиш, ва бошқа интерактив таълим усулларини 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 ривожлантирадилар.

МОДУЛ БЎЙИЧА СОАТЛАР ТАҚСИМОТИ

| № | Модул мавзулари | Тингловчининг ўқув юклармаси, соат |
|----------|------------------------|---|
| | | |

| | | Ҳаммаси | Аудитория ўқув юкلامаси | | | Мустақил таълим |
|-----|---|---------|-------------------------|----------|-----------------|-----------------|
| | | | Жами | жумладан | | |
| | | | | Назарий | Амалий машғулот | |
| 1. | Self-Introduction | 2 | 2 | - | 2 | - |
| 2. | The Art - Talking About the Street Art | 2 | 2 | - | 2 | - |
| 3. | Business English - Making Calls to the Bank and Customer Service | 2 | 2 | - | 2 | - |
| 4. | Relationships - Story: A Mother in Mannville | 2 | 2 | - | 2 | - |
| 5. | Law and Crime - Story: Button, Button | 2 | 2 | - | 2 | - |
| 6. | Medicine - Healthy Mind And Healthy Life | 2 | 2 | - | 2 | - |
| 7. | Education - Disillusioned Bankers Quit The City For The Rewards Of Teaching Science | 2 | 2 | - | 2 | - |
| 8. | Education - Pupils React To French Phone Ban | 2 | 2 | - | 2 | - |
| 9. | Mass Media - Journal Vs. Magazine Article | 2 | 2 | - | 2 | - |
| 10. | Sport - Olympics: Usain Bolt Takes Olympic Glory With New 100m World Record | 2 | 2 | - | 2 | - |

| | | | | | | |
|-----------|----------------------------------|----|----|---|----|---|
| 11 | Sport - Free running Joins Sport | 2 | 2 | - | 2 | - |
| . | Establishment | | | | | |
| | Жами | 22 | 22 | - | 22 | - |

Ўқитиш шакллари

Мазкур модул бўйича қуйидаги ўқитиш шаклларидан фойдаланилади:

- амалий машғулотлар (маълумотлар ва технологияларни англаб олиш, ақлий қизиқишни ривожлантириш, назарий билимларни мустаҳкамлаш);
- давра суҳбатлари (кўрилаётган муаммо ечимлари бўйича таклиф бериш қобилиятини ошириш, эшитиш, идрок қилиш ва мантиқий хулосалар чиқариш);
- баҳс ва мунозаралар (муаммолар 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 машғулоти 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.

Думалок стол методи

Бу метод амалий машғулоти 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 машғулоти 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 машғулоти ким тайёр, ким тайёр эмаслигини кўриб туради; машғулоти тайёрланмаган талаба оғзаки муҳокама пайтида кўриб чиқиётган 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 машғулоти 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 осифлиқ плакатларга скочда ёпиштирилиб, ўқитувчи иштирокида муҳокама қилинади, умумлаштирилади ва тўғри жавоблар дафтарларга ёзиб олинади;

-тўғри ва мукамал 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 мукамал 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 кўриш учун талабаларга вақт, тегишли манбалар, тарқатма материаллар беришдан бошланади. Бу метод гуруҳнинг ҳар бир аъзосига бутун гуруҳнинг билимлари ва тажрибаларидан фойдаланиб, ўзининг кенг қамровли 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 йўлларини, вариантларини муҳокама қилишади. Бундай муҳокама жараёнида талабаларнинг қўйилган муаммо юзасидан билимлари чуқурлашиб, оидинлашиб, бойиб, кенгқамровли бўлиб боради.

Синдикат методи

Гуруҳ учта кичик гуруҳларга бўлинади. Бунда таклиф этилаётган топширик 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 $4 \times 4 \times 4$, $5 \times 5 \times 5$ ёки $6 \times 6 \times 6$ методларининг биридан фойдаланилади. Масалан, $5 \times 5 \times 5$ 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 МАТЕРИАЛЛАРИ

Lesson 1

Topic: Self-Introductions

Say participants that this session is the first one and it would be nice to know each other better and know how to introduce effectively.

Ask participants to look through two examples of introduction and answer the questions after them.

Invite volunteers to answer the questions.

Handout

Task 1 Read the following two introductions and answer the questions:

Introductions

Introduction 1

Good evening, Mr. Jameson. I have heard so much about you! Let me introduce myself – I am Patrick Clover from "Future Innovation". I manage the Marketing Team, here in Frankfurt. I have also worked for "Healthcare" and "Global Locally" as both an advertisement manager and a public relations specialist.

I believe we have some things in common - we both work in the same field and we are both heads of our respective departments. Here, let me give you my business card. My number is there, please don't hesitate to call if you ever need anything.

Useful Expressions

Let me introduce myself.

Allow me to introduce myself.

I don't think we've been introduced.

I work for "Future Innovation".

I believe we have something in common.

Let me give you my business card.

Here's my business card.

Please do not hesitate to contact me if there is anything I can help you with.

Feel free to ask any questions you might have.

Introduction 2

Hi there, I am Patrick. I don't think we've met before. I live in Frankfurt and one of my hobbies is playing golf. I work in marketing. I also have a wife and two kids.

Check your understanding:

1. What kind of language is used in each of the two introductions? Formal or informal?
2. How does Patrick Clover try to build rapport with the person he is speaking to in the first introduction?
3. What are the major differences in the contents of the two introductions?
4. What can you say about the structure of the two introductions?

Task 2

Get participants into pairs and ask them to study the manual how to make a business introduction and discuss the questions.

Elicit Answers from pairs

Handout

Study Manual

Read the following tips.

How to Make a Business Introduction

Establish a connection with the listeners: "Good morning, ladies and gentlemen/Hello, Mr. Jameson, I am..." It is always a good idea to mention the name of the person you are introducing yourself to. This will immediately attract their attention.

Key points: You should include several different points in your introduction, such as your experience, your company's name, your position in the company, etc. The things you say about yourself will vary depending on your audience.

Be confident and friendly: Talk about yourself in a confident manner, but make sure not to come across as arrogant. That's why it's important to be natural and friendly, at the same time.

Be attentive: Pay attention to the verbal and non-verbal cues that your listener gives you and make sure to give them a chance to talk as well and ask questions if they have any. Always give the other person time to introduce himself/herself.

Discussion

1. How do you feel when you have to introduce yourself in conferences, meetings, etc?
2. How important do you think it is to make a good self-introduction?
3. Are there any specific rules that should be followed when making an introduction in your country?
4. What are some other tips that you would give to someone for making a good introduction?

Useful Expressions

- Let me introduce myself.
- The reason why I chose this work is...
- My main strengths are...
- I believe my strongest trait is...
- I am convinced that...
- What concerns my weaknesses sometimes I spend a bit too much time checking my own work.

Task 3 – Video

Ask participants to watch the video and take notes of recommendations how to make effective introduction.

Pause the video where it is said 'Here is a Predict Activity'. Ask participants to

complete the task for video 1 first. Then, continue playing the video where participants compare their own answers with the versions provided in the video. DO THE SAME WITH VIDEO 2.

Discuss with the participants what useful and relevant information they have taken for themselves.

Handout

Video 1: A Predict Activity.

A: Hello. _____ Jason McNeil.

B: _____. My name's Karen Su.

A: _____ Seattle?

B: No, _____ Vancouver, Canada.

Video 2: A Predict Activity.

A: _____, where are you from?

B: _____ I'm from Mexico City. _____?

A: Are you from this area?

B: _____, no. I'm actually from Mexico.

A: _____, what company do you work for?

B: Starbucks, _____?

A: I teach at the University. _____, have you been here very long?

B: _____, about ten years.

A: _____, there's my friend. I should go.

B: _____, it was nice to meet you.

A: Yes, you too.

Video Script 1: Introducing Yourself

<https://www.coursera.org/lecture/business-english-intro/video-introducing-yourself-bH0qh>

Welcome back.

We're glad that you decided to take our course.

In this lesson, we're going to show you typical language for interacting when you first meet someone in business. This includes introducing yourself by giving your name, job, company, and city. You'll also identify the job, company, and city of your new acquaintances. Let's begin with two videos.

Watch and listen.

A: Hi I'm Mary Russell.

B: Nice to meet you. Philson Park.

A: Philson?

B: Yeah that's right.

A: So, you're from New Orleans, I see.

B: Yes originally, but now, I'm based in New York. I work for SQL Electronics. How about yourself?

A: I'm from Canada. I'm with RDX Systems in Toronto.

B: I know RDX. Do you work with Maria Yestes?

A: I do. Small world. How do you know Maria?

A: Hi, Ted.

B: Hey, Sue.

A: How's it going?

B: Good!

A: Sue, this is Michelle Cole. She's visiting Seattle from New York.

B: Nice to meet you. I'm Sue Martin. I work with Ted here at UMed.

C: Nice to meet you, too.

B: So, Michelle, did you just start working here?

C: No I'm just here on business. I work for MAZ in New York.

B: Interesting.

Now, let's look at some useful language for introducing yourself. The language of introductions is fairly easy. The difficulty is getting the key information; we often repeat someone's name to make sure we get it right. If you have a name that may be difficult for other people, say your name slowly and clearly.

You may even need to spell your name.

A: I'm Filson Parr.

B: Filson?

A: That's right.

A: I'm Filson Parr.

B: Wilson?

A: No, Filson.

B: Oh, Filson.

A: I'm Filson Parr.

B: Sorry?

A: Filson Parr.

B: Filson?

A: Yes, that's right.

Here is a Predict Activity. *What do you predict the speaker will say? Look at this conversation. Some parts are missing.*

What are the missing words? You have three seconds to say the words to yourself. Then you'll hear possibilities.

A: Hello. My name is Jason McNeil.

B: Nice to meet you My name's Karen Su.

A: Are you from Seattle?

B: No, I'm from Vancouver, Canada.

In the United States, most people, both men and women, shake hands in a business setting.

The normal way to shake hands is to extend your hand with your thumb up, hold the other person's hand firmly, but not too tight, and shake two times. In some countries, people nod their heads or bow but don't shake hands. And in other countries, women don't shake hands with men.

What's the custom in your country?

Share in the discussion forum.

Video Script 2: Real Language

Notice the words we add in conversations to introduce a question.

'So' with falling intonation is a way to make a question seem less direct.

A: So, are you from Seattle?

A: So, do you work here?

A: So, you're from London?

We also use so to change the topic or move on to the next thing.

A: So, what should we do next?

A: So, should we get back to work?

When we need to explain something a bit, or introduce something unexpected we might say 'Well'.

A: Do you work here?

B: Yes. Well, I just started.

A: Are you from Seattle?

B: Well, I've lived here for about five years. I'm actually from Chicago.

We also use well to show that we're thinking something over, or to express hesitation, and we use it to begin to end a conversation.

A: Well, thanks for your input.

A: Well, it was nice to meet you.

When you answer a question you can throw the question back to the speaker with how about you?

A: I work for SQL Electronics. How about you?

B: Oh, I'm with RDX Systems in Toronto.

Write 'so', 'well', or 'how about you' in the conversations.

Here is a predict activity. What do you predict the speaker will say? Look at this conversation. Some parts are missing. What are the missing words?

You have three seconds to say the words to yourself, then you will hear possibilities.

A: So, where are you from?

B: I'm from Mexico City. How about you?

| |
|--|
| <p>A: Are you from this area? B: Well, no. I'm actually from Mexico.</p> |
| <p>A: So, what company do you work for? B: Starbucks, how about you?</p> |
| <p>A: I teach at the University. So, have you been here very long? B: Oh, about ten years.</p> |
| <p>A: Well, there's my friend. I should go. B: Well, it was nice to meet you. A: Yes, you too.</p> |

Task 4 - Introducing yourself

Arrange groups of four-five and ask them to prepare questions which they want to ask from each other while introducing themselves. Suggest them that they should select new phrases from the previous tasks

Ask them to write down the responses in order to report back to the whole group.

When they finish, ask participants to choose a person whom they will present to the whole group. Warn them that everybody should be presented. Give about a minute for each introduction.

Handout

1. Make up three questions you want to ask from your partners
2. Interview your partners and note down their responses
3. Answer your partners' questions.

Lesson2 – Talking about the Street Art

Lead-in

- Show the PPT about the Street Art and discuss the following questions with the participants:
 - ~ Do you like street art? What do you know about it?
 - ~ What are the best and worst examples of local street art or graffiti?
 - ~ Do you agree that galleries which hold street art exhibitions are condoning graffiti?
 - ~ What do you think is the best way of dealing with tagging?

Task 1

- Ask participants to read the text and complete the exercises to it.

- When they finish, get them into small groups of three-four to compare their answers.
- Check the answers with the whole group

Participants' Handout

Read the text and complete the exercises after it.

Street art

- A Street art is nothing new. Throughout history, people have decorated the walls that surround them with words and images. But it's only recently that the art world has begun to take it seriously, with major exhibitions at leading galleries such as MASP in São Paulo, Brazil and MOCA in Los Angeles, United States. Specialised street art galleries have also begun to open up, including Lab Art in Los Angeles and the Boiler House in Cardiff, Wales. One of the bestknown street artists, Banksy, has recently received awards for his film *Exit Through the Gift Shop*, although his face doesn't appear on screen as he prefers to remain unseen. What is no secret is the soaring value of street art – buildings which feature Banksy's images have been known to double in value!
- B Not everyone is a fan, however. Police in Los Angeles are reported to have complained that the *Art in the Streets* exhibition at MOCA led to an increase in graffiti in the neighbourhood. Much graffiti is far from artistic, consisting mainly of 'tags', which are usually hurried and untidy symbols or letters that do no more than identify the person who made them. What concerns critics is not just the ugliness of much graffiti, but the enormous sums required to clean up the mess. Cleaning graffiti off London buses, for instance, costs an estimated £10m every year. And then there is the very real risk of injury or electrocution to the taggers themselves as they trespass on dangerous areas, such as high buildings and railways lines, in search of new places to make their mark.
- C Stiff penalties, including prison sentences, have been introduced in order to deter taggers and there has been heavy investment in surveillance in order to catch offenders red-handed. There are, for example, 60,000 CCTV cameras on London buses alone. What this approach fails to do, however, is to distinguish between street art and graffiti. In London, even works by famous artists, such as Banksy, have been removed on the grounds that if they were left in place, this would be seen as condoning graffiti. Some cities have opted instead for a more educational approach. In the US city of Washington, DC, the Murals DC project trains local children in more creative street art in the hope that they will learn to care more both for art and for their environment.

✓ *Which paragraph of the text best matches the title below?*

1 Official policy towards street art paragraph _____

2 The growing prestige of street art paragraph _____

3 Street art – the downside paragraph _____

Answer Key

1 1para 3

2 para 1

3 para 2

✓ *Decide if the sentences are true (T) or false (F). Circle the correct statements and correct those that are false.*

4 MASP is a major street art gallery in South America. T / F

5 Banksy has been successful in both the art and the film world T / F

6 Banksy tries to increase the value of buildings through his art. T / F

7 Police in Los Angeles have criticised the exhibition at the gallery there. T / F

8 Taggers spend large sums of money in order to practise their art. T / F

9 Tagging puts the lives of the general public at risk. T / F

10 Banksy has been removed from London in order to deter graffiti. T / F

11 The Murals DC project focuses on education rather than punishment. T / F

Answer Key

1. 4 F (it is a leading art gallery, not a specialist gallery)

2. 5 T

3. 6 F (buildings which feature Banksy's images have been known to double in value – the text

4. does not state that this is his reason for placing his graffiti there)

5. 7 T

6. 8 F (they are usually hurried and untidy symbols or letters that do no more than identify the

7. person who made them)

8. 9 F (the risk is to the taggers themselves as they trespass on dangerous areas)

9. 10 F (some of his work has been removed)

10.11 T

Task 2

- Tell participants that you are going to focus on grammar structure – CLEFT SENTENCES.
- Explain the rules and ask participants to find two more sentences in the text with the cleft structure. Ask the to reconstruct these sentences avoiding cleft structure.

Grammar focus – Cleft Sentences

Cleft means divided. In a cleft sentence, information which could be given in one clause is divided into two parts, each with its own verb. This way you give extra emphasis to part of the sentence

What is no secret is the soaring value of street art (paragraph 1) is an example of a ‘cleft sentence’, in which something that usually comes later in a sentence is moved closer to the beginning in order to give extra emphasis. So, in an ordinary sentence, *is no secret* would be in the second half: *The soaring value of street art is no secret.*

In these sentences *WHAT* means *THE THING(S) THAT*. The WH-clause must contain a verb. To highlight the action we use a form of *DO* in the WH-clause. The highlighted phrase usually contains a bare infinitive or *TO + INF*. If the highlighted verb is in the continuous or perfect, the form of *DO* matches it. *The boys are taking Sandy to the match*
 ™ *What the boys are doing is taking Sandy to the match.*

- ✓ **Find two other examples of cleft sentences, and write the ordinary sentences they have been made from.**

1.

2.

Answer Key

1 What concerns critics is not just the ugliness of much graffiti, but the enormous sums required to clean up the mess. (Ordinary sentence: Critics are concerned not just about the ugliness ...)

2 What this approach fails to do, however is to distinguish between street art and graffiti. (Ordinary sentence: This approach, however, fails to distinguish ...)

➤ Ask participants to complete the following sentences with their own ideas.

✓ **Complete these cleft sentences with your own ideas.**

1 What interested me most in this article was _____ .

2 What I'd really like to know about Banksy is _____ .

3 What I find hard to understand about the street art exhibitions is _____ .

4 What bus and train companies should do about graffiti is _____ .

5 What taggers should have to do is _____ .

6 What _____ me about street artists is _____ .

Possible answers

1 ... the number of CCTV cameras on London buses.

2 ... why he doesn't like to be seen.

3 ... why people pay money to see graffiti, which they can see for nothing on the streets!

4 ... employ more staff to look after them.

5 ... clean up the mess they've made.

6 ... impresses me about great street artists is the way they make their art public without earning any money for it.

➤ Tell participants that there are other forms of cleft sentences. Write them on the board and invite volunteers to give their own examples for each structure

Other forms of Cleft sentences:

The thing that I most disliked was the colour of her dress.

The only thing I won't do is phone her again.

All you need is love.

It was Tom who didn't want to come

| | |
|-------------------------|--|
| SENTENCE | Mike took Sally to the party on Saturday. |
| EMPHASIS ON THE SUBJECT | <u>It was Mike who</u> took Sally to the party on Saturday. |
| EMPHASIS ON THE OBJECT | <u>It was Sally that</u> Mike took to the party on Saturday. |
| EMPHASIS ON THE | <u>It was on Saturday that</u> Mike took Sally to the |

| | |
|------------------------------|--|
| ADVERBIAL | party. |
| EMPHASIS ON THE PREP. PHRASE | <u>It was to the party that</u> Mike took Sally on Saturday. |

➤ Invite participants to practice cleft sentences in the following two exercises

Read the information in the box then complete the replies. Each reply must contain a cleft sentence.

Nick turned up late for work on Monday because he got stuck in a traffic jam on the ring road. Luckily Nick has a mobile phone so he was able to phone his boss and warn her that he would be late. She was furious but managed to reschedule an important meeting for the afternoon.

1. Nick was late because he overslept, wasn't he?

No, it _____ that he was late.

2. How on earth did Nick let the boss know he'd be late?

Well, what _____ call her from his mobile phone.

3. Wasn't Nick late on Wednesday?

No, _____ that he was late.

4. Nick's boss had to start the meeting without him, didn't she?

No, what she _____ the afternoon.

5. Didn't Nick get stuck in a traffic jam in the town centre?

No, not in the town centre; it _____ got stuck.

6. I heard the boss was a little annoyed with Nick for being late.

No, she wasn't "a little annoyed". What _____ !

Answer Key

1. Nick was late because he overslept, wasn't he?

No, it **WAS BECAUSE OF THE TRAFFIC JAM** that he was late.

2. How on earth did Nick let the boss know he'd be late?

Well, what **HE DID WAS (TO)** call her from his mobile phone.

3. Wasn't Nick late on Wednesday?

No, **IT WAS ON MONDAY** that he was late.

4. Nick's boss had to start the meeting without him, didn't she?

No, what she **DID WAS (TO) RESCHEDULE THE MEETING FOR** the afternoon.

5. Didn't Nick get stuck in a traffic jam in the town centre?

No, not in the town centre; it **WAS ON THE RING ROAD THAT NICK** got stuck.

6. I heard the boss was a little annoyed with Nick for being late.

No, she wasn't "a little annoyed". What **SHE WAS WAS FURIOUS!**

For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the words given in bold.

1. We just need 5 minutes to fix it. **ALL**

—

2. I'm not questioning his dedication. **ISN'T**

—

3. These men are totally ruthless. **WHAT**

—

4. We inherited everything except the house. **ONLY THING**

—

5. You know the sales assistant told me exactly the same thing. **THAT'S**

—

6. We're taking the au-pair with us. **DOING**

from **LONGMAN ADVANCED LEARNER'S GRAMMAR. UNIT 34**

Answer Key

1. We just need 5 minutes to fix it. **ALL**

ALL WE NEED IS 5 MINUTES (TO FIX IT)

2. I'm not questioning his dedication. **ISN'T**

IT ISN'T HIS DEDICATION THAT I'M QUESTIONING.

3. These men are totally ruthless. **WHAT**

WHAT THESE MEN ARE IS TOTALLY RUTHLESS.

4. We inherited everything except the house. ONLY THING
THE ONLY THING WE DIDN'T INHERIT WAS THE HOUSE.

5. You know the sales assistant told me exactly the same thing. THAT'S
THAT'S EXACTLY WHAT THE SALES ASSISTANT TOLD ME.

6. We're taking the au-pair with us.

DOINGWHAT WE ARE DOING IS TAKING THE AU-PAIR WITH US.

Lesson 3

Topic: Making Calls to the Bank and Customer Service

Warm-up

Ask participants to look at the questions and answers them.

Answer the questions: (Answers may vary)

- *Which bank do you use?*
- *What do you like or dislike about it?*
- *Have you ever been angry with the bank? Why?*
- *Do you use their online banking service? Why? Why not?*
- *What type of debit or credit cards do you use? Why?*
- *Have you had to make a call to a shop or business lately? What was it for?*
- *When was the last time you had to deal with a customer services department? Why were you calling? What were you hoping to achieve?*
- *Have you ever had a problem with your fridge, freezer, dishwasher, boiler, etc.? What was wrong? Did it get fixed?*

Elicit answers from participants.

Task 1 - A call to the bank

Say that they will listen to the someone who is complaining to the bank.

Inform participants not to read the audio script until you've completed the exercises and activities.

Ask participants to complete the task for pre-listening activity. Check their answers.

Handout

Pre-listening

Complete the "banking" sentences with the words from below

charged access code PIN number overdraft transfer

1. There was an unauthorized _____ – he'd taken out more money than he had in his account.
2. You need to key in your _____ in order to view the balance online.
3. He'd forgotten his bank account _____ so he couldn't take out the money.
4. She wanted to _____ the money to his bank account, but there was no internet coverage so she couldn't.
5. He was _____ £30 for being overdrawn in his account.

Answer Keys

1. overdraft; 2. Access code; 3. PIN number; 4. Transfer; 5. Charged

Task 2

Play listening for the first time and ask participants to note down what sort of complaint the speakers are talking about.

Get participants into groups and ask them to discuss the questions.

Invite volunteers to answer.

Play listening for the second time and ask participants to choose the correct answers (A or B) for questions (1 – 8). Check the answers.

Play the recording for the third time and ask participants to fill in blanks (1-10) with the words. Ask participants to share their responses with the partners. Check the answers with the whole group.

Handout

First Listening

You're going to listen to someone who is making a complaint to a bank. What sort of things do people complain about to banks? Make notes. Then, listen once. Were any of the things you thought of mentioned?

Second Listening

Answer Keys

1b 2a 3a 4b 5a 6b 7b 8a

Listen again. Then, choose the correct answers.

1. How much was Michael charged for making the transfer?

| | |
|---------------|--------------|
| <i>a) £10</i> | <i>b) £5</i> |
|---------------|--------------|
2. What's his middle name?

| | |
|--------------------|-------------------|
| <i>a) Nicholas</i> | <i>b) Marcelo</i> |
|--------------------|-------------------|
3. When was he born?

| | |
|-----------------------------------|--------------------------------|
| <i>a) 20th October</i> | <i>b) 10th July</i> |
|-----------------------------------|--------------------------------|
4. What's the last digit of his 4-digit code?

| | |
|-------------|-------------|
| <i>a) 4</i> | <i>b) 9</i> |
|-------------|-------------|

5. When did he make the transfer?
a) 2nd December *b) 3rd April*
6. How long has he been with the bank?
a) five years *b) 10 years*
7. How much was he overdrawn by?
a) 30 pence *b) 10 pence*
8. When can he start making free transfers again?
a) in six months *b) in one year4.*

Third Listening

Answer Keys

1. transfer; 2. Name; 3. Birth; 4. Code; 5. Problem; 6. Records; 7. Banking; 8. Conditions; 9. Day; 10. Account

Complete the audio script with the correct words

Making a complaint to a bank

Bank: Hello, you have reached the Mainstay Bank. For enquiries regarding your bank account, please dial 1. For information on our pension scheme, dial 2. For all other enquiries, please hold the line. [music playing] Please hold the line. A member of our banking team will attend to you in just a minute. You are about to be connected to a member of our customer services team. Please note that for the purposes of staff training and quality control this call may be recorded.

Assistant: Hello, this is Dan Short. How may I help you?

Michael: Hi, yes, erm, I recently made a (1) _____ and I was charged 5-pounds, and I thought I could make transfers for free.

Assistant: Can I have your full (2) _____, please?

Michael: Yes, it's Michael Nicholas Redgrave.

Assistant: And your date of (3) _____?

Michael: 20.10.72.

Assistant: And the 2nd and 4th digits of your access (4) _____.

Michael: You mean the one I key in to get into my bank account?

Assistant: Yes, the 4-digit code.

Michael: OK, that's 6 and 9.

Assistant: That's perfect. So, what seems to be the (5) _____?

Michael: Well, as I was explaining, I've been charged for a transfer I made last week.

Assistant: When was this?

Michael: On 2nd December – just last week.

Assistant: Ah, yes, well, I can see from your (6) _____ that you're no longer eligible for free banking.

Michael: What?

Assistant: You've been removed from the free (7) _____ program.

Michael: Erm, why? I've been with the bank for over 10 years.

Assistant: It says here that you violated one of the (8) _____ for remaining on the program.

Michael: What are you talking about?

Assistant: There was an 30authorized overdraft.

Michael: But it was only for a (9) _____ and it was only by about 10 pence, and you charged me 30 pounds for that anyway!

Assistant: Any 30authorized overdrafts make you instantly ineligible for free banking.

Michael: That's ridiculous!

Assistant: I'm sorry sir but you have been removed from the free banking program. However, if your (10) _____ remains in credit for the following six months, you will be reinstated. Good day! [He hangs up.]

Michael: Hello? Hello? Hello? Hello

Source: www.learnhotenglish.com / Improve your English with our Phrasal verbs or Idioms booklets. Visit our shop at www.learnhotenglish.com

Task 3 – A call to a Customer Service

Tel participants that they will listen to two telephone conversations

Warn participants not to read the audio script until you've completed the exercises and activities

Ask participants to answer to the questions in the pre-listening activity. Invite volunteers to answer.

Play recording for the first time and ask participants to compare their responses with the actual ones given in the listening.

Play the recording for the second time and ask participants to answer the questions in listening 1. Check the answers.

Play the recording for the third time and ask participants to fill in blanks with the words and phrases. Get participants into pairs and ask them to share their responses.

Check the answers with the whole group.

Closure

Ask participants to summarise the session and say how would they deal with the problems raised in the Listening 1 and Listening 2.

Pre-listening

What excuses could a company give for...

1. ...not delivering something on time?
2. ...not sending someone round to fix something at your home?

First Listening

You're going to listen to two telephone conversations. Listen once and compare your ideas from the Pre-listening activity. Were any of the things you thought of mentioned?

Second Listening

Listen again. Then answer the questions.

Telephone call I

1. What's Megan calling about?
2. When was she expecting the delivery?
3. When did she place the order?
4. Why wasn't it sent?
5. When are they going to deliver the goods finally?

Telephone call II

6. What's Lily's customer code number?
7. What's her service guarantee number?
8. Why can't they fix the boiler right now?
9. What does the man initially offer Lily?
10. What does he offer her in the end?

Answer Keys:

1. An order for 600 pots of paint which hasn't arrived.
2. The end of last week.
3. On 7th March.
4. Because it hadn't been confirmed by the client.
5. The end of tomorrow.
6. X856 CR306.
7. PTY4698.
8. They're still waiting for some replacement parts from their factory in the Far East.
9. A replacement boiler but she'll have to pay for the installation and leave a £300 deposit.
10. To install it for free without the deposit.

Third Listening

Complete the audio script with the correct words

Checking up on things!

The order

John: John Biggins. How can I help you?

Meg: Megan speaks from The Home Hub calling.

John: Oh, hi Megan. How's it going?

Meg: Fine. I was just calling (1) _____ we placed for 600 pots of paint about two weeks ago, which haven't arrived. We were told that they'd be in our warehouse by (2) _____. Can I get a revised delivery date?

John: Erm, let me just check. Can you remember when you placed the order?

Meg: 7th March.

John: And who did you talk to about it?

Meg: Mr Hargreaves.

John: Did you (3) _____ ?

Meg: March 22nd – the end of last week.

John: Erm, well I can't see a delivery date on the form – it just says "To Be confirmed by the client".

Meg: Well, I definitely specified the delivery date (4) _____ .

We need those pots urgently. Do you have any available in your warehouse?

John: Erm, let me see [checking on the computer]. Yes, it seems that we do have some in stock. so, it shouldn't be a problem.

Meg: great. Then, we'd like the 600 pots (5) _____. Could I get an estimated delivery date, please?

John: Yes, we can have them to you by the end of, erm, tomorrow.

Meg: great.

John: no problem. Bye.

Meg: goodbye.

2 The boiler

Mike: Heating systems Delight. Mike Saunders speaking. How may I help you?

Lily: Oh, hi, this is Lily Burroughs. i called a week ago about (6)

_____. They said that they'd send someone round but no one's been over to fix it yet.

Mike: can I have your name again, please?

Lily: Lily Burroughs.

Mike: And your customer code?

Lily: X856 cR306

Mike: Have you got your inventory number?

Lily: 3568982345.

Mike: And your service guarantee code number – it's (7)

_____ .

Lily: PTY4698.

Mike: And the name of the person you spoke to?

Lily: I can't remember.

Mike: OK. so, erm, what seems to be the problem?

Lily: it's our boiler. It needs fixing.

Mike: Erm, yes, I can see from this (8) _____ that we need to replace some parts, but we're still waiting for them from our factory in the Far East, so it may take a while.

Lily: What exactly do you mean?

Mike: Well, it could take a few weeks. They ship it over. We're trying to sort it out, but

(9) _____ .

Lily: What a disaster!

Mike: look, we can offer you a replacement boiler but you'll have to pay for the installation and leave a £300 deposit.

Lily: You're joking! You want me to (10) _____ of a boiler that might break down and leave a deposit that I could lose if it does. What sort of customer service is that?

Mike: Erm, yes, erm, I tell you what, we'll install it for free and you won't have to pay the deposit.

Lily: great. so, (11) . _____

Mike: Erm, OK, yes, on Friday. see you then.

Lily: goodbye.

Mike: Bye.

Answer Keys:

1. about an order
2. the end of last week
3. specify the delivery date
4. when I made the order
5. as soon as possible
6. getting our boiler fixed
7. on the back of the guarantee certificate
8. incident report on screen
9. it's causing delays
10. pay for the installation
11. I'll expect you on Friday

Closure:

Ask participants to make a list of phrases that will be useful for them while complaining to the bank or the customer service.

Lesson 4

Topic: Relationships - Story: A Mother in Mannville

Warm-up:

Ask participants the following questions:

- *How often do you read stories/fiction?*
- *Why do you read them?*
- *What is the role of stories/fiction in English language learning?*
- *How often do you bring stories for your classroom?*

Elicit as many responses as possible. Answers may vary.

Tell participants: *stories can help learners to enlarge vocabulary of higher level, become aware of how language works, get familiarized with the culture of the target language, and just enjoy the process of reading.*

Pre-reading activity

Write on the board the title of the story “**A Mother in Mannville**”, and ask participants to guess what the plot of the story could be. Elicit random answers. Answers may vary.

Add some words on the board: orphanage, isolation, overalls, gracious, superintendent; and ask participants to think how these words are used in the text. Elicit random answers. Answers may vary.

Reading activity

Invite participants to read the story as fast as possible without stopping on unknown words and compare their responses with the plot of the story.

Discuss participants’ responses and their fillings from the story.

Ask participants to read for the second time and complete three exercises after the text. Tell them that they can look at the glossary while reading.

Pair participants and ask them to compare the answers and discuss the differences if they have.

Check the answers with the whole group.

Put participants into groups of four and ask them to discuss questions in task 4.

Invite groups to answer and comment on each other’s’ responses.

Post-reading activity

As a whole group discuss the questions in Task 5.

By the end of the session, ask participants about their feelings from reading a story.

Participants’ Handouts with Answers

A MOTHER IN MANNVILLE

Marjorie Kinnan Rawlings

The **orphanage** is high in the Carolina Mountains. I went there in the autumn for **isolation** to do some troublesome writing. I wanted mountain air to blow out the malaria from too long a time in the subtropics, and I was homesick for the flaming of maples in October, for corn **shocks** and pumpkins and black-walnut trees. I found them all around a cabin that belonged to the orphanage, half a mile beyond the orphanage farm. When I took the cabin, I asked for somebody to chop wood for the fireplace.



Marjorie Kinnan Rawlings

Late one afternoon I looked up from my typewriter, a little startled. A boy stood at the door. My **pointer** dog, my companion, was at his side and had not barked to warn me. The boy was probably 12 years old, but undersized. He wore **overalls** and a torn shirt, and was barefoot. He said, “I can chop some wood today.”

“You? But you’re small.”

“Size don’t matter, chopping wood,” he said. “Some of the big boys don’t chop good. I’ve been chopping wood at the orphanage a long time.”

“Very well. There’s the ax. See what you can do.” I went back to work, and he began to chop. The blows were rhythmic and steady, and shortly I had forgotten him, the sound no more of an interruption than a constant rain. I suppose an hour and a half passed before I heard the boy’s steps on the cabin stoop. “I have to go to supper now,” he said. “I can come again tomorrow.”

I said, “I’ll pay you now for what you’ve done,” thinking I should probably have to insist on an older boy. We went together back of the cabin. An astonishing amount of solid wood had been cut. “But you’ve done as much as a man,” I said. “This is a **splendid** pile.”

I looked at him, actually, for the first time. His hair was the color of the corn shocks; and his eyes, very direct, were like the mountain sky when rain is **pending** – gray, with a shadowing of that miraculous blue. I gave him a quarter. “You may come tomorrow afternoon,” I said, “and thank you very much.”

He looked at me and at the coin, and seemed to want to speak, but could not, and turned away.

At daylight I was half wakened by the sound of chopping. Again it was so even in **texture** that I went back to sleep. When I left my bed, the boy had gone, and a stack of **kindling** was neat against the cabin wall. He came again after school and worked until time to return to the orphanage.

His name was Jerry; he had been at the orphanage since he was four. I could picture him at four, with the same **grave** gray-blue eyes and the same – independence? No, the word that comes to me is “**integrity**.” It is **bedded** on courage, but it is more than brave. It is honest, but it is more than honesty.

The ax handle broke one day. Jerry said the orphanage woodshop would repair it. I brought money to pay for the job and he refused it. "I'll pay for it," he said. "I broke it. I brought the ax down careless."

"But no one hits accurately every time," I told him. "The fault was in the handle."

It was only then that he would take the money. He was standing back of his own carelessness. He was a freewill agent and he chose to do careful work; and if he failed, he took the responsibility without **subterfuge**.

And he did for me the unnecessary thing, the **gracious** thing, that we find done only by the great of heart. Things no training can teach, for they are done on the instant, with no predicated experience. He found a **cubbyhole** beside the fireplace that I had not noticed. There, of his own accord, he put wood, so that I might always have dry fire material ready in case of sudden wet weather. A stone was loose in the rough walk to the cabin. He dug a deeper hole and steadied it, although he came, himself, by a shortcut over the bank.

I found that when I tried to return his thoughtfulness with such things as candy and apples, he was wordless. "Thank you" was, perhaps, an expression for which he had had no use, for his courtesy was instinctive. He only looked at the gift and at me, and a curtain lifted, so that I saw deeper into the clear well of his eyes; and gratitude was there, and affection, soft over the firm **granite** of character.

He became intimate, of course, with my pointer, Pat. There is a strange communion between a boy and a dog. Perhaps they possess the same singleness of spirit, the same kind of wisdom. It is difficult to explain, but it exists.

When I went across the state for a weekend, I left the dog in Jerry's charge. Fog filled the mountain passes so **treacherously** that it was Monday noon before I returned to the cabin. The dog had been fed and cared for that morning. Jerry came early in the afternoon, anxious. "The **superintendent** said nobody would drive in the fog," he said. "I came last night and you hadn't come. So I brought Pat some of my breakfast this morning. I wouldn't have let anything happen to him."

I gave him a dollar in payment, and he looked at it and went away. But that night he came in the darkness and knocked at the door. "Come in, Jerry," I said, "if you're allowed to be away this late."

"I told them – maybe a story – that I thought you would want to see me," he said.

"That's true," I assured him, and saw his relief. "I want to hear about how you managed with the dog."

He sat by the fire with me, and told me of their two days together. The dog lay close to him, and found a comfort there that I did not have for him. "He stayed right with me," he told me, "except when he ran in the **laurel**. There was a place where the grass was high and I lay down in it and hid. I could hear Pat hunting for me. When he found me he acted crazy, and he ran around and around me, in circles."

We watched the flames.

“That’s an apple log,” he said. “It burns the prettiest of any wood.”

We were very close and he was suddenly **impelled** to speak.

“You look a little bit like my mother,” he said. “Especially in the dark, by the fire.”

“But you were only four, Jerry, when you came here. You have remembered how she looked, all these years?”

“My mother lives in Mannville,” he said.

I did not know why finding that he had a mother so greatly disturbed me. Then I understood my **distress**. I was filled with a passionate resentment that any woman should go away and leave her son – especially a son like this one. The orphanage was a **wholesome** place; the food was more than adequate. Granted, perhaps, that the boys felt no lack, what blood fed the **bowels** of a woman who did not yearn over this child’s lean body that had come in **parturition** out of her own?

“Have you seen her, Jerry – lately?” I asked.

“I see her every summer. She sends for me.”

I wanted to cry out. “Why are you not with her? How can she let you go away again?”

He said, “She comes up here from Mannville whenever she can. She doesn’t have a job now.”

His face shone in the firelight. “She wanted to give me a puppy, but they can’t let any one boy keep a puppy. You remember the suit I had on last Sunday?” He was plainly proud. “She sent me that for Christmas. The Christmas before that” – he drew a long breath, savoring the memory – “she sent me a pair of roller skates. I let the other boys use them, but they’re careful of them.”

She had not, then, entirely deserted or forgotten him. But what circumstance other than poverty...?

“I’m going to take the dollar you gave me for taking care of Pat,” he said, “and buy her a pair of gloves.”

I hated her. Poverty or no, there was other food than bread, and the soul could starve as quickly as the body. He was taking his dollar to buy gloves for her and she lived away from him, in Mannville, and contented herself with sending him skates.

“She likes white gloves,” he said. “Do you think I can get them for a dollar?”

“I think so,” I said.

We did not speak of Jerry’s mother again. His having a mother, any sort, relieved me of the ache I had had about him. He was not lonely. It was none of my concern.

He came every day and cut my wood and did small helpful favors. The days had become

cold, and often I asked him inside. He would lie on the floor in front of the fire, with one arm across the pointer, and they would both **doze** and wait quietly for me to finish work. Other days they ran with a common **ecstasy** through the laurel, and he brought me back **vermilion** maple leaves, and chestnut **boughs** dripping with imperial yellow.

I was ready to go. I said to him, “You have been my good friend, Jerry. I shall miss you. Pat will miss you, too. I am leaving tomorrow.” He did not answer, and I watched him go in silence.

I expected him the next day, but he did not come. Late in the day I stopped by the orphanage and left the cabin key with Miss Clark.

“And will you call Jerry for me to say good-bye to him?”

“I don’t know where he is,” she said. “I’m afraid he’s not well. He didn’t eat his dinner this noon. One of the other boys saw him going up the hill into the laurel.”

I was almost relieved; it would be easier not to say good-bye.

I said, “I wanted to talk with you about his mother – why he’s here – but I’m in more of a hurry than I expected to be. Here’s some money. I’d like you to buy things for him at Christmas and on his birthday. It will be better than for me to try to send him things. I could so easily duplicate – skates, for instance.”

She **blinked** her honest **spinster’s** eyes. “There’s not much use for skates here,” she said. Her stupidity annoyed me.

“What I mean,” I said, “is that I don’t want to duplicate the things his mother sends him. I might have chosen skates if I didn’t know she had already given them to him.”

She stared at me.

“I don’t understand,” she said. “He has no mother. He has no skates.”

By Marjorie Kinnan Rawlings

(1839 wds)

GLOSSARY:

orphanage *n.* an institution to care for children who have lost both parents through death, or, less commonly, one parent

isolation *n.* the quality or state of being alone

shock *n.* stalks of corn or other grain gathered together in bundles

pointer *n.* type of dog used for hunting birds

overalls *n.* loose trousers worn over clothes for work

splendid *adj.* excellent, fine, or very good

pending *adj.* waiting to be decided or settled

texture *n.* the way a surface or material appears or the way it feels when touched

kindling *n.* bits of material, such as dry wood, used for starting a fire **grave** *adj.* dark;

somber

integrity *n.* freedom from faults or defects; strict honest

bedded based

subterfuge *n.* deception

gracious *adj.* kind, favorable

cubbyhole *n.* a small space

granite *n.* a very hard, usually gray or pink rock

treacherously *adj.* dangerously

superintendent *n.* a person who oversees or directs some work, organization, district, etc.; supervisor

laurel *n.* a small evergreen tree or bush with smooth, shiny leaves

impel *v.* force; drive; cause

distress *n.* sorrow; physical or mental suffering

wholesome *adj.* conducive to moral or general well-being; beneficial

bowels *n.* the digestive tract below the stomach

parturition *n.* the act of giving birth

doze *v.* sleep lightly; nap

ecstasy *n.* delight

vermilion *adj.* bright red

bough *n.* a branch of a tree, esp. one of the larger or main branches

blink *v.* to open and close the eye

spinster *n.* a older woman who has never married

Task 1 - TRUE-FALSE

Some of the statements below are true and some are false. Choose the false statements and tell why they are incorrect.

- | | | |
|---|---|--|
| T | F | 1. The author was homesick for the subtropics. |
| T | F | 2. The author expected to find a large pile of wood after the boy's first day of work. |
| T | F | 3. Jerry could chop wood as well as a man. |
| T | F | 4. Jerry paid to have the ax repaired. |
| T | F | 5. Jerry did other jobs around the cabin without being asked. |
| T | F | 6. The author's dog was fed and cared for while she was away. |
| T | F | 7. The dog had tried to run away from Jerry in the high grass. |
| T | F | 8. The author sympathizes with Jerry's mother. |
| T | F | 9. Jerry did not stop by the cabin to say good-bye to the author. |
| T | F | 10. Miss Clark told the author that Jerry had no mother. |

Key: 1. F; 2. F; 3. T; 4. F; 5. T; 6. T; 7. F; 8. F; 9. T; 10. T

Task 2 - MEANING FROM CONTEXT

Choose the meaning that is closest to the meaning in the context of the story. Look for

clues to help you guess correctly.

1. *accurately*

- a. inexactly
- b. precisely
- c. independently

2. *duplicate*

- a. reproduce
- b. fool
- c. lie

3. *ecstasy*

- a. happiness
- b. desire
- c. disagreement

4. *impelled*

- a. rejected
- b. turned
- c. pushed

5. *integrity*

- a. wholeness
- b. trustworthiness
- c. interest

6. *intimate*

- a. secretive
- b. quiet
- c. friendly

7. *isolation*

- a. privacy
- b. companionship
- c. dislike

8. *puppy*

- a. tie
- b. dog
- c. cow

9. *stack*

- a. pile
- b. log
- c. stick

10. *treacherously*

- a. repetitiously
- b. lonely
- c. faithlessly

Key: 1. b; 2. a; 3. a; 4. c; 5. b; 6. c; 7. a; 8. b; 9. a; 10. c

Task 3 - WORDS WITH MULTIPLE MEANINGS

The words below each have more than one meaning. Choose the sentence in each group that contains the word used as it is in the context of the story.

1. *bank*

- a. The banks are very slippery; don't fall into the water.
- b. He kept very little money in the bank, preferring to invest it in the stock market.

2. *quarter*

- a. I really would not recommend visiting that quarter of the city.
- b. You will need change for a quarter to make a phone call.
- c. Each of them took a quarter of the pie and ate it immediately.

3. *shock*

- a. The farmers piled up large shocks in the field after cutting the grain.
- b. The news came as a shock to everyone who knew her.

4. *stoop*

- a. In the summer we used to enjoy sitting on the front stoop and watching people pass by.
- b. He walked with such a stoop that he seemed to always be looking for something on the ground.

Key: 1. a; 2. b; 3. a; 4. A

Task 4 - WHAT IS YOUR UNDERSTANDING?

1. Why does the storyteller go to the mountains? *She went there to do troublesome writing and relax after being recovered from malaria in subtropics. Also, she felt homesick.*
2. How did an incident with a broken ax handle illustrate Jerry's integrity? *Jerry wanted to take responsibility on himself and was going to pay for the repairing the handle of the ax.*
3. How does the author explain the good relationship between Jerry and the dog? *She wrote that they became close and that 'they possess the same singleness of spirit, the same kind of wisdom'.*
4. What was the author's reaction when she learned that Jerry had a mother in Mannville? *She felt distress and bitterness. She was puzzled how a mother can leave her son, especially that kind, because of the poverty.*
5. How did the author and Jerry say good-bye to each other? *She told the day before about her leaving for which the boy didn't say anything. The next day he*

didn't come; and when she wanted to see him and say goodbye in the orphanage, he wasn't there. Superintendent said children saw him going up the hill into the laurel. So they didn't say goodbye to each other.

Task 5 - WHAT IS YOUR INTERPRETATION? –Answers may vary

1. Given Jerry's integrity, why would he make up a story about having a mother?
2. Before learning about the mother in Mannville, what was the author's relationship with Jerry? Do you think it would have continued if he had not made up the story about his mother?
3. If you were the author, how would you build relationships with Jerry?

Lesson 5

Topic: Law and Crime - Story: Button, Button

Time: 80 min

Warm-up

Ask participants:

- *Have you got presents*
- *Did you know who presented it to them and what was inside?*

Task 1

Say participants to read the story and complete the tasks after it. DISCUSS the questions together.

BUTTON, BUTTON

The package was lying by the front door – a cube-shaped carton sealed with tape, their name and address printed by hand: “Mr. and Mrs. Arthur Lewis, 217 E. Thirty-seventh Street, New York, New York 10016.” Norma picked it up, unlocked the door, and went into the apartment. It was just getting dark.

After she put the lamb chops in the **broiler**, she sat down to open the package.

Inside the carton was a push-button unit fastened to a small wooden box. A glass dome covered the button. Norma tried to lift it off, but it was locked in place. She turned the unit over and saw a folded piece of paper Scotch-taped to the bottom of the box. She pulled it off: “Mr. Steward will call on you at 8:00 p.m.”

Norma put the button unit beside her on the couch. She reread the typed note, smiling.

A few moments later, she went back into the kitchen to make the salad.

The doorbell rang at eight o'clock. “I'll get it,” Norma called from the kitchen. Arthur was in the living room, reading.

There was a small man in the hallway. He removed his hat as Norma opened the door. “Mrs. Lewis?” he inquired politely.

“Yes?”

“I’m Mr. Steward.”

“Oh, yes.” Norma repressed a smile. She was sure now it was a sales pitch.

“May I come in?” asked Mr. Steward.

“I’m rather busy,” Norma said. “I’ll get you your **whatchamacallit**, though.” She started to turn.

“Don’t you want to know what it is?”

Norma turned back. Mr. Steward’s tone had been offensive. “No, I don’t think so,” she replied.

“It could prove very valuable,” he told her.

“*Monetarily?*” she challenged.

Mr. Steward nodded. “Monetarily,” he said.

Norma frowned. She didn’t like his attitude. “What are you trying to sell?” she asked.

“I’m not selling anything,” he answered.

Arthur came out of the living room. “Something wrong?”

Mr. Steward introduced himself.

“*Oh*, the –” Arthur pointed toward the living room and smiled.

“What is that **gadget**, anyway?”

“It won’t take long to explain,” replied Mr. Steward. “May I come in?”

“If you’re selling something –,” Arthur said.

Mr. Steward shook his head. “I’m not.” Arthur looked at Norma. “Up to you,” she said. He hesitated. “Well, why not?” he said.

They went into the living room and Mr. Steward sat in Norma’s chair. He reached into an inside coat pocket and withdrew a small sealed envelope. “Inside here is a key to the bell-unit dome,” he said. He set the envelope on the chairside table.

“The bell is connected to our office.” “What’s it for?” asked Arthur.

“If you push the button,” Mr. Steward told him, “somewhere in the world someone you don’t know will die. In return for which you will receive a payment of \$50,000.”

Norma stared at the small man. He was smiling. “What are you talking about?”

Arthur asked him. Mr. Steward looked surprised. “But I’ve just explained,” he said. “Is this a practical joke?” asked Arthur. “Not at all. The offer is completely genuine.”

“You aren’t making sense,” Arthur said. “You expect us to believe –”

“Who do you represent?” demanded Norma.

Mr. Steward looked embarrassed. “I’m afraid I’m not at liberty to tell you that,” he said. “However, I assure you, the organization is of international scope.”

“I think you’d better leave,” Arthur said, standing. Mr. Steward rose. “Of course.”

“And take your button unit with you.”

“Are you sure you wouldn’t care to think about it for a day or so?” Arthur picked up the button unit and the envelope and **thrust** them into Mr. Steward’s hands. He walked into the hall and pulled open the door. “I’ll leave my card,” said Mr. Steward. He placed it on the table by the door.

When he was gone, Arthur tore it in half and tossed the pieces onto the table.

Norma was still sitting on the sofa. “What do you think it was?” she asked.

“I don’t care to know,” he answered.

She tried to smile but couldn’t. “Aren’t you curious at all?”

“No.” He shook his head.

After Arthur returned to his book, Norma went back to the kitchen and finished washing the dishes.

“Why won’t you talk about it?” Norma asked.

Arthur’s eyes shifted as he brushed his teeth. He looked at her reflection in the bathroom mirror.

“Doesn’t it **intrigue** you?”

“It **offends** me,” Arthur said.

“I know, but” – Norma rolled another **curler** in her hair – “doesn’t it intrigue you, too?”

“You think it’s a **practical joke**?” she asked as they went into the bedroom.

“If it is, it’s a sick one.”

Norma sat on her bed and took off her slippers. “Maybe it’s some kind of psychological research.”

Arthur shrugged. “Could be.”

“Maybe some **eccentric** millionaire is doing it.”

“Maybe.”

“Wouldn’t you like to know?”

Arthur shook his head.

“*Why?*”

“Because it’s **immoral**,” he told her.

Norma slid beneath the covers. “Well, I think it’s intriguing,” she said.

Arthur turned off the lamp and leaned over to kiss her. “Goodnight,” he said.

“Good night.” She patted his back.

Norma closed her eyes. Fifty thousand dollars, she thought.

In the morning, as she left the apartment, Norma saw the card halves on the table. Impulsively, she dropped them into her purse. She locked the front door and joined Arthur in the elevator.

While she was on her coffee break, she took the card halves from her purse and held the torn edges together. Only Mr. Steward’s name and telephone number were printed on the card.

After lunch, she took the card halves from her purse again and Scotch-taped the

edges together. “Why am I doing this?” she thought.

Just before five, she dialed the number.

“Good afternoon,” said Mr. Steward’s voice.

Norma almost hung up but restrained herself. She cleared her throat. “This is Mrs. Lewis,” she said.

“Yes, Mrs. Lewis.” Mr. Steward sounded pleased.

“I’m curious.”

“That’s natural,” Mr. Steward said.

“Not that I believe a word of what you told us.”

“Oh, it’s quite **authentic**,” Mr. Steward answered.

“Well, whatever –” Norma swallowed. “When you said someone in the world would die, what did you mean?”

“Exactly that,” he answered. “It could be anyone. All we guarantee is that you don’t know them. And, of course, that you wouldn’t have to watch them die.”

“For \$50,000,” Norma said.

“That is correct.”

She made a scoffing sound. “That’s crazy.”

“Nonetheless, that is the proposition,” Mr. Steward said. “Would you like me to return the button unit?”

Norma stiffened. “*Certainly not.*” She hung up angrily.

The package was lying by the front door; Norma saw it as she left the elevator. Well, of all the nerve, she thought. She glared at the carton as she unlocked the door. I just won’t take it in, she thought. She went inside and started dinner.

Later, she went into the front hall. Opening the door, she picked up the package and carried it into the kitchen, leaving it on the table.

She sat in the living room, looking out the window. After a while, she went back into the kitchen to turn the cutlets in the broiler. She put the package in a bottom cabinet. She’d throw it out in the morning.

“Maybe some eccentric millionaire is playing games with people,” she said.

Arthur looked up from his dinner. “I don’t understand you.”

“What does *that* mean?”

“*Let it go,*” he told her.

Norma ate in silence. Suddenly, she put her fork down. “Suppose it’s a genuine offer?” she said.

Arthur stared at her.

“*Suppose it’s a genuine offer?*”

“All right, suppose it is?” He looked incredulous. “What would you like to do? Get the button back and push it? *Murder* someone?”

Norma looked disgusted. “*Murder.*”

“How would you define it?”

“If you don’t even *know* the person?” Norma said.

Arthur looked astounded. “Are you saying what I think you are?”

“If it’s some old Chinese peasant ten thousand miles away? Some diseased native in the Congo?”

“How about some baby boy in Pennsylvania?” Arthur countered. “Some beautiful little girl on the next block?”

“Now you’re loading things.”

“The point is, Norma,” he continued, “what’s the difference who you kill? It’s still murder.”

“The point *is*,” Norma broke in, “if it’s someone you’ve never seen in your life and never *will* see, someone whose death you don’t even have to *know* about, you *still* wouldn’t push the button?”

Arthur stared at her, appalled. “You mean *you would*?”

“Fifty thousand dollars, Arthur.”

“What has the amount –”

“*Fifty thousand dollars*, Arthur,” Norma interrupted. “A chance to take that trip to Europe we’ve always talked about.”

“Norma, no.”

“A chance to buy that cottage on the Island.”

“Norma, *no*.” His face was white.

She shuddered. “All right, take it easy,” she said. “Why are you getting so upset? It’s only talk.”

After dinner, Arthur went into the living room. Before he left the table, he said, “I’d rather not discuss it anymore, if you don’t mind.”

Norma shrugged. “Fine with me.”

She got up earlier than usual to make pancakes, eggs, and bacon for Arthur’s breakfast.

“What’s the occasion?” he asked with a smile.

“No occasion.” Norma looked offended. “I wanted to do it, that’s all.”

“Good,” he said. “I’m glad you did.”

She refilled his cup. “Wanted to show you I’m not –” She shrugged.

“Not what?”

“Selfish.”

“Did I say you were?”

“Well” – she gestured vaguely – “last night...”

Arthur didn’t speak.

“All that talk about the button,” Norma said. “I think you – well, misunderstood me.”

“In what way?” His voice was guarded.

“I think you felt” – she gestured again – “that I was only thinking of myself.”

“Oh.”

“I wasn’t.”

“Norma –”

“Well, I *wasn’t*. When I talked about Europe, a cottage on the Island –”

“Norma, why are we getting so involved in this?”

“I’m not involved at all.” She drew in a shaking breath. “I’m simply trying to indicate that –” “*What?*”

“That I’d like for *us* to go to Europe. Like for *us* to have a cottage on the Island. Like for *us* to have a nicer apartment, nicer furniture, nicer clothes, a car. Like for us to finally have a *baby*, for that matter.”

“Norma, we will,” he said.

“*When?*”

He stared at her in dismay. “Norma –”

“*When?!?*”

“Are you” – he seemed to draw back slightly – “are you really saying –”

“I’m saying that they’re probably doing it for some research project!” she cut him off. “That they want to know what average people would do under such a circumstance! That they’re just *saying* someone would die, in order to study reactions, see if there’d be guilt, anxiety, whatever! You don’t really think they’d *kill* somebody, do you?!”

Arthur didn’t answer. She saw his hands trembling. After a while, he got up and left.

When he’d gone to work, Norma remained at the table, staring into her coffee. I’m going to be late, she thought. She shrugged. What difference did it make?

While she was stacking dishes, she turned **abruptly**, dried her hands, and took the package from the bottom cabinet. Opening it, she set the button unit on the table. She stared at it for a long time before taking the key from its envelope and removing the glass dome. She stared at the button. How ridiculous, she thought. All this **furor** over a meaningless button.

Reaching out, she pressed it down. For *us*, she thought angrily.

She shuddered. Was it *happening*? A chill of horror swept across her.

In a moment, it had passed. She made a **contemptuous** noise. *Ridiculous*, she thought. To get so worked up over nothing.

She threw the button unit, dome, and key into the wastebasket and hurried to dress for work.

She had just turned over the supper steaks when the telephone rang. She picked up the receiver. “Hello?”

“Mrs. Lewis?”

“Yes?”

“This is the Lenox Hill Hospital.”

She felt unreal as the voice informed her of the subway accident – the **shoving** crowd, Arthur pushed from the platform in front of the train. She was conscious of shaking her head but couldn’t stop.

As she hung up, she remembered Arthur’s life-insurance policy for \$25,000, with double indemnity for – “No.” She couldn’t seem to breathe. She struggled to her feet and walked into the kitchen numbly. Something cold pressed at her skull as she removed the button unit from the wastebasket. There were no nails or screws visible. She couldn’t see how it was put together.

Abruptly, she began to smash it on the sink edge, pounding it harder and harder, until the wood split. She pulled the sides apart, cutting her fingers without noticing. There were no transistors in the box, no wires or tubes.

The box was empty.

She whirled with a gasp as the telephone rang. Stumbling into the living room, she picked up the receiver.

“Mrs. Lewis?” Mr. Steward asked.

It wasn’t her voice **shrieking** so; it couldn’t be. “*You said I wouldn’t know the one that died!*”

“My dear lady,” Mr. Steward said. “Do you really think you knew your husband?”

By Richard Matheson

(2181 wds)

GLOSSARY:

broiler *n.* the part of a stove used for broiling

watchamacallit *n.* (Informal) something whose name or specific designation is not known, from what-you-may-call-it

monetarily *adj.* of money

gadget *n.* device; an ingenious mechanism

thrust *v.* to push or drive with force; shove

intrigue *v.* plan in a secret way; plot scheme

offend *v.* insult one’s moral values

curler *n.* a device for curling one’s hair

practical joke a joke whose humor stems from the tricking or abuse of an individual placed somehow at a disadvantage

eccentric *adj.* odd; peculiar

immoral *adj.* violating one’s sense of ethics

authentic *adj.* worthy of acceptance; true

abruptly *adj.* (to move) suddenly, unexpectedly

furor *n.* wild enthusiasm or excitement craze; mania

contemptuous *adj.* feeling or showing disapproval or disgust

shoving pushing strongly

shriek *v.* to let out a loud, shrill cry

TRUE-FALSE

Some of the statements below are true and some are false. Choose the false statements and tell why they are incorrect.

- T F 1. Norma found the carton in front of her door as she arrived home.
- T F 2. Norma believed that Mr. Steward was a salesman.
- T F 3. Mr. Steward took out a key and opened the box for Norma and Arthur.
- T F 4. Arthur and Norma have the same reaction to Mr. Steward's proposition.
- T F 5. Norma could not resist calling Mr. Steward back.
- T F 6. Norma did not agree with Mr. Steward to have the button unit brought back.
- T F 7. Arthur said he believed that Mr. Steward's offer was a genuine one.
- T F 8. Norma wants Arthur to understand that she is interested in the proposition because the money would help the two of them.
- T F 9. Arthur could accept participating along with Norma if they were part of a research project.
- T F 10. Norma called Mr. Steward after she learned of Arthur's death.

Key: 1. T; 2. T; 3. F; 4. F; 5. T; 6. T; 7. F; 8. T; 9. F; 10. F

MEANING FROM CONTEXT

Choose the meaning that is closest to the meaning in the context of the story. Look for clues to help you guess correctly.

- | | |
|-------------------|--------------------|
| 1. <i>shudder</i> | 4. <i>stack</i> |
| a. avoid | a. break |
| b. sob | b. pile |
| c. tremble | c. dry |
| 2. <i>dismay</i> | 5. <i>abruptly</i> |
| a. disappointment | a. happily |
| b. disagreement | b. slowly |
| c. dismissal | c. suddenly |
| 3. <i>scope</i> | 6. <i>slipper</i> |
| a. range | a. shoe |
| b. spy | b. glove |

c. area

c. pajamas

Key: 1. c; 2. a; 3. a; 4. b; 5. c; 6. a

SYNONYMS AND ANTONYMS

Below are words from the story, each followed by a group of synonyms and antonyms. Decide which are synonyms and which are antonyms by referring to the context the word is used in. Write S for synonyms and A for antonyms

1. *repress*:

restrain, liberate, suppress, prohibit, emancipate, release, loosen

2. *authentic*:

fallacious, genuine, legitimate, erroneous, untrustworthy, valid, orthodox, controvertible

3. *eccentric*:

abnormal, conventional, peculiar, ordinary, common, irregular, queer, bizarre, typical

4. *incredulous*:

skeptical, unbelieving, gullible, trustful, suspicious, inconvincible, simple, deceivable

5. *numb*:

insensible, sensitive, conscious, unfeeling, dead, acute, dull, responsive, sharp, perceptive

Key:

1. S, A, S, S, A, A, A

2. A, S, S, A, A, S, S, A

3. S, A, S, A, A, S, S, S, A

4. S, S, A, A, S, S, A, A

5. S, A, A, S, S, A, S, A, A, A

WHAT IS YOUR UNDERSTANDING?

1. What do you think there was about Mr. Steward's "tone" and "attitude" that Norma found offensive.

2. What kind of psychological research project might use the technique proposed by Mr. Steward? Have you ever heard of this kind of research? In your opinion, would this be an acceptable method to study human psychology?

3. Do you believe that Norma pushed the button "for us" – that is, to benefit her husband and herself? Why?

4. Explain the significance of Arthur's life-insurance policy.

WHAT IS YOUR INTERPRETATION?

1. What does Norma's comment about "Chinese peasants" and "diseased natives" reveal about her character?
2. Do you think most people would agree with Norma's assertion that the death of someone you have "never seen...never will see...don't even have to know about" is not important to you? How much do people care about the suffering of those whom they will never know?
3. How would you summarize the author's point about human nature as expressed in this story?

Lesson 6

Topic: Healthy mind and healthy life

Warm-up

Ask participants to read the quote and discuss the questions. Elicit random answers.

Handout

Read the following quote and answer the questions:

"Your diet is a bank account. Good food for choices are good investments"
Bethenny Frankle

1. What do you think this quote means?
2. Do you eat as healthy as you should? Why ? Why not?
3. How many portions of fruit and vegetables do you eat a day?
4. Do you ever find yourself eating snacks between meals?
5. What things could you do to improve your diet? Write down a few ideas.

Task 1

Say participants that they will watch the video and ask them to look through the tasks.

When they are ready play the video.

After finishing, ask participants to compare the answers in pairs. Check the answers with the whole group.

Handout

- Watch a video to see how many tips for eating a healthier diet you can pick out. Think about the suggestions made in the video. Make a note of any that might help you to eat a more balanced diet.
 - Watch the video for a second time, and listen to find the answers for the questions below.
1. Which type of food is the least healthy choice?

- a. Fresh food
 - b. Canned food
 - c. Frosen food
2. True false or don't know?" "Low-fat" or "zero – calorie" food are healthy food choice.
- a. True
 - b. The video doesn't say
 - c. False
3. How many portions of fruit and vegetables you should eat a day , at minimum?
4. Which of these is not an official serving size?
- a. A large apple
 - b. half a cup of raw carrots
 - c. A cup of cooked cabbage
5. People who multitask while eating tend to eat less.
- a. True
 - b. False
 - c. The video doesn't say

Task 2 Group Story writing

Arrange groups of four-five and ask them to create the story according to the pictures

Handout

Create a story (≈150 words) based on the pictures. Try to describe people's emotions and thoughts throughout the story.

- How do the lifestyle, and environment influence on the healthy life?





Ask groups to present their stories and choose the one they like most.

Task 3 – Speaking about the differences

Invite groups to discuss the differences in cultivating the vegetables. Notice them to use helpful phrases.

Handout

Describe each of the pictures in as much detail as possible. Compare the two situations represented in the pictures and then answer the questions below.

Useful phrases:

Compared to, conversely, similarly, while,
likewise....



Questions

1. How are the people in the pictures cultivating vegetables?
2. Which of these two approaches do you think is easier?
3. What are the health impacts of each of these types of vegetables?
4. Why would you say these two people are growing vegetables in such different ways?
5. What are the advantages and disadvantages of these two types of growing vegetable

Task 4 –

Ask participants to do matching task and read the text to compare their answers within the text.

Then, ask participants to read the text again and answer the questions.

Elicit answers from the groups.

Answer Keys: Task 4 Matching task

| | |
|------------------|----------------------------------|
| 1. pivotal | f. crucial |
| 2. consequently | d. as a result of something |
| 3. skyrocket | e. to rise extremely quickly |
| 4. predominantly | g. usually or mainly |
| 5. substitute | a. a replacement for something |
| 6. credence | c. belief that something is true |
| 7. adage | b. a general truth |

Match the words with their definitions

| | |
|-------------------|----------------------------------|
| 8. pivotal | a. a replacement for something |
| 9. consequently | b. a general truth |
| 10. skyrocket | c. belief that something is true |
| 11. predominantly | d. as a result of something |
| 12. substitute | e. to rise extremely quickly |
| 13. credence | f. crucial |
| 14. adage | g. usually or mainly |

Read the article about food and check your answers to matching task

Food plays a pivotal role in human life. Maintaining good and proper health depends, among other things, on the food we consume each day. Consequently, it is imperative that we consider the nutritional value of the food we regularly eat. Fast food consumption has skyrocketed in the past few decades in comparison to home cooked meals. This has led to an increased prevalence of numerous health problems - predominantly those associated with being overweight.

The food we eat is often influenced by culture as well. While the jury is still out, many people consider the Mediterranean diet to be the healthiest there is. In addition to improving cardiac health, the Mediterranean diet is associated with a reduced incidence of cancer and Alzheimer's disease. This diet involves:

- Eating poultry and fish at least a couple of times each week.
- The use of herbs and spices as a substitute for salt (to add flavor to food).
- Eating an abundance of whole grains, fruit, and vegetables.
- Limiting red meat consumption (to no more than several times a month).

- Replacing butter with olive and canola oils.

The problem of healthy nutrition is a crucial issue nowadays and it requires a high level of awareness of humans' basic needs. Therefore, we must give credence to the old adage: "You are what you eat!"

Answer the following questions on the text

1. Has fast food consumption increased or decreased in the past few decades?
2. What diet do many people consider to be the healthiest?
3. What old adage does the article encourage us to give credence?
4. Make a brief summary of the article. Focus on the main topic and consider which pieces of information are most important. Make sure you include details such as:
 - what the article is about,
 - who is mentioned in it,
 - where and when the events took place, and
 - how and why they happened

Closure:

Invite volunteers to report what useful tips they learned from the lesson

How the lifestyle, environment and the food influence on the human's health

Lesson 7

Topic: Education - Disillusioned Bankers Quit the City for the Rewards of Teaching Science

Warmer:

Ask participants to answer the questions in Warmer activity.

Elicit answers after each question and explain that in Britain, when someone talks or writes about the City they are referring to the City of London and, in particular, its banking and financial sector.

Answer Keys:

- | | |
|-----|---------------|
| 1. | quit |
| 2. | opt |
| 3. | trading floor |
| 4. | palatable |
| 5. | compensate |
| 6. | stockbroker |
| 7. | lucrative |
| 8. | pledge |
| 9. | recruit |
| 10. | mature |
| 11. | reasonable |
| 12. | rewarding |

Handout

Write your answers to the following questions:

- a) How do people feel when they are disillusioned?
- b) Why do you think British bankers are feeling disillusioned?

Note: In Britain, when someone talks or writes about the City they are referring to the City of London and, in particular, its banking and financial sector.

Key words

Find the key words in the article.

1. To leave a job or stop doing something. _____ (title)
2. A verb meaning to make a decision from a choice of possibilities.
_____ (para 1)
3. A place where traders or stock brokers meet to buy and sell. _____ (para 3)
4. When something is acceptable or to your liking, it is _____. (para 4)
5. A verb meaning to make up for the loss of something else. _____ (para 4)
6. Someone whose job it is to buy and sell shares for other people.
_____ (para 5)
7. When something is _____, it brings in a lot of money. (para 7)
8. A verb meaning to publically promise. _____ (para 9)
9. A noun meaning a new member of a company or organization.
_____ (para 11)
10. An adjective meaning older, but in a positive way. _____ (para 11)
11. An adjective meaning fairly good, but not great. _____ (para 12)
12. When something is _____, it gives you satisfaction and/or pleasure. (para 14)

Find the information

Ask participants to read the article individually and complete the task.

Pair up the participants and ask them to share their answers.

Check the answers with the whole group.

Answer Keys:

1. Because the salaries are very much higher in the financial sector.
2. Business analysts, investment bankers and IT experts.
3. Chemistry, physics, biology and mathematics.
4. To spend more time at home with her family and to feel better in herself.
5. Offering good salaries – higher than for other subjects.
6. Fewer students have been inspired (by their own teachers) to study science subjects at university and so there have been fewer graduates.
7. Test tubes and Bunsen burners.
8. Credit crunch.
9. Silver lining.

10. Maternity leave.

Handout

Read the article and find the information.

1. Why have science graduates been working in the financial sector instead of in schools?
2. What sort of positions have science graduates been taking up in the City?
3. Which four school subjects have suffered in the recent past from lack of good teachers?
4. Why is Elizabeth Baldwin leaving the City and becoming a teacher?
5. What are the British government doing to encourage science graduates to become teachers?
6. Why, in the past years, have there been fewer scientifically trained people available to work for British industry?
7. Which two common pieces of science laboratory equipment are mentioned in the article?
8. Find the two-word term which describes the current financial situation.
9. Complete this saying, which means that something good is behind everything that at first seems to be bad, with words from the article: Every cloud has a _____.
10. Find a two-word expression for the time a woman takes off work when she has a baby.

DISILLUSIONED BANKERS QUIT THE CITY FOR THE REWARDS OF TEACHING SCIENCE

Hundreds of university graduates are moving from finance to education

Robin McKie, science editor

1. The thrill of City life appears to be fading for hundreds of investment bankers who are preparing to turn their back on the financial sector and opt for a career in science teaching.
2. The Training and Development Agency for Schools (TDA) has revealed that inquiries about science teaching posts rose by a third last September compared with the same month in 2007. The agency has revealed that formal applications for science teaching posts have reached record levels and that further significant rises are expected next year due to the world financial crisis. Many of those applicants are coming from the City, it says.
3. Among those swapping the trading floor for the school laboratory is Elizabeth Baldwin. The 44-year-old worked for almost 20 years for major banks, including Merrill Lynch and Lehman Brothers, until she found, a few months ago, that the excitement of the job was disappearing.

4. "I had just had my second child, Thomas, and the thought of going back to the City became less and less palatable," she said. "The high pay no longer compensated for the long hours and lack of social life."
5. So the business analyst – who has a degree in chemistry and biology from King's College London – quit and is now applying to join a training course to become a science teacher. The City is a major employer of science graduates. As it cuts back on jobs, and as more people like Baldwin become disillusioned with the financial sector, the numbers of science teachers are set to soar as stockbrokers and analysts quit their Ferraris and stock options for test tubes and Bunsen burners, say experts.
6. "There is no doubt that the credit crunch has a huge silver lining in terms of science education in Britain," said Graham Holley, the agency's chief executive. "It is going to do a great deal of good for the teaching of chemistry, physics and biology."
7. Science teaching has been a cause of considerable concern for education experts for decades. The City has attracted large numbers who are employed, often with lucrative salaries, as business analysts and IT experts. As a result, fewer graduates with top degrees have become teachers. Physics, chemistry, biology and mathematics classes have suffered and fewer children have been inspired to take up science.
8. Because of this, fewer graduates has meant fewer scientifically trained people available to work for British industry – and not enough good graduates available to become teachers.
9. The British government pledged years ago to halt this trend and has introduced a number of ways of doing so, including increased salaries for science teachers compared with those in other subjects.
10. A total of 3,114 science trainees entered colleges during the academic year 2008-09, a rise of 2.5 per cent on the previous year. "That is the highest number of science teachers since the TDA began 13 years ago," said Holley.
11. Most of these new recruits have been encouraged by schemes that ensure that salaries start at around £24,000 for science teachers, and can eventually rise to £50,000 for more mature teachers, according to the TDA.
12. It is a reasonable reward, but it certainly does not match what a science graduate can earn in the City, Baldwin stressed.
13. "I will be earning a third of what I would have got had I stayed in the City," she said. "But money is not everything. Instead of going to work early and leaving very late, I will get a chance to come home and be with my boys, Matthew and Thomas."

14. "My father was a teacher, so I know what to expect and what I will get out of the job. I know teaching won't be easy, but I know as well that it can be very rewarding."

Vocabulary: The language of graphs

Invite participants to focus on the language of the task by doing task on vocabulary.

- a) by; on; of; to
 - b) significant rises; soar; increased salaries; earning a third of; fewer graduates; reached record levels
- c) Ask participants to use some of the vocabulary to write the description of one of the following by sketching a graph and explaining it to another participant.
- fuel/oil prices
 - the housing market
 - the annual rainfall or temperatures in your country
 - the rise and fall of your enthusiasm for learning English over the years

Handout

- a) Put the missing prepositions into these expressions from the article.
- ... rose _____ a third.
 - ... cut back _____ jobs.
 - ... a rise _____ 2.5%
 - ... can eventually rise _____ £50,000
- b) Which other expressions can you find for describing graphs and trends? Write your answer.
- c) Use some of the vocabulary to write the description of one of the following by sketching a graph and explaining it to another student.
- fuel/oil prices
 - the housing market
 - the annual rainfall or temperatures in your country
 - the rise and fall of your enthusiasm for learning English over the years

Writing task: Change of career

In your own words, explain Elizabeth Baldwin's personal situation and the reasons for her career change.

Do you know anyone who has made a dramatic change in their career?

Would you like to change your career path? Why / Why not?

Lesson 8

Topic: Education - Pupils React to French Phone Ban

Warmer: Write your answers to the following questions:

Ask participants to write their answers to the questions.

- What do you predominantly use your phone for?
- What do you think 11–16-year-olds mostly use their phones for?

Task 1

Ask participants match the key words with the definitions. Then, find them in the article to read them in context.

Answers:

1. jingle
2. detox
3. freaked out
4. bother
5. patchy
6. reflex
7. high-income
8. adamant
9. manifesto
10. monumental

Match the key words with the definitions. Then, find them in the article to read them in context.

Monumental adamant jingle credit detox high-income
freaked out sought manifesto bother patchy reflex

1. a short piece of music that is easy to remember _____
2. reduce the time that you use or do something that is addictive _____
3. angry, surprised, excited or frightened _____
4. make you feel annoyed, worried or upset _____
5. existing in some places but not in other places _____
6. a movement that your body makes without you thinking about it _____
7. having a lot more money than the average _____
8. determined not to change your belief or decision about something _____

9. a formal statement expressing the aims and plans of a group or organization, especially a political party _____
10. very significant _____
11. tried to do or get something _____
12. recognition for something you have done or achieved _____

Task 3

Ask participants to read the text and answer the questions using information from the article.

Answers:

1. all state middle schools in France
2. playing cards, reading, talking
3. Pupils are more ready and willing to start lessons on time and there is more social interaction and empathy between children.
4. Children's phones were already banned in classrooms (except for teaching purposes) and there had been so much in the media about the ban that they were well prepared.
5. Phones can still be used in the classroom to support the content of lessons. Going against digital would be like trying to hold schools back.
6. Snapchat, Instagram, watching shows on Netflix, looking at photos, listening to music, to add to their conversations with friends

PUPILS REACT TO FRENCH PHONE BAN

'It's pretty easy to talk instead': pupils react to French phone ban
Students and teachers on the new law aimed at detoxing teenagers from their screens

Angelique Chrisafis, 7 September, 2018

1. At the end of lessons at Claude Debussy middle school in Paris, a classical music jingle played instead of a bell and teenagers poured out of the gates. Several 13-year-olds quickly reached into their bags to check their mobile phones, which had been switched off for eight hours.
2. Children's phones have now been banned from all state middle schools in France under a new law that President Emmanuel Macron said would help detox teenagers from their screens.
3. "I thought I would be freaked out but it has been fine," said one 13-year-old girl, who got an iPhone when she was 11. "I left my phone in my bag all day and I was surprised to find it didn't bother me. Normally, I'd be on Snapchat and Instagram. But my friends are here at school so it's pretty easy to just talk instead."
4. She said she would probably use her phone more at home. "My parents don't set rules on phone use but I've made my own rule: I don't check my phone after 11.30pm on a school night."
5. Her friend, also 13, said she liked using her phone for watching shows on Netflix but the school connection was always too patchy for that so she used

- to look at photos and listen to music at break time. “I haven’t found it hard to ignore my phone this week,” she said. “But there is still a physical reflex sometimes to reach for it and get it out.”
6. The school in Paris’s 15th arrondissement – where 460 pupils aged 11 to 15 come from a mix of high-income backgrounds and poorer families – prepared for the law by introducing phone-free Mondays last term.
 7. Previously, staff had noticed that children at break time would mostly be standing in the playground looking at their phones.
 8. “About four or five weeks into our phone-free Monday experiment, we saw children bringing packs of cards into school to play in break time,” said the headteacher, Eric Lathière. “We hadn’t seen cards at school for years. Children brought books in to read and pupils stood around chatting far more than they had before.”
 9. He said he approved of the new law: “It’s about educating people on phone addiction – and not just children; adults, too. Any moment in the day when you can try to do something without a phone requires an effort but it’s a habit worth forming.”
 10. He was adamant, however, that the ban should not be seen as anti-technology. “We can’t go against digital; that would be like trying to keep schools back from the evolution of society. It’s about education around tech use.”
 11. The centrist Macron made banning phones in schools part of his election manifesto not long after the New York City mayor, Bill de Blasio, did the opposite, overturning a ban on phones in state schools in 2015, saying parents wanted to keep in touch with their children.
 12. The French education minister has called the ban a detox law for the 21st century, saying teenagers should have the right to disconnect. Children’s phones were already banned in classrooms – except for teaching purposes – but under the new law, they are banned everywhere inside the gates, including playgrounds and canteens. The French senate expanded this to allow high schools to ban phones if they choose but few, if any, are expected to do so. Many suggest 18-year-old pupils with the right to vote can make their own decision on phones.
 13. Frédérique Rolet, the secretary general of the SNES-FSU teaching union, said the first week of the ban appeared to have gone smoothly but stressed the law wasn’t a monumental change: 60% of state middle schools had already decided in recent years to ban phones from playgrounds.
 14. “The education minister sought to appeal to parents, saying he was aware of the problem of

phone addiction,” she said. “But there are other important problems, such as growing class sizes, job cuts and the lack of teaching staff, which also need to be talked about.”

15. Schools that had previously banned phones said they had noticed more social interaction and empathy between children, and a readiness to learn at the start of lessons.
16. Jean-Noël Taché, the headteacher of a middle school with 800 pupils in a small town in rural Aveyron, has just introduced the phone ban. “There had been so much media talk about it that pupils and families were well prepared,” he said. “It’s as if children not using their phones at school has simply become habit.”
17. Previously, his pupils could use their phones at break time. “But we’d noticed that little by little, the phone use was moving from the playground into the hall, then into the corridors, the lunch queues, outside the classroom door. Pupils weren’t making calls; they were sending messages, playing on or looking at their phone – it was like it had become an extension of their hand.”
18. In Paris, Michèle Bayard, a modern literature and language teacher, said she hadn’t noticed pupils complaining about the ban. “This could bring a focus on new activities and interaction.”
19. But at the school gate, a 14-year-old girl felt more credit should be given to teenagers. “There is this idea that our generation can’t concentrate or has lost the ability to socialize. That’s not true,” she said. “When I’m with friends, showing them a picture on my phone or looking something up just adds to our conversation. It’s a shame that I can’t do that inside school anymore.”

© Guardian News and Media 2018
First published in *The Guardian*, 07/09/18

Comprehension check

Answer these questions using information from the article.

1. In which schools has the ban on phones already come into place?
2. What did teachers notice the pupils doing instead of looking at their phones?
3. What further benefits have teachers noticed?
4. Why didn’t the ban take pupils and their parents by surprise?
5. Why should the ban not be seen as an anti-technology measure?
6. What do the pupils in the article say that they usually use their phones for?

Task 4

Ask participants to work on the tasks concerning the job titles. Invite participants to give the answers

Answer Keys:

- a) 1. president
2. headteacher
3. mayor
4. minister
5. secretary general

b.

1. Emmanuel Macron, president of France
2. Eric Lathière, headteacher at Claude Debussy middle school, Paris; Jean-Noël Taché, headteacher in a middle school in Aveyron
3. New York City mayor, Bill de Blasio
4. the French education minister
5. Frédérique Rolet, the secretary general of the SNES-FSU teaching union

Handout

Job titles

a. Find job titles in the article that describe these jobs.

1. the political leader of a country that does not have a king or queen
2. a teacher who is in charge of a school
3. the most important elected official in a town or city
4. an official in charge of a government department
5. an official in charge of a large organization such as a trade union

b. Who do these job titles specifically relate to in the article?

1. _____
2. _____
3. _____
4. _____
5. _____

Word focus

- a. Underline 14 uses of the word *ban*, both as a verb and a noun, in the article.
- b. Now, underline the main part of the phrase that contains the word *ban*. For example, for the first two occurrences, this would be ‘*French phone ban*’ (from the headline) and ‘*Children’s phones have now been banned*’ (para 2).
- c. Summarize the article, using as many of the phrases from **task b** as you can.

b. (suggested answers)

1. French phone ban
2. children’s phones have now been banned
3. the ban should not be seen as anti-technology
4. banning phones in schools
5. overturning a ban on phones
6. has called the ban a detox law
7. already banned in classrooms
8. are banned everywhere inside the gates
9. allow high schools to ban phones
10. first week of the ban
11. ban phones from playgrounds
12. schools that had previously banned phones
13. just introduced the phone ban
14. complaining about the ban

Writing task: Write your answers to these questions, giving reasons for your answers.

Invite participants to write their answers to the questions, giving reasons for their answers

- At what age do you think children should get their own smart phone?
- Why do you think parents buy phones for their children?
- Should phones be banned from schools?
- Should phones be banned from universities and colleges?
- Who do you think should decide when and where children use their phones?
- Where else would you like to see a restriction or ban on the use of phones?

Lesson 9

Topic: Mass Media - Journal vs. Magazine Article

Warm-up

Prepare series of magazines and journals for participants to work with.

Write on the board:

Magazine article

Journal Article

Ask participants to brainstorm as many ideas as possible related to each section.

Write participants' responses under each title.

Task 1

Get participants into pairs

Distribute text about "Magazines vs Journals" to each pair.

Ask them to draw a Venn Diagram in their notebooks and ask them to fill in it while reading the text.

Magazines vs Journals

A magazine is a periodical aimed at the general public, which contains news, opinion and personal narratives. Journals are scholarly periodicals aimed at researchers or specialists.

One can come across many differences between a journal and a magazine. Most people easily understand the articles in a magazine where as only those who know the subject that is being discussed understand the articles in a journal.

While a journal contains original research articles, magazines contain articles pertaining to current events or general interest topics. The articles in a journal contain an abstract and a bibliography. But a magazine article does not come up

with abstracts and bibliographies. When journals contain elaborate write ups and provide in-depth knowledge of the topic, the articles in a magazine are brief and gives broad overviews of the topic written.

Coming to the publication, journals are published monthly or quarterly and magazines are published weekly or monthly.

When one compares the authors of a journal and a magazine, the former gives authors credentials and the later may or may not name the writer. Though a writer in a magazine could be a professional, he may or may not be an expert of the subject that he handles.

The language used in both the journal and magazine is also different. The language of journals is aimed mainly at the scholarly people with special terminology and jargons. A prior knowledge is required to understand the language used in journals. On the other hand, the language used in a magazine is understandable to every one. They are written in very simple language keeping in mind both the scholarly and the common man.

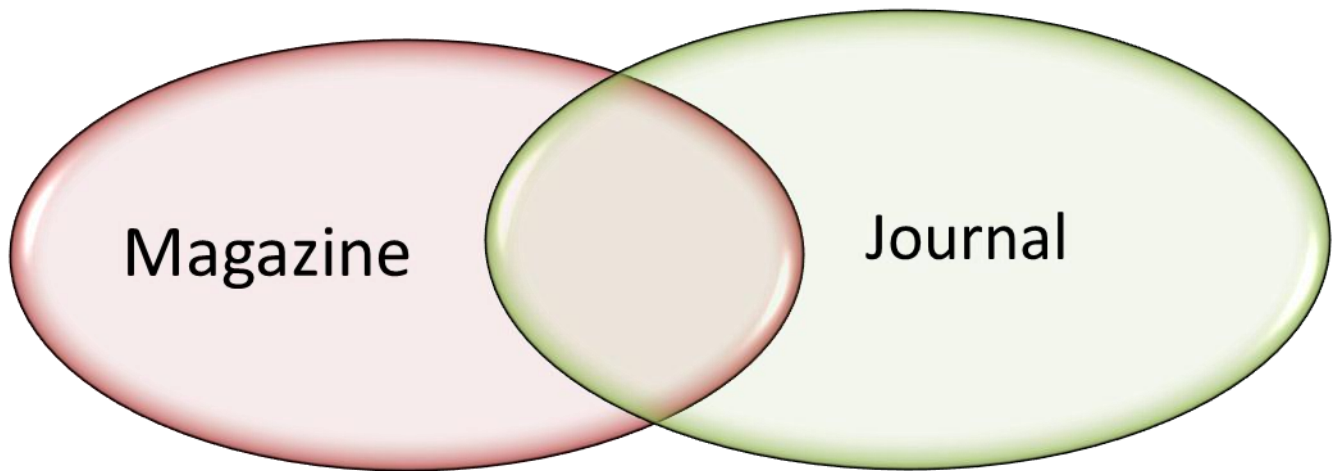
A jury of experts always reviews a journal article before it is published. But the articles in a magazine are generally reviewed or edited by the staff editors and not by experts.

One can also come across difference in the lay out. An article in a journal begins with an abstract of the contents. It contains conclusion, bibliography, charts, graphs, but rarely contains photographs. Meanwhile, magazines have eye-catching articles, including illustrations and photographs. While the journals cite sources, the magazines rarely come up with such a thing.

When magazines are profit making, the journals are meant for research purposes. As such the journals have only a few advertisements while magazines will have extensive advertisements, which are their source of income.

Prabhat S. "Difference Between Journal and Magazine." DifferenceBetween.net. October 7, 2009. <http://www.differencebetween.net/object/difference-between-journal-and-magazine/>

When participants finish, draw the Venn Diagram on the board and invite one pair to fill



in it.

Ask participants to summarise the text.

Answer Key: Summary

1. A magazine is a periodical aimed at the general public and Journals are scholarly periodicals aimed at researchers or specialists.
2. A journal contains original research articles. But a magazine contains articles pertaining to current events or general interest topics.
3. Coming to the publication, journals are published monthly or quarterly and magazines are published weekly or monthly.

Task 2 – Working with a journal article

Prepare an article from professional journals related to teaching and learning (take from FORUMS, local journals (be sure that the article is error free).

Distribute the chart and an article to each participant

Ask participants to read and fill in the chart below

Analyzing a Journal Article

Please read the assigned journal article and answer the following questions.

Journal article title:

| | |
|--|--|
| Step 1. What is the purpose/ hypothesis/ aim/ objective of the study? | |
| a. Write down the exact statement in which the authors describe what they were testing/studying. (Hint: This information may be provided in the article as a purpose statement or as a hypothesis). Include quotation marks around the exact wording, and indicate page number(s). | |
| b. Now describe the purpose of the study (as you understand it) in your own words. | |
| c. What was the “gap” in the research that the authors were trying to fill by doing their study? | |
| Step 2. What is/are the major finding(s) of the study? | |
| a. Make some notes about the authors’ major conclusions or findings as written in the article. Include quotation marks whenever you use their exact wording, and indicate page number(s). | |
| b. Now write those conclusions (as you understand them) in your own words. | |
| Step 3. How did the authors test their hypothesis? | |
| a. Briefly summarize the main steps or measurements that the authors used in their methods. Try to explain in your own words as much as possible. | |
| b. Do the authors suggest any problems or limitations with their methodology? Do you see any problems or limitations with their methodology? | |
| c. How did the authors analyse their data? What test/s did they use? | |
| Step 4. How reliable are the results? | |
| a. Do the authors suggest any problems with the study that could lead to unreliable results? | |

| | |
|---|--|
| Step 5. Based on your analysis, are the claims made in this journal article accurate? | |
| a. Do the conclusions made (about the results) by the author make sense to you? Are the conclusions too broad or too narrow based on what was actually done in the study? | |
| b. Based on the accuracy of the methodology and the reliability of the results as described in Steps 3 and 4, do you think the conclusions can be believed? | |
| Step 6. What is the importance of this scientific work? | |
| a. Write (in your own words) the significant contributions of the experimental work in this journal article as reported by the authors. | |
| b. Re-read your notes and explain why you think this is a strong or weak scientific article | |

Get participants share their findings with each other and prepare a report to present to the whole class.

Invite groups present their reports.

Task 3 – Quiz

Time 5 min

Distribute the quiz to each participant and ask them to complete the tasks.

Check the answers together, comment where necessary

Quiz

Analysing a Journal

1. In order, what are the common elements found in a scholarly journal article?
 - a. Abstract, methods, results, discussion, summary, acknowledgements, references
 - b. Abstract, introduction, methods, results, discussion, narrative, explanation, acknowledgements, references
 - c. Introduction, Abstract, methods, results, summary and conclusion, discussion, acknowledgements, references
 - d. Abstract, introduction, methods, results, discussion, summary and conclusion, acknowledgements, references
 - e. Introduction, Abstract, discussion, summary and conclusion, acknowledgements, references

2. Why is it important to read the abstract of a scholarly journal article first?
 - a. The article explains the data gathered from the research, so it clarifies that information for you.
 - b. This section is close to the article's beginning and will explain what type of research the author did and what participants were supposed to do.
 - c. The abstract explains the results listed in charts and tables and helps you understand how specific conclusions were made.
 - d. The abstract is the summary of the article and it helps you decide if it's relevant to what you're researching and tells you what the article will be focused on.
 - e. None of the answers listed
3. In a scholarly journal article, why don't you want to skip over the references section and any footnotes listed?
 - a. They show you that the article is a valid source and shows that no other research needs to be done on that particular subject.
 - b. They can provide you with contrasting data which allows you to compare and contrast information found.
 - c. The footnotes clarify information found in the abstract and the references show the reader the sources used before explaining the research conducted.
 - d. They can provide you with other resources to learn more from. Scholarly journal articles aren't just about stating what was learnt; they aim to continue learning and research process for everyone.
 - e. The references show the sources used and footnotes pose questions to the reader to encourage further research.

Journal Article Characteristics

4. Which of the following best defines what a journal article is?
 - a. Articles from popular magazines
 - b. Articles with the academic focus, written by and for experts in a particular field.
 - c. Articles from newspapers
 - d. None of the answers are correct.
5. What does 'peer-reviewed' mean?
 - a. When the article is scrutinized by experts on the article's topic.
 - b. A paper that's been proofread.
 - c. When the students review each others' papers
 - d. None of the answers are correct.
6. What qualities should you look for to determine whether an article is scholarly or not?
 - a. Formal language
 - b. Bibliographic lists of sources

- c. Credentials of the author
- d. All answers are correct

Source: www://study.com/academy/practice/quiz-worksheet-journal-article-characteristics.html

www://study.com/academy/practice/quiz-worksheet-analyzing-journal.html

Conclude the lesson by telling that while reading professional articles, readers should have clear purpose and a tool to work with. Later, they can use that information while writing professional articles where they should indicate the sources to support their hypothesis.

Homework:

Ask participants to read a scientific article text and complete the chart given in activity 1

Lesson 10

Topic: Sport - Olympics: Usain Bolt Takes Olympic Glory with New 100m World Record

Task 1

Ask participants to fill the gaps in the sentences using these key words from the

brehtaking subsequently inevitably tantalizing impassive

undoubtedly farcical awry unbeatable disproportionate

text.

1. If something is _____, it is so badly organized, unsuccessful or unfair that it seems funny.
2. An _____ athlete is better than everyone else and cannot be beaten.
3. If something is _____, it is extremely impressive or beautiful.
4. If your face is _____, you do not show any emotion.
5. If something happens _____, it happens after something else happened.
6. When something goes _____, it does not happen in the way that was hoped or planned.

7. If something is _____ true, it is certainly true or is accepted by everyone.
8. A _____ number is one that is bigger or smaller than it should be.
9. The adverb _____ is used for saying that something is certain to happen.
10. If something is _____, it makes you feel excited or hopeful about having something you want, often something that you never get.

Ask participants to read the statements and decide whether they are True (T) or False (F). Then check your answers in the text.

1. The new Olympic 100 metres champion, Usain Bolt, is from the USA.
2. The 2004 Olympics were held in Athens.
3. The world record for the 100 metres is just over 10 seconds.
4. The 100 metres is regarded as the main event in track and field at the Olympics.
5. Before Usain Bolt, the previous world record holder was Ben Johnson.
6. Usain Bolt's victory was completely unexpected.

Ask participants to read the text and complete exercises after it.

OLYMPICS: USAIN BOLT TAKES OLYMPIC GLORY WITH NEW 100M WORLD RECORD

Will Buckley

1. "We've never seen anything like that before," was the verdict of the great Olympian, Michael Johnson, after a breathtaking 100 metres final. Usain Bolt was so far ahead of the rest he had time to slow down and smile for the cameras before crossing the line in a world record time of 9.69 seconds, beating by three-hundredths of a second the record he had set 11 weeks ago. He looks unbeatable.
2. The rest were nowhere. A fifth of a second behind – a long, long way in sprinting – was Richard Thompson of Trinidad and Tobago. With Tyson Gay having failed to make the final, the best American was Walter Dix, who took bronze in 9.91 sec. Asafa Powell and Michael Frater, Bolt's Jamaican compatriots, were fifth and sixth respectively, a distance behind the unbelievable Bolt.
3. This event is top of the bill and, for that reason, it is also the race most likely to disgrace the sport. If the fastest man in the world is a cheat, who cares about, or for, the rest? The 100 metres is the diva event. It makes or breaks the show. Recently, the Games have been broken. Of the previous four winners, Justin Gatlin and Linford Christie subsequently failed drugs tests. This meant that, inevitably, some would be looking at yesterday's encounter with suspicion. The world record holder, Bolt, former world record holder, Powell, and world champion, Gay, are the three fastest men of all time and, uniquely, they were on a collision course.

4. There was some talk of people needing to go as low as 9.6 in order to win it, which was tantalizing, except 20 years ago Ben Johnson had gone as low as 9.7, running quicker than anyone – until yesterday – had managed in an Olympics since. Of course, Johnson then lost his gold medal after testing positive for drugs.
5. In the semi-finals Bolt was slowly away, slow at the finish and still won in 9.85, exactly the time the now-banned Justin Gatlin had run to win in Athens in 2004. He was a tenth of a second ahead of college champion Dix in second, a margin he would more than double in the final. Even then, Bolt looked sensational, unbeatable, scarcely credible. Imagine what he might achieve if he broke into a trot.
6. His path was eased when Gay, suffering from injury, did not even break 10 seconds and missed a place in the final, which went instead to his compatriot, Darvis Patton. Powell won his semifinal easily in 9.91 and the final of the 100 metres had become a Jamaican contest. They even had a third finalist in Frater who, along with two Trinidadians, two Americans and the man from Netherlands Antilles, completed the field. Six from the Caribbean, two from the United States.
7. As the competitors appeared for the final, hundreds of cameras flashed round the stadium to create a twinkling star effect. The backdrop was near perfect, the stadium being the greatest in modern Olympics, in a Games that may be remembered as much for its architecture as its athletes. Bolt was in lane four, jiggling around at the start. Powell, impassive, was three lanes to his right. In between were Thompson and Dix. This, surely, would be where the medals would be contested. The introductions to the most explosive event in all of sport were made. Bolt smiled, pointed and made the archer sign. Powell swung from side to side as if in a trance. The drums rolled. Bolt continued jiggling; Powell remained impassive.
8. Silence, and then bang! Before anyone, least of all Bolt, could breathe, he had streaked away to win. Astonishingly, the first man to break 9.7 seconds eased up towards the end. Like a jockey astride a wonder-horse, he even took a quick look over his shoulder in the last five metres. “I could see him slowing down ahead as I was still pumping away,” said Thompson. If the semi-final was scarcely credible, this was even less so. Bolt, having produced the most electric 100 metres performance for 20 years, contented himself with hitting his left breast and then disco dancing around the stadium.
9. “It was expected,” said the Jamaican team doctor, Herb Elliott. “I don’t know how fast he can go; his coach doesn’t know how fast he can go; he doesn’t know how fast he can go.” He went on to say that Bolt had been tested half-a-dozen times in Beijing. It was a historic night for Jamaica, who has long aspired to win the 100 metres event. In 1952, Herb McKenley lost the closest 100 metres in history, now Bolt had won the easiest. For a country of two-and

a-half million they have undoubtedly produced a disproportionate number of top quality sprinters. Yet this was the first time their efforts had been rewarded with 100 metres gold.

10. Asked why he slowed down, Bolt said: "I wasn't interested in the world record. I didn't even know I had it until after the victory lap. This medal means a lot to my country, and to me." Explaining the archer sign, he said: "I just like to have fun. I like dancing."
11. Far from a breakfast of champions, Bolt had given the meal a miss and had nuggets for lunch, rested, and then had nuggets for tea. It was a nugget diet which had led to a golden performance. The history, however, casts its shadow. Johnson's downfall was tragic: if anything were to be awry with Bolt, it would be farcical.

© Guardian News & Media 2008

First published in The Observer, 17/08/08

3. Comprehension check

Choose the best answer according to the text.

1. The article describes the 100 metres as 'the diva event'. What does this mean?
 - a. An event in which only famous and successful athletes appear.
 - b. The highest profile event in the Olympic Games.
 - c. The event which is finished most quickly.
2. Why did Bolt slow down over the last 20 metres?
 - a. Because he was saving his energy for the 200 metres final.
 - b. Because he was only interested in winning the race, not in breaking the world record.
 - c. In order to humiliate his rivals.
3. Why is the 100 metres the race which is most likely to bring disgrace to athletics?
 - a. Because most past winners of the race have subsequently failed drugs tests.
 - b. Because many 100 metre runners use drugs to enhance their performance.
 - c. Because it is 'top of the bill' and therefore attracts the most attention.
4. Why didn't Usain Bolt have to worry about the challenge of Tyson Gay?
 - a. Because Gay had never run faster than 10 seconds.
 - b. Because Gay's fastest time this year was 10.3 seconds.
 - c. Because Gay failed to qualify for the final.

4. Find the word

Find the following words and expressions in the text.

1. A four-word expression meaning *moving towards each other and likely to run into each other*. (para 3)
2. A phrasal verb meaning *to start doing something*. (para 5)
3. A noun meaning *someone who is from the same country as someone else*. (para 6)
4. A noun meaning *everything you can see behind the main thing you are*

looking at. (para 7)

5. A verb meaning *to make small movements with your whole body, usually in a nervous or excited way.* (para 7)

6. A phrasal verb meaning *to run very quickly.* (para 8)

7. A phrasal verb meaning *to go more slowly.* (para 8)

8. A noun meaning *a sudden loss of power, status or success.* (para 11)

5. Verb + noun collocations

Match the verbs in the left-hand column with the nouns or noun phrases they go with in the right-hand column.

- | | |
|-----------|----------------------------|
| 1. set | a. a (drug) test |
| 2. cast | b. the final (of an event) |
| 3. cross | c. something a miss |
| 4. fail | d. an event |
| 5. win | e. a shadow |
| 6. reward | f. a record |
| 7. give | g. an effort |
| 8. make | h. the line |

6. Expressions with prepositions

Use prepositions to complete these phrases from the text.

- suffering _____ injury
- remembered _____ its architecture
- swing _____ side _____ side
- smile _____ the cameras
- so far ahead _____ the rest
- top _____ the bill
- look at something _____ suspicion
- a quick look _____ his shoulder

7. Writing task

Some past winners of the 100 metres have used performance-enhancing drugs. What do you think should happen to athletes who use such drugs? Should they be banned for life or should drugs be allowed in sport to give everyone an equal chance?

Lesson 11

Topic: Sport - Freerunning Joins Sport Establishment

Warmer

Take 5 minutes and write your answer to the following question:

In an inner city area, three young men in jeans and hooded tops are quickly running and jumping over walls, down stairs, across rooftops, through windows.

What's going on? What are they doing and why?

Key words and phrases

Find the word pairs (two words) in the article. The paragraph numbers are given to help you.

1. *Growing quickly without any outside help:* _____ . (para 1)
2. *A hobby, action or pastime kept secret from the public:* _____ . (para 2)
3. *A first official meeting:* _____ . (para 3)
4. *An older person who has had a long and respected career in a certain area:* _____ . (para 3)
5. *To say something quietly and with respect:* _____ . (para 5)
6. *A stealthy act of entering a house in order to steal something:* _____ . (para 5)
7. *When you are playful, full of high spirits, but doing nothing in particular:* _____ (para 5)
8. *A ruling organization; one that is in charge:* _____ . (para 11)

FREERUNNING JOINS SPORT ESTABLISHMENT

Esther Addley

Five years ago, outside Liverpool Street station in London, a group of 13 young men gathered for what was, at the time, the biggest meeting of freerunners in history. The sport, in which participants perform balletic leaps and flips using walls, bars and any other street furniture available, was still in its earliest infancy, mushrooming spontaneously across Britain among young people who had seen films of the French urban sport Parkour and wanted to adapt it into a freer and more expressive form.

How times change. Last night, the once underground pursuit declared itself firmly in the sporting establishment by holding its first world championships, hosted in one of London's top venues, sponsored by a major credit card company and filmed by Sky Sports.

"I never, ever thought we'd get to this place so quickly," said John Kerr, or 'Kerbie', one of the event's organizers. Present at that inaugural gathering at Liverpool Street, he finds himself, at 21, one of the sport's elder statesmen. He said: "We all feel amazingly blessed. Freerunning is so young and so new. A few years ago we were getting chased by police on a regular basis and property owners would shout at us. Now they pay us to come and perform on their properties."

Fifty feet above him, one of the event's 23 competitors was warming up by balancing in a handstand on the edge of an enormous black box, part of the equipment on which he would later compete, before flipping on to a nearby bar, spinning around it, and dismounting. Below him, his peers – those not already

performing ‘gainers’ and ‘loser flips’ and ‘layout backflips’ from a lattice of steel poles – murmured approvingly. The sport might be said to combine the best qualities of gymnastics, cat burglary and teenage mucking about, but the skill of the participants is unarguable.

Few underground activities can claim to have made it into the mainstream with such dazzling speed. Many participants trace the birth of freerunning to a BBC ident (a TV station’s symbol or logo, often accompanied by music, a jingle or an animation) in 2002, showing a Parkour runner adapting his skills on the rooftops of London.

Urban Freeflow, the sport’s central organization, was founded a year later. Though closely related to Parkour, which originated in the Paris suburbs a decade ago, Parkour prizes speed and efficiency of movement, in contrast to the expressiveness of freerunners. As such, though it is practised worldwide – last night’s competitors hailed from 17 countries – freerunning could reasonably be described as a brand new British sport.

Urban Freeflow now trains the Metropolitan police and Royal Marines, as well as organizing workshops in schools, and estimates that 15,000 people now practise the sport in Britain (95% are male).

The organization choreographed action sequences for the films *Casino Royale*, *The Bourne Ultimatum* and *28 Weeks Later*, and also performs at public events.

As the founder of Urban Freeflow and the organizer of last night’s competition, Paul ‘EZ’ Corkery could be considered the grandfather of freerunning – at 34, he considers himself retired. He is in discussions with the 2012 Olympic organizers over how freerunning might be involved, perhaps in the opening ceremonies, or in workshops.

“The organizers are really eager to collaborate with anything that gets the kids off their arses,” he said. Does he see a day when freerunning might be an Olympic sport? “I don’t really think it fits. You’d need to put in place a national governing body, things like that, and it would kill the sport, really.”

“These guys are my YouTube idols, it means everything to be here with them,” said Franck ‘Cali’ Nelle, from France. “I’m not really thinking about winning. It’s just being here alongside the best of the best. The first ever freerunning world championships? That’s a big event. That’s something for the history books.”

© *Guardian News & Media* 2008

First published in The Guardian, 04/09/08

Free-running uses the same movements as Parkour but with the emphasis being on aesthetics, fun and creativity.

Source: www.UrbanFreeflow.com

Parkour is the art of moving through your environment using only your body and the surroundings to propel yourself. It can include running, jumping, climbing, even crawling, if that is the most suitable movement for the situation.

Source: <http://www.misterParkour.com/faq/>

Freerunning is more expressive and creative in nature, with moves such as acrobatics, flips and spins.

Source: www.AmericanParkour.com

1. Skim-reading for comprehension

Skim-read the article again to find the answers to the questions.

1. Where was Parkour invented?
2. Where was the first freerunning championships held?
3. What age and sex is a typical freerunner?
4. How has peoples' attitude to the sport changed in the last few years?
5. With what and back to when do people associate the birth of freerunning?
6. What is the main difference between Parkour and freerunning?
7. What professional bodies are interested in the sport?
8. What connection does the sport have with the film industry?
9. Is freerunning likely to become an Olympic sport?

4. Vocabulary

Find at least eight movement and action words in the article and definition.

Compare them paying particular attention to how and in which situations they can (and cannot) be used. Write an example sentence for each word.

E.g. leap and flip

5. Webquest

Compare jumps and moves made by freerunners, Spiderman and flying squirrels by watching online videos, making notes and reporting back.

Watch a Parkour/freerunning sequence in a James Bond 007 film:

<http://de.youtube.com/watch?v=IPmJ73XRIUs>

Watch excellent non-professional freerunners here:

<http://de.youtube.com/watch?v=LlBaVojYCfo>

Watch the founder of Parkour in a TV commercial:

<http://de.youtube.com/watch?v=5BOUohniyJU>

Find out further information about Parkour and freerunning at:
<http://www.misterParkour.com/faq/>

IV. 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, топшириқ тарзидаги, босма 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;
- 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 суҳбатни 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 қизга мактуб жўнатди. Мактубда унга бўлган ҳиссиётларини 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:

- Гуруҳ мураббийси сифатида ҳар бир ўқувчи билан индивидуал ишлаш, уларнинг ҳиссиётларини 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 варианты:

- 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, топширқ тазидаи, муаммо, ечим ёки концепцияни изоҳлашга қааратилган 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;

V. ГЛЮССАРИЙ

| | |
|-------------------------------|---|
| 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 | <p>An <i>instructional skill</i> where group members</p> <ul style="list-style-type: none"> <input type="checkbox"/> listen to the speaker as if they are walking in their shoes <input type="checkbox"/> listen with all their senses <input type="checkbox"/> let the argument or presentation run its course without interruption <input type="checkbox"/> encourage the speaker's train of thought <input type="checkbox"/> actively respond to questions and directions <input type="checkbox"/> 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: |

| | |
|----------------------|---|
| | <ul style="list-style-type: none"> <input type="checkbox"/> to assist student learning related to outcomes, <input type="checkbox"/> to make judgements about students' achievements, <input type="checkbox"/> to evaluate the effectiveness of teaching programs, and <input type="checkbox"/> to inform decisions about students' future learning. <p>Some people broadly distinguish between formative and summative assessment.</p> |
| 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 | Ability to use 2 or more languages in oral and/or written |

| | |
|----------------------|---|
| proficiency | 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, and educational and other special-purpose content. |
| Bloom's Taxonomy | A tool for categorizing the level of abstraction of questions. Questions are categorized according to six levels: knowledge, comprehension, application, analysis, synthesis and evaluation. |
| Brainstorm | An <i>instructional tactic</i> 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 practice 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 of 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 <i>Beyond the Information Given</i> (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 Learning</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 <i>The Teaching for Understanding Framework</i> , this can occur as a more complex performance within the unit, giving students a chance to synthesize understandings having completed introductory and guiding performances. |
| Data retrieval chart | An effective way of sorting information and enabling |

| | |
|-------------------------------|---|
| | students to recognize 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 | Formative assessment is used to monitor learning |

| | |
|--------------------|--|
| assessment | 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 organizer 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 energizer. |
| Graphic organiser | A tool which organizes information in visual form. There are many different types of graphic organizers 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-judgmental 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 organizing 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 generalizations and theories. |
| Informal assessment | Teachers and students use informal assessment opportunities to make incidental and immediate judgments 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. |

VII. Фойдаланилган адабиётлар рўйхати

Ўзбекистон Республикаси Президентининг асарлари

1. И.А.Каримов. Озод ва обод Ватан эркин ва фаровон ҳаёт пировард мақсадимиз, 8-жилд. – Т.: Ўзбекистон, 2000.
2. И.А.Каримов. Ватан равнақи учун ҳар биримиз маъсулмиз, 9-жилд. – Т.: Ўзбекистон, 2001.
3. И.А.Каримов. Юксак маънавият-енгилмас куч. Т.: “Маънавият”. –Т.: 2008. -176 б.
4. И.А.Каримов. Ўзбекистон мустақилликка эришиш остонасида. - Т.: “Ўзбекистон”. 2011. -440 б.
5. И.А.Каримов. Она юртимиз бахту иқболи ва буюк келажаги йўлида хизмат қилиш – энг олий саодатдир. “Ўзбекистон”, 2015. – 302 б.

Норматив-ҳуқуқий ҳужжатлар

1. Ўзбекистон Республикасининг Конституцияси. – Т.: Ўзбекистон, 2014.
2. Ўзбекистон Республикаси Президентининг “Таълим - тарбия ва кадрлар тайёрлаш тизимини тубдан ислох қилиш, баркамол авлодни вояга етказиш тўғрисида”ги 1997 йил 6 октябрдаги №1869-сонли Фармони.
3. Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Узлуксиз таълим тизими учун давлат таълим стандартларини ишлаб чиқиш ва жорий этиш тўғрисида”ги 1998 йил 5 январдаги 5-сонли Қарори.
4. Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Узлуксиз таълим тизимини дарсликлар ва ўқув адабиётлари билан таъминлашни такомиллаштириш тўғрисида”ги 1998 йил 5 январдаги 4-сонли Қарори.
5. Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида”ги 2001 йил 16 августдаги 343 - сонли Қарори.
6. Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Олий ўқув юртлари талабаларига стипендиялар тўлаш тартиби ва миқдорлари тўғрисида”ги 2001 йил 17 августдаги 344 - сонли Қарори.
7. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2004 йил 1 мартдаги “Нодавлат таълим муассасалари фаолиятини лицензиялаш тартиби тўғрисида”ги Низомни тасдиқлаш тўғрисидаги 100-сонли Қарори.
8. Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Олий таълим муассасасига педагоглари танлов асосида ишга қабул қилиш тартиби тўғрисида”ги Низомни тасдиқлаш тўғрисидаги 2006 йил 10 февралдаги 20-сонли Қарори.
9. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2006 йил 16-февралдаги “Педагог кадрларни қайта тайёрлаш ва уларни малакасини ошириш тизимини янада такомиллаштириш тўғрисида”ги 25-сонли Қарори.
10. Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Олий таълим муассасалари талабалари ўқишини кўчириш, қайта тиклаш ва ўқишдан четлаштириш тартиби тўғрисида”ги Низом тасдиқлаш хусусидаги 2010 йил

18 июндаги 118-сонли Қарори.

11. Ўзбекистон Республикаси Президентининг “Таълим муассасаларининг битирувчиларини тадбиркорлик фаолиятига жалб этиш борасидаги қўшимча чора-тадбирлар тўғрисида”ги 2010 йил 28 июлдаги 4232-сонли Фармони.

12. Ўзбекистон Республикаси Президентининг “Олий таълим муассасаларининг моддий-техника базасини мустаҳкамлаш ва юқори малакали мутахассислар тайёрлаш сифатини тубдан яхшилаш чора-тадбирлари тўғрисида”ги 2011 йил 20 майдаги 1533-сонли Қарори.

13. Ўзбекистон Республикаси Президентининг “Олий малакали илмий ва илмий-педагог кадрлар тайёрлаш ва аттестациядан ўтказиш тизимини янада такомиллаштириш тўғрисида”ги 2012 йил 24 июлдаги 4456-сонли Фармони.

14. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2012 йил 26 сентябрдаги “Олий таълим муассасалари педагог кадрларини қайта тайёрлаш ва уларнинг малакасини ошириш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги 278-сонли Қарори.

15. Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Ўриндошлик асосида ҳамда бир неча касбда ва лавозимда ишлаш тартиби тўғрисида”ги Низоми 2012 йил 18 октябрдаги 297-сонли Қарори.

16. Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Олий ўқув юртидан кейинги таълим ҳамда олий малакали илмий ва илмий педагогик кадрларни тайёрлаш аттестациядан ўтказиш тизимини такомиллаштириш чора тадбирлари тўғрисида”ги 2012 йил 28 декабрдаги 365-сонли Қарори.

17. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2012 йил 29 декабрдаги “Республика олий таълим муассасалари рейтингини баҳолаш тизимини жорий этиш тўғрисида”ги 371-сон Қарори.

18. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2015 йил 10 январдаги “Вазирлар Маҳкамасининг “Олий таълимнинг Давлат таълим стандартларини тасдиқлаш тўғрисида” 2001 йил 16 августдаги 343-сон қарорига ўзгартириш ва қўшимчалар киритиш ҳақида”ги 3-сонли Қарори.

19. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2015 йил 2 мартдаги “Магистратура тўғрисида”ги Низомни тасдиқлаш тўғрисидаги 36-сонли Қарори.

20. 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 4732-сон Фармони.

21. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2015 йил 20 августдаги “Олий таълим муассасалари раҳбар ва педагог кадрларини қайта тайёрлаш ва малакасини оширишни ташкил этиш чора тадбирлари тўғрисида”ги 242-сонли Қарори.

22. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2015 йил 10 январдаги «Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида» 2001 йил 16 августдаги 343-сон қарорига ўзгартириш ва қўшимчалар киритиш ҳақида” ги 3-сон Қарори.

Махсус адабиётлар

1. Азизходжаева Н.Н. Педагогик технологиялар ва педагогик маҳорат. – Т.: Молия, 2003. – 192 б.
2. Арипов М. Интернет ва электрон почта асослари.- Т.; 2000. – 218 б.
3. Исмаилов А.А, Жалолов Ж.Ж, Саттаров Т.К, Ибрагимходжаев И.И. Инглиз тили амалий курсидан ўқув-услубий мажмуа. Basic User/Breakthrough Level A1/-Т.: 2011. – 182 б.
4. Ишмухамедов Р., Абдуқодиров А., Пардаев А. Таълимда инновацион технологиялар (таълим муассасалари педагог-ўқитувчилари учун амалий тавсиялар). – Т.: “Истеъдод” жамғармаси, 2008. – 180 б.
5. Ишмухамедов Р., Абдуқодиров А., Пардаев А. Тарбияда инновацион технологиялар (таълим муассасалари педагог-ўқитувчилари учун амалий тавсиялар). – Т.: “Истеъдод” жамғармаси, 2009. – 160 б.
6. Саттаров Э., Алимов Х. Бошқарув мулоқоти. -Т.: “Академия”, 2003.- 70 б.
7. DUET-Development of Uzbekistan English Teachers- 2-том. CD ва DVD материаллари, Тошкент.: 2008.
8. Christian Puren. “La didactique des langues étrangères” 3 ème édition, octobre 2013, Paris. 139 p.
9. Michael McCarthy “English Vocabulary in use”. Cambridge University Press, 1999, Presented by British Council.
10. Jack Richards and Theodore S. Rodgers (2001) Approaches and Methods in Language Teaching .Cambridge University Press
11. Gardener H. (1993) Multiple Intelligences: The Theory and Practice, New York: Basic Books.
12. Bygate, Martin. Speaking. - X, 125 p.: il. - Oxford; New York, 2000
13. Lynch, Tony. Communication in the language classroom. - XVI, 174 p.: fig. - Oxford; New York, 2001

Хорижий адабиётлар

- Blass, L., & Pike-Baky, M. (1996). *A Content-Based Writing Book*. McGraw-Hill. Third Edition.
- Brown, S.& D. Smith (2007) *Active Listening*. Cambridge: CUP. Second Edition. Cambridge:CUP
- Coe, N., Rycroft, R., & Ernest, P. (1983). *Writing Skills: A problem-solving approach*. CUP
- Fried-Booth, D. L. (2002) *Project Work*. Oxford: Oxford University Press
- Fry, E. B. (2000), *Skimming and scanning*. Advanced level. Jamestown Publishers.
- Glendinning E. H. & Holmstrom B. (2004) *Study Reading*. CUP.
- Greenall, S. & D. Pye (2007), *Reading 4. Cambridge Skills for Fluency*. Cambridge: CUP. Intermediate. Cambridge: CUP
- Kippel, F. (1985) *Keep talking*. Cambridge: CUP

Lynch, T. (2004) *Study Listening: A course in listening to lectures and note-taking*. Cambridge:

Newspapers and magazines (e.g. *English Teaching professional, Modern English*
Sanabria, K. (2004) *Academic Listening Encounters. Life in Society*. Intermediate to High

Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic etc)

Ur, P. (1981) *Discussions that work* Cambridge: CUP

Williams, E.J.(2008) *Presentations in English*. Macmillan

Электрон таълим ресурслари

Suggested web sites:

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

www.encyclopedia.com

www.guide2womenleaders.com

<http://wikipedia.org>

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

<http://liveearth.org>

<http://wonderclub.com>